



Organization Information

Organization Name *

Infinity STEAM Academy

Telephone

Fax

Address

Unit/Suite

Zip Code

City

Wilkesboro

State

North Carolina





Primary Contact Name *

Pamela Johnson

Opening Year *

2025

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Founder, Chair

Management Organization Name

Board Members Roster *

Management Organization Contact Name

Primary Contact Email *

infinitySTEAMacademy@gmail.com

Management Organization Phone

Primary Contact Phone *

3369024450

Management Organization Email

Primary Contact Address *

385 Cling Johnson Road

Unit/Suite *

Zip Code *

28697

City *

Wilkesboro

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

Infinity STEAM 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

336-902-4450

Q3. Geographic County in which charter school will reside

Iredell

Q4. LEA/District Name

Iredell-Statesville Schools

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

28677

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

Q10. Projected School Opening Month

July 2025

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.

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

Resources

Enrollment Summary T...

Applicant Evidence :

ISA Enrollment Summa...

Uploaded on **4/7/2023** by
Pamela Johnson

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

At full capacity, ISA will enroll 408 students from grades kindergarten through eighth grade.

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 Demograp...

Applicant Evidence :

ISA Enrollment Demog...

Uploaded on **4/7/2023** by
Pamela Johnson

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.**



Upon full implementation, Infinity STEAM Academy will serve students kindergarten through 8th grade. During the first year (2025-2026), the school will enroll kindergarten through second grade. One grade level will be added each subsequent year.

There will be two classes per grade level. This will allow the school to provide a personalized learning experience for a modest population of students. Kindergarten and first grade will have no more than 20 students per class, whereas second and third grades will have no more than 22 students. As such, there will be a total of 40 seats for kindergarten and first grade and 44 seats for second and third grade. For grade levels past third grade, there will be no more than 24 students per class for a total of 48 seats available for the grade level. This incremental increase in early grades allows for students to join the school even if they do not start as a younger student. These older students would be admitted after participating in an on-boarding program to prepare them for the rigors of STEAM education and an assessment to determine their individual educational needs.

It is essential for students to start the STEAM journey at an early age. According to the North Carolina Science, Mathematics, and Technology Education Center (2013), "STEM interest and learning begins very early as we all come into the world naturally curious" (p. 6). During the course of their childhood, interest in STEM subjects and development of STEM skills tend to drop in the traditional education setting. A study by Speziale et al. (2016) found that fifth graders who were in the traditional setting initially struggled with the addition of project-based learning into classroom instruction. A teacher in the study responded, "From the beginning of their school experience everything was fed to them. Getting them to think in the beginning on their own, outside of the box, was very hard. They were not used to doing this. They were used to someone giving them the solution." (p. 39-40)

However, an intentional STEM program can help retain student interest in the STEM fields (Peters-Burton et al., 2019) and prepare students to take advantage of advanced studies and careers in STEM fields (McIntyre et al, 2013). These researchers and others (Chiu et al., 2015; Kelley & Knowles, 2016) assert that intentional STEM education should begin in kindergarten or earlier.

For these reasons, the first year of Infinity STEAM Academy will serve kindergarten through second grade students. The school will build the foundation of inquiry-based learning and engineering design in the younger ages so that they are equipped to solve increasingly more complex problems in the future. They will develop literacy, math, and civic skills through the lens of integrated learning. As they are promoted to new grade levels, their curiosity and enjoyment of learning will grow instead of wane.

Limiting the opening grades to younger students will also lead to early detection of learning deficiencies and/or disabilities. The earlier these are detected, the earlier supports can be provided so that learning gaps can be limited.

There should be no problem filling the enrollment projections for year one. The number is only a small percentage of the enrollment at Iredell-Statesville Schools. Additionally, bestplaces.net projects that the future job growth for the county will be higher than the national average over the next ten years.

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)



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 State Board of Education.

Infinity STEAM Academy

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

- Yes
- No

Applicant Comments :

Infinity STEAM Academy will apply for non-profit status upon SBE approval.

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 :

Infinity STEAM Academy will apply for non-profit status upon SBE approval.



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 Comments :

Infinity STEAM Academy will apply for non-profit status upon SBE approval.

Applicant Evidence :


Appendix F (2).pdf

Uploaded on **4/23/2023**

by **Pamela Johnson**

Q23. **Name of Registered Agent and Address**

- **As listed with the NC Secretary of State**

Pamela Johnson

385 Cling Johnson Road

Wilkesboro, NC 28697

Q24. **Federal Tax ID**

92-3425590



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.

Q25. 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



4. Conversion

Q39. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



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.

Q56. Do you want this application to be considered for standard or fast-track replication?

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





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>)).

Q67. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q69. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- Yes
- No



8. Mission Purposes, and Goals

8.1. 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.

Q84. 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 of Infinity STEAM academy is to provide equitable, engaging, integrated learning opportunities to help students of all backgrounds persist and reach their fullest potential in their chosen future pathway and become productive citizens.

Q85. 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.



Infinity STEAM Academy will be a place to spark and *sustain* curiosity in kindergarten to 8th grade students through daily hands-on engagement in every classroom. The school will cultivate persistent lifelong learners who will develop solutions to complex, real world problems. Students will build and utilize future-ready skills (leadership, critical thinking, collaboration, communication, persistence, and innovation) through exploration of the world around them to prepare for future pathways in employment, enrollment, or enlistment.

In addition to the school's vision, the following have been identified as CORE VALUES:

- Students should *experience* learning.
- Learning should be authentic and applicable to students' lives.
- A student's achievement should match their fullest potential.
- Every student, regardless of background or ability, should have access to high quality education.
- Students should explore future pathways early. "A child who believes they are going somewhere behaves differently than a child who thinks they are going nowhere" (Pedro Noguera, UCLA Professor of Education).
- Students need support charting the path of their future (aspiration → achievement → opportunity → attainment)
- Transferable, future-ready skills are important for any subject and any career choice.
- STEAM education is the key to producing future-ready students.
- STEAM topics can be used to teach other subjects.
- Instruction of other subjects can incorporate aspects of STEAM, especially art, engineering, and technology.
- Art in STEAM is essential and represents the creativity needed to put ideas into reality.
- Early exposure to this type of learning is key to the development of skills and passion for learning.
- Parent and community involvement are essential for the success of the student.
- We value and celebrate diversity (cultures, perspectives, etc.).

Q86. Educational Need and Targeted Student Population of the Proposed Charter School

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 ELL 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).



ISA will be centrally located in Statesville, NC, the county seat of Iredell County. Most enrollees will be citizens of Statesville. It will be highly accessible to those students who are socioeconomically disadvantaged and at-risk.

The target population is the socioeconomically disadvantaged students within the city limits of Statesville. At-risk and low socioeconomic students will receive added weight on the admittance application.

Transportation will be provided within a certain mile radius of the school so that all children residing in Statesville city limits will have an opportunity to attend without economic barriers. However, any student residing in Iredell County (or any other NC county) is welcome to apply to the school.

The most recent demographics of Statesville, NC are as follows:

Race/Ethnicity	White: 54.8% Black: 36.9% Hispanic: 11.1% Asian: 2% Pacific Islander: 0.5% American Indian: 0.5% 2+ Races: 2.1%
Mean Household Income	\$39,987
Mean Per Capita Income	\$23,813
Poverty Rate	18.7%

Source of Data: United States Census

According to U.S. News, 25.7% of students in Iredell-Statesville Schools are on free or reduced lunch and 6% are English Language Learners. According to the local LEA website, over 2100 students have IEPs, which equates to approximately 10.4% of the population. Because Infinity STEAM Academy will be centrally located within the city limits of Statesville, and its application process will give more weight to at-risk students, these percentages will most likely be higher for ISA.

The following represents comparative demographics for the entire Iredell-Statesville School System:

- White: 62.6%



- Black: 13.9%
- Hispanic: 15.2%
- Asian: 3.1%
- Pacific Islander: 0.1%
- American Indian: 0.1%
- 2+ Races: 4.9%

Q87. 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?



Over the last four years, some of the Statesville area schools have had an increase in enrollment, while others have had a decrease in enrollment. These trends may or may not have been influenced by the COVID pandemic.

Overall, the LEA has seen a 3.7% decrease in enrollment over the last 10 years. However, There was a notable jump between 2020 and 2021. (Enrollment data can be found in Appendix O.) This increase is correlated with a 2.7% increase in the job market over the last year. The future job growth for the county is projected to be higher than the national average over the next ten years. (Source: Best Places)

In terms of student achievement, the general trend shows that schools having a greater percentage of students who are economically disadvantaged have the lowest student achievement on standardized grade level assessments. The COVID pandemic has had a negative impact on most schools in the area, as seen by comparing 2019 to 2022 data. LEA student achievement can be found in Appendix O.

The projected increase in the job market would suggest that there will be an increase in school-aged children in Iredell County. The addition of a new school can alleviate some of the pressure of a rapidly growing community.

The projected increase in the job market also stresses the need for developing students with future-ready skills such as collaboration, problem-solving, critical thinking, and persistence. Part of the mission and vision of Infinity STEAM Academy is to develop those skills. From an early age, the school will help develop students who will be successful in any career path.

According to Ejiwale (2013), "On the one hand, students must be prepared to have a strong foundation in STEM no matter what careers they pursue. This preparation should involve building shared skills and knowledge. On the other hand, students must be inspired so that all are motivated to learn STEM subjects so that many of them will be excited to enter STEM fields. This will be feasible through meaningful experiences that speak to students' particular interests and abilities" (p. 66).

An integrated education proves to be important for at-risk populations. Nationally, the dropout rate in urban schools is much higher than anywhere else (Chen, 2022). According to Jacobs (1989), "a common concern of students is the irrelevance of their course work in their lives out of school. They find it difficult to understand why they need math when most of their instruction is based on a textbook used in isolation from its applications" (p. 4). Integrating curriculum ensures that learning is relevant to students (Drake and Burns, 2004).

In the local LEA, as well as across the state and country, schools with a high percentage of disadvantaged students have lower levels of student achievement based on standardized testing. Infinity STEAM Academy's application process will give weighted preference to students who are classified as "at risk," including those who are socioeconomically disadvantaged. The following elements of ISA's educational model will serve the needs of this target population:

- Early detection of learning gaps through the MTSS identification process
- Reading and math interventions
- Yearlong school calendar



- Two weeks of intercession in which students can come to receive extra help to close their learning gaps
- Two weeks of summer camps to enhance learning
- Partnerships with community organizations to meet the physical and emotional needs of students
- A robust social emotional program
- Focus on development of skills such as leadership, critical thinking, persistence, etc.
- Career exploration and counseling from an early age
- Truly integrated curriculum taught via inquiry and design learning

Q88. 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).

At capacity, the total projected enrollment at Infinity STEAM Academy will be 408 K-8 students.

In August 2022, the K-8 population of the local LEA (Iredell-Statesville Schools) was 13,117.

When the charter school is fully implemented with K-8 students, it will be 3.11% of the current LEA enrollment.

Q89. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



There is no other school like this that is easily accessible to the target population. Iredell-Statesville Schools (I-SS) has several “STEM” schools. The only one certified STEM by NC is in the Lake Norman area (southern Iredell County), which is not practical for the students residing within Statesville city limits or rural Iredell County. The other two “STEM” schools have yet to be certified by NC. There are also no other STEM charter options in the county.

Intense STEM integration (a.k.a. STEM *immersion*) is much more than offering a STEM-based elective once a week (Shapiro, 2013). True STEM education is transdisciplinary, in that “knowledge and skills learned from two or more disciplines are applied to real-world problems and projects, thus helping to shape the learning experience” (English, 2016, p. 2). Chiu et al. (2015) cites multiple sources to describe STEM education as the integration of STEM subjects to “[break] down the ‘silos’ of discipline-independent teaching that students often encounter throughout the day, and making connections to the context of the real world” (p. 3). Students at Infinity STEAM Academy will learn content by exploration, inquiry, and problem solving through engineering design.

The Infinity STEAM Academy will operate on a yearlong calendar. There is only one school in I-SS that operates on this type of schedule (N.B. Mills). With a yearlong calendar, learning loss over extended breaks is reduced. In addition, there will be two weeks of intercession, one in the fall and one in the spring. During these times, students who are falling behind grade level will receive targeted support to address their learning gaps. During the summer break, students can attend one of two interactive learning enrichment camps.

Infinity STEAM Academy will take extra measures to build parent and community relationships. The calendar has two family days built in for parent-teacher conferences and access to community services. The school will have a PTO to help us understand and meet the needs of our diverse student population. Community partners will also have a voice in helping the school respond to the economic growth of the area.

Infinity STEAM Academy will place a strategic focus on career awareness, even though it is a K-8 school. Students will be exposed to career opportunities early, and during the middle grades, they will receive personalized career pathway counseling and participate in special career exploration activities. We feel that this is a foundational step for student success after they leave our school. Buttaro et al. (2010) speaks of importance of eliminating the aspiration-attainment gap commonly present with children of low socioeconomic status:

“Through parent-school relationships, students and their families should be provided with accurate information about how much students are learning, what possible additional courses they should take to be more competitive with other students, and so forth. Without such information, students will have no way of knowing how prepared (or unprepared) they are for their further education.” (p. 499)

Q90. 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



First, ISA has been in contact with several state and local politicians who have expressed their support of the addition of Infinity STEAM Academy to the Statesville/Iredell County area. State Senator Vickie Sawyer wrote a letter of support for the school (see Appendix A). State Representative Jeff McNeely and Statesville City Councilwoman Doris Allison expressed their support by phone. Ms. Allison also sent a letter of support via email message. Additionally, Governor Roy Cooper declared April 2023 as STEM Education Month on March 29, 2023. In this declaration, he outlined the importance of STEM education to students as well as communities. While this is not a direct support of Infinity STEAM Academy, it does show that the state of North Carolina and its leaders support STEM education.

Next, ISA developed an informational video and parent/community survey. These links were shared on social media in attempts to gather evidence of community support and elicit some preliminary feedback. ISA printed out flyers with QR codes that directed readers to these links. The flyers were handed out at the following places/events:

- April 2, 2023 - Pamela Johnson spoke about ISA to Statesville's NAACP Branch
- April 2, 2023 - a walk-around in one of Statesville's low income housing authority neighborhoods
- April 15, 2023 - ISA set up a booth at Statesville's Arbor Day Festival
- April 18, 2023 - booth outside of Compare Foods of Statesville (to connect with Statesville's Hispanic population)

The survey asked the following questions:

1. Do you think children and communities in Statesville and Iredell County would benefit from having Infinity STEAM Academy?
2. If Infinity STEAM Academy was in your area, would you consider enrolling your children?
3. Do you have children ages 2-6?
4. In your opinion, describe the ideal educational experience for the children of Statesville and Iredell County.

Although the sample size was small (41 participants), the responses were overwhelmingly positive. 97.6% of the respondents said that Statesville and Iredell County would benefit from having Infinity STEAM Academy, and 97.6% said that they would consider enrolling their children. 56.1% of the respondents have children 2-6 years old, which is the population who will be in kindergarten through 2nd grade during the 2025-2026 school year. Since this survey only reached a small part of Statesville's population, it is more than reasonable to believe that the seats can be filled. The survey also collected email addresses from anyone who wanted to be included in future updates regarding the school.

Upon SBE approval, ISA will diligently gather support from companies and organizations in Statesville.

Q91. **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 all.pdf

Uploaded on **4/27/2023**
by **Pamela Johnson**

8.2. Purposes of the Proposed Charter School

Q92. **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.

Q93. **Provide a brief narrative to coincide with each applicable legislative purpose(s).**



Purpose	How will the school show it?
Improve student learning	The school will develop students to their fullest potential. This will be reflected in classroom and state assessment data. The beginning achievement goal is to see at least 50% of students proficient. The school will commit to a yearly improvement in state-assessed achievement levels. Classroom teachers will assess projects and other complex tasks using rubrics to measure progress towards future-ready skills. Teachers will take steps to refine these projects to improve development of these skills. Students will begin exploring careers early and receive guidance regarding next steps to success.



Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted

According to the Glossary of Education Reform (Great Schools Partnership), “the term **at-risk** is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term may be applied to students who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency (as in the case of migrant-worker families), or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students. While educators often use the term *at-risk* to refer to general populations or categories of students, they may also apply the term to individual students who have raised concerns—based on specific behaviors observed over time—that indicate they are more likely to fail or drop out.” Again, the emphasis will be on pushing students to reach their own personal best. We will offer hands-on inquiry based learning to all students. Advanced students will receive enhancement which may include science and math competitions, independent study, etc. Students needing remediation will receive it in their areas of struggle. The school will give weighted preference to students who are at-risk (such as low socioeconomic status).

The school will celebrate diversity as much as possible through the humanities, making sure that all students feel important.

The yearlong school calendar will be designed to benefit at-risk students. There will be enrichment camps and intercession during the calendar breaks to eliminate loss of knowledge and skills.

The school will employ restorative practices for discipline so that students can develop coping mechanisms and limit time lost to suspensions.

The school will connect students and their families to community partners so that physical, social, and emotional needs are met, which is imperative to learning.



<p>Encourage the use of different and innovative teaching methods</p>	<p>The STEAM concept will be built around learning as an experience. All subject areas will be truly integrated as much as possible to provide a coherent education. Instruction will employ techniques such as problem based learning and engineering design. Learning will happen in the classroom as well as in “learning labs” throughout the school. These might include a kitchen classroom, garden, etc. In the middle grades, students will explore various careers through six-week-long mini-internships. During these internships, students will learn more about careers that interest them. They will have guest speakers and will be able to visit locations related to the careers.</p>
<p>Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site</p>	<p>Teachers will receive training prior to the school opening via stipend compensation. Training will include STEAM integration, PBL, and engineering design. They will also receive training throughout the school year. One of these opportunities will be faculty-wide attendance at the annual NC Science Teacher Association professional development conference.</p> <p>In addition to STEAM related training, staff will receive professional development in culturally relevant teaching and meeting the needs of diverse students.</p> <p>Staff will receive constructive feedback via formal observations, classroom walkthroughs, and coaching.</p>
<p>Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system</p>	<p>There is no other school like this that is easily accessible to the target population. I-SS has several “STEM” schools, but the only one certified STEM by NC is in the Lake Norman area (southern Iredell County). The other two “STEM” schools have yet to be certified by NC. There are also no other STEM charter options in the county.</p> <p>Students will participate in strategic career exploration activities. In the middle grades, students will receive personalized career pathway counseling.</p>



<p>Hold the schools established under this Article accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems</p>	<p>The school will have a structure by which staff and administration (i.e. MTSS team) meet and discuss students whose achievement and grades fall below a certain level and intervene immediately (remediation time, meeting with counselor, meeting with parents, etc.).</p> <p>The school will host 2 weeks of intercession during the school year. During this time, students with learning gaps can receive strategic intervention.</p>
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8.3. Goals for the Proposed Charter School

Q94. 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.



Academic Performance

Goal 1: Overall performance

- At the conclusion of the 2025-2026 school year, at least fifty (50%) of students will be on grade level on all classroom and state assessments.
 - This goal was chosen as a starting point because it is a slight improvement over the local LEA data for similar schools.
- For subsequent years, the proficiency rate will increase by at least 3% each year.

Goal 2: Individual Student Growth

- In years with comparative data, at least eighty (80%) of students will meet expected growth from one year to another.

Instructional Program

Goal 1: Inquiry-Based Instruction

- During the 2025-2026 school year, every student will experience at least three PBL or Design Challenge activities per month related to current content.

Goal 2: Career Exploration and Preparation

- During the 2025-2026 school year, every student will experience at least one career exploration activity per month related to current content.

Goal 3: NC STEM School of Distinction

- Within 3 years of opening, ISA will achieve the status of “Prepared School” according to the NC STEM School of Distinction Rubric.
- Within 5 years of opening, ISA will achieve the status of “Model School” according to the NC STEM School of Distinction Rubric.

Operations

Goal 1: School Budget and Finances

- The school will meet at least 95% of budget expectations each year.

Goal 2: Compliance with Charter School Law

- The school will be in 100% compliance with all charter school law.

Governance



Goal 1: Charter Board Professional Development

- The charter school board will participate in at least two professional development events each year. The topic will be determined based on the needs of the school.

Goal 2: Stakeholder Satisfaction

- At the conclusion of the 2025-2026 school year, the school and its board will average “satisfied” or better on seventy percent (70%) of indicators on all types of climate surveys (student, parent, teacher, community).
- For subsequent years, the percent “satisfied” will increase by at least 3% each year.

Grade level PLCs will meet weekly to analyze performance data. They will discuss remediation plans when appropriate. PLC members will refer struggling students to the MTSS team. Grade level PLCs will also discuss how and when to incorporate PBL, Design Challenge, and Career Exploration into their interdisciplinary units.

The MTSS team will also analyze individual student data monthly to assign them to the appropriate tier and determine what kind of support to give.

The SIT will meet monthly to analyze progress towards these goals and next steps. They will also discuss whether or not goals should be modified.

The principal and SIT chair will meet monthly with the board to keep them updated on the progress towards school goals and the mission statement. An extensive review of progress towards goals will occur at mid-year and end-of-year.

Q95. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board will meet at least once per month to review advancement toward the mission statement and to discuss other operational decisions. The principal and SIT chair will meet with the board to keep them updated on the progress towards school goals and the mission statement. The meetings will celebrate achievements and discuss areas in need of improvement. Board meetings will be livestreamed and open to parents, community members, etc.

The following data will be discussed at board meetings as needed:

- Enrollment and attendance
- Academic performance and NC Accountability progress
- Instructional program (ex. frequency of PBLs, engineering design activities, and career exploration)
- Parent and community partnerships
- Climate survey (student, parent, community, and staff)
- Finance reports (budget, grant awards, etc.)
- Adherence to the school improvement plan



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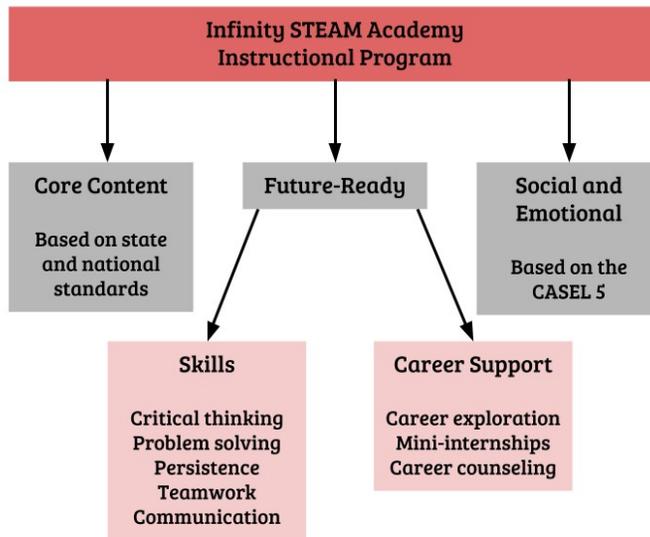


9. Educational Plan

9.1. Instructional Program

Q96. 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 mission states that ISA will “provide equitable, engaging, integrated learning opportunities to help students of all backgrounds persist and reach their fullest potential in their chosen future pathway and become productive citizens.” The school has special interest in helping at-risk students achieve success during school and beyond. As such, ISA will educate the whole child (core content, social and emotional learning, and future-ready skills and career support). All three of these domains are necessary for students to become successful as “productive citizens.” The following descriptions highlight the details of these three domains.



STEM/STEAM	<p>A major component of the instructional program at ISA will be immersion into a STEAM program of study. Most content will be taught using fully integrated units, incorporating STEM subjects as well as the humanities (culture, civics, history, literature, etc.). Units will be taught using inquiry and design instruction in order to develop future-ready skills such as problem solving, collaboration, leadership, and persistence.</p> <p>Bybee (2010) and Kelley and Knowles (2016) suggest students learn more effectively when they do so within the context of real life situations and global issues. Morrison (2006) stated that “children learn through experience, talk and discourse” and “through shaping an argument and providing compelling evidence for it” (p. 3).</p> <p>NCDPI lists the following attributes for a successful STEM program:</p> <ul style="list-style-type: none"> • Integrated Science, Technology, Engineering and Mathematics (STEM) curriculum, aligned with state, national, international and industry standards • Project-based learning with integrated content across subjects • Connections to effective in- and out-of-school programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially females and minorities and economic disadvantaged (p. 8) <p>Several curriculum support companies will be considered for STEM instruction, including Project Lead the Way, Defined Learning, Engineering is Elementary, and the STEM RoadMap Series from NSTA.</p> <p>Hands-on learning, cooperative learning, field trips, and journaling are just a few methods that will be used in these interdisciplinary units of study.</p> <p>Students will have one session per week in the Discovery Lab. The Discovery Lab will be a separate space from the classroom. It will contain equipment in which students can explore additional STEM concepts. In addition, Discovery Lab time might consist of outdoor activities (ex. garden) or other learning centers on campus.</p> <p>Students will also have one session per week in the computer lab. During this time, students will learn computer sciences and coding.</p> <p>The school will host two STEAM-related summer camps.</p> <p>Knowledge of science content will be assessed partially using common multiple</p>
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	<p>choice and constructed response tests. However, the majority of assessment in the STEM realm will be performance-based using rubrics. Science content will be determined by the scope and sequence of the NC Essential Standards for Science.</p>
<p>Reading Instruction and Assessment</p>	<p>Each day will consist of 30-45 minutes of explicit reading instruction using a phonics-based program. Noltemeyer et al. (2019) provided a plethora of literary research suggesting that phonics-based instruction beginning in kindergarten greatly reduces reading gaps later on, especially with at-risk students. Additional reading instruction will take place during integrated STEAM units during the day.</p> <p>Reading fluency and comprehension will be assessed on a regular basis using an online assessment program and through opportunities for the student to read aloud to the teacher or teacher assistant. Students who need remediation will receive it during the school day and during intercession weeks during the school year.</p> <p>Reading content will be determined by the scope and sequence of the NC Essential Standards and Common Core Standards for Reading.</p>
<p>Math Instruction and Assessment</p>	<p>Each day will consist of 30-45 minutes of explicit math instruction using a math foundations program. Teaching math foundations (e.g., number magnitude and number relationships) is essential for conceptual understanding. The National Institute of Health (2013) published a report showing that failure to establish strong math foundations in early years significantly hinders math understanding in middle grade years.</p> <p>Where applicable, math will be taught using hands-on manipulatives, which increases student understanding of mathematical concepts.</p> <p>Math concepts will be reiterated within the context of STEAM education. As students participate in interdisciplinary units of study, they will use math concepts. This will show students the relevance of math education.</p> <p>Math computation and reasoning will be assessed on a regular basis using an online assessment program. Students who need remediation will receive it during the school day and during intercession weeks during the school year.</p> <p>Math content will be determined by the scope and sequence of the NC Essential Standards and Common Core Standards for Math.</p>



Intervention/MTSS	<p>Students will be assessed regularly in reading and mathematics to ensure that they are on grade level. The data will be reviewed by an MTSS team. Students in tier 2 will receive more robust classroom instruction. Students in tier 3 will participate in daily reading and/or math intervention with specialists.</p> <p>Students who are not on grade level will also be invited to attend intercession. There will be one intercession week in October and one intercession week in March. These supplemental instruction weeks occur during the extended breaks throughout the school year. Transportation and meals will be provided. Each teacher will be required to work on one of these weeks.</p> <p>Students who are identified as AIG and other high functioning students will receive enhancement during the same remediation period each day. Enhancements might include independent studies and academic contest preparation such as Mathletes or Science Olympiad.</p>
ESL	<p>English language learners will have access to instructional support from an ESL teacher. This explicit instruction will take place during the remediation period each day.</p> <p>Classroom teachers will also be trained in methods to support ESL students. Student progress will be assessed through WIDA ACCESS testing.</p>
Social Studies	<p>Social studies content will be strategically integrated within the interdisciplinary units in the classroom. Sometimes the center of the unit will be social studies and other subjects and problem solving will be incorporated. Other times science might be the center of the unit and social studies will be incorporated. For example, students might read about historical environmental problems and determine steps to fix the problems.</p> <p>Cultural studies will also be integrated into the arts/music sessions.</p> <p>Social studies content will be determined by the scope and sequence of the NC Essential Standards for Social Studies.</p>



SEL	<p>SEL will be strategically integrated within the interdisciplinary units in the classroom. It will also be taught in the semi-weekly health sessions. The CASEL 5 will be integrated into lessons:</p> <ul style="list-style-type: none">• Self-awareness• Self-management• Social awareness• Relationship skills• Responsible decision making <p>Students will also have access to student support services such as a guidance counselor.</p>
Health/PE	<p>Students will receive two sessions of Health/PE per week. During the 70-minute “specials” block of time, 30 minutes will be devoted to health/SEL, and the other 40 minutes will be allocated for PE.</p>
Arts/Music	<p>We have chosen a STEAM approach for this school because of how well art and STEM complement each other. STEAM advocates point out that “the arts hold great potential to foster creativity and new ways of thinking that can help unleash STEM innovation” (Robelin, 2011).</p> <p>For elementary grades, there will be alternating weekly sessions of art and music that will enhance the curriculum being taught in the classrooms. These sessions will foster creativity and celebrate diverse cultures. In addition, art will be incorporated as much as possible within the classroom setting.</p> <p>For middle school grades, students will have the option of choosing from several arts and music electives.</p>
Technology Integration	<p>Students will have access to age appropriate technology in the classroom (ex. tablets, Chromebooks, hand-held measurement technology). Technology will support both the interdisciplinary STEAM units as well as reading and math explicit instruction and assessment.</p> <p>Students will have additional access to technology in the computer lab, where they will be instructed in computer science and coding.</p>



Career Exploration	<p>Infinity STEAM Academy will provide opportunities for students to explore diverse career opportunities, as well as guide them in steps to achieve their future career goals.</p> <p>NCDPI lists the following attributes for a successful STEM program:</p> <ul style="list-style-type: none">• A communicated STEM plan is adopted across education, communities and businesses• Work-based learning experiences, to increase interest and abilities in fields requiring STEM skills, for each student and educator• Business and community partnerships for mentorship, internship and other opportunities that extend the classroom walls• Alignment with students' career pathway with postsecondary program(s) (p. 8-9) <p>Career exploration will be integrated within the STEM units of study, as well as any other appropriate learning venues (summer camps, etc.). During the middle school years, students will have opportunities to deepen their exploration by participating in mini-internships with our community partners. During these internships, students will learn more about their chosen set of career choices via research, guest speakers, and visits to places of work.</p>
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Q97. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q101. 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.



Infinity STEAM Academy will be an engaging learning environment that is student-centered. The focus will be on exploration and problem solving both in and out of the classroom. Learning will be integrated so that students are able to make connections between content and the real world, leading to a deeper understanding of all content. There will be collaborative workspaces for students to build teamwork, communication, and other future-ready skills. The learning environment will be responsive to meeting the needs of a diverse student population. The three domains of instruction will be core content, future ready instruction (including skills and career exploration), and social emotional learning.

In the elementary grades, there will be 20-24 students per classroom (40-48 students per grade level). Daily learning time will include 30-45 minutes of explicit math instruction, 30-45 minutes of explicit reading instruction, 70 minutes of rotating sessions (health/PE, discovery lab, computer lab, art/music), and 30 minutes of enhancement or remediation based on classroom assessments and teacher referral. The remainder of classroom instruction (140 minutes) will be fully integrated units along with mind breaks (recess, etc.).

In the middle grades, there will be 24 students per classroom (48 students per grade level). Daily learning time will include 45 minutes of explicit math instruction and 45 minutes of explicit ELA instruction (some of the ELA time will contain informational texts to support science and social studies curriculum). There will be 60 minutes of rotating sessions – 2 health/PE per week, one career exploration, and 2 student choice sessions (art/design, music [band or chorus], computers/coding, additional science/engineering). There will be 25 minutes of remediation based on classroom assessments and teacher referral. The remainder of classroom instruction will be fully integrated units.

Q102. 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.



Although highly integrated, this curriculum will align with and meet all the state curriculum standards so that student learning can be fairly assessed through standardized state assessments.

An example of a highly immersive STEM school is Booker T. Washington in Illinois. Despite a large population of students who come from low socioeconomic households, the school has seen significant gains in reading (Shapiro, 2013). STEM learning is more than individual subjects (Science, Technology, Engineering, and Math); it is a vehicle for developing skills and excitement for all subjects.

At Infinity STEAM Academy, learning will occur via inquiry-based and engineering design approaches. The school will use one or more chosen companies to supply integrated units of study. Students will explore careers and develop future-ready skills through these units as well.

The mission of Infinity STEAM Academy is to provide equitable, engaging, integrated learning opportunities to help students of all backgrounds persist and reach their fullest potential in their chosen future pathway and become productive citizens.

The following explains how the curriculum aligns with this mission and chosen target population:

- **EQUITABLE** - By meeting the needs of at-risk learners, Infinity STEAM Academy is striving to make sound education more equitable. ISA will give students STEAM learning opportunities that are not yet available in the central part of the county. STEAM education will make learning more relevant to these populations. It also better prepares them with future-ready skills and communicates pathways to students and parents about how to reach post-secondary goals. Leadership at ISA will ensure that teachers have exemplary training to meet the needs of a diverse population in an interactive learning environment.
- **ENGAGING** - ISA will use inquiry-based learning (project-based and problem-based learning) and engineering design to engage students. This kind of learning is key to real-world application and relevance. Students will be involved in their education through problem solving and active participation. They will *discover* how their learning is connected to their lives.
- **INTEGRATED** - Through STEAM-based integrated units, students will see the connections between scholastic subjects. Because education is often taught in “silos,” students ask “why do we have to learn this?” Through this integrated approach, students will see the importance of each aspect of learning, which will increase student buy-in.
- **LEARNING OPPORTUNITIES** - ISA will offer rare learning opportunities to at-risk students. Learning will happen through highly connected STEAM-based units using inquiry-based and engineering design techniques. These methods are specifically tailored to increase student engagement and develop future-ready skills. Students will have access to a Discovery Lab (which they can explore additional STEAM topics based on their interests), as well as other “learning labs” throughout the school (ex. garden, kitchen, etc.). In the middle school grades, students will participate in mini-internships based on their initial career interests. Throughout the year, ISA will offer two intercession periods to serve students with learning gaps. During the summer, two STEAM camps will be offered to students as an engaging enhancement opportunity.



- **ALL BACKGROUNDS** - ISA understands the importance of making sure that all students, regardless of background, receive an education that propels them to success in the future.
- **PERSIST** - One skill that is developed as a result of STEM education is that of persistence. Engineering design teaches students to continue when at first they fail. It teaches them to actively look for ways to improve. This skill will undoubtedly be transferred to all aspects of learning. Students will learn not to give up when they encounter difficult learning material.
- **FULLEST POTENTIAL** - Learners are different, but all students *can* learn. ISA will strive to assist students to reach their personal bests. The school will help students identify and develop their strengths, as well as improve on their weaknesses.
- **CHOSEN FUTURE PATHWAY** - Many at-risk students have dreams of being successful, but are not sure of the steps to achieve greatness. ISA will help students develop skills that are transferable to *all* career pathways. We refer to these as “future ready skills.” ISA will actively lead students to explore different career options. School staff will educate students and parents about pathways that lead to certain careers. Additionally, in the middle grade years, students will have the opportunity to participate in small internships to further explore careers.
- **PRODUCTIVE CITIZENS** - Students need to be ready to take advantage of the encouraging job projection rate for Iredell County. Infinity STEAM Academy will help prepare students to be career ready with the necessary skills that apply to all professions (critical thinking, leadership, communication, problem solving, persistence, etc.). ISA will provide knowledge of pathways that lead to various careers, as it is a form of social capital often missing with at-risk students and their families. In addition, there will be an emphasis on development of knowledge of self and others through social and emotional learning. Students will acquire civic knowledge through the incorporation of social studies into the integrated units.

Q103. 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.



First and foremost is the school's emphasis on STEAM immersion. Teachers will be expected to become competent in facilitating integrated STEAM units through active engagement. The school will choose resources that offer detailed STEM units. Some possibilities are Defined Learning, Project Lead the Way, STEM roadmap, and Engineering is Elementary. These resources specialize in inquiry based learning and engineering design through the lens of STEM topics. Teachers will receive training so that they can competently lead students through these learning activities. This is the cornerstone of instruction at ISA. This strategy will increase student achievement by holding the interest of students. The curiosity students have when they are young will be fostered as they proceed through grade levels. They will learn basic content through exploration and problem solving. Students will be eager to learn because they will see the interrelatedness of all subjects. The engineering design process will teach students to persist and improve in all areas of learning.

Additionally, classroom teachers will need to be proficient in using evidence-based strategies for explicit math and reading instruction. Math will be taught using a foundational approach in which students learn number sense and understand (rather than just memorize) mathematical operations. Reading fluency will be taught through a phonics-based approach so that students are able to decode new words. These strategies will prepare students to be on grade level as they move through subsequent grades.

Teachers of the special sessions (music/art, computers, health/PE) will receive specialized training in how to align their classes with the integrated units taught in the classroom. This will contribute to the holistic approach to learning.

ISA is projected to be a school with a diverse student population. It is important for teachers to be able to assist with student learning needs within the classroom. Training will include how to best serve ELL and EC populations, as well as students with adverse childhood experiences (ACEs), in the classroom. These supports will help raise student achievement by meeting the individual needs of students. In addition, teachers will be trained in culturally relevant teaching so that the diversity of students can be celebrated within the learning in the classroom. This will increase student achievement through engagement.

Teachers will be trained in some type of social and emotional learning protocols (ex. Morning meeting). Meeting these needs will help develop student to student and student to teacher relationships. Relationships are at the forefront of student achievement.

Q104. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



The curriculum will meet all learning standards set forth by the state of North Carolina for each grade level. Students will be assessed based on these standards to determine their readiness for the next level. If a student is deemed to have learning gaps, he or she will participate in daily remediation and/or intercessions over the breaks. Gaps will be identified by teachers and the MTSS team.

Special at-risk students, such as EC and ELL students, will work toward specific goals, and the school will provide support to help them meet these goals. Goals will be adjusted at least annually as students make progress.

Daily explicit math and reading instruction will lay the foundation in these subjects for later years. Specific math and reading gaps will be identified and addressed in a timely manner.

STEAM integrated units will not only teach students science, social studies, and other subjects, but they will teach students transferable future-ready skills that can be applied to subsequent grade levels. Career exploration and counseling will prepare students with the knowledge of what kinds of secondary and postsecondary schooling is required.

Strategic social and emotional learning will help students develop skills that are important to all grade levels and beyond. These include relationship building, reducing stress and anxiety, and more.

Q105. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



Infinity STEAM Academy will operate on a yearlong calendar in order to help reduce the learning loss that occurs during a two-month long summer break. The school year will begin with the first quarter (approximately 45 days) of learning, then there will be a 14-day long fall break. During this break, there will be a 5-day long intercession. During this intercession, students who need extra academic support will be invited back for remediation to help them close their learning gaps. Meals and as-needed transportation will be provided during intercession. Between this break and winter break, the second quarter of learning will take place. After a 14-day long winter break, students will return for their 3rd quarter of learning. Spring break will consist of 14 days, including another intercession period. After another quarter of learning, students will have a summer break of approximately 5 weeks. During summer break, ISA will offer two week-long STEAM-based summer camps. Meals and as-needed transportation will be provided during the summer camps. The calendar includes two family days in which students and families will be invited for parent/teacher conferences, a meal, and services offered through community partnerships.

This calendar supports the school's mission in the following ways:

- This calendar is more *equitable* than a traditional calendar because it minimizes summer learning loss, especially for those who are at-risk. Students from more affluent families often participate in summer experiences that limit learning loss.
- The calendar helps students reach their *fullest potential* with additional *learning opportunities*. During two of the breaks, there will be a weeklong intercession that will help students who are experiencing learning gaps.
- The calendar includes two weeks of *engaging* STEAM camps.

During the 2025-2026 school year, there will be 178 days of regular instructional days. Each regular instructional day will include approximately 6.5 hours of instruction, which equates to 1,157 instructional hours for the year. In addition, some students will receive more instruction during intercession weeks and summer camps.

Teachers will be employed for 10.5 months out of each year. Each teacher will be required to help facilitate one intercession week and one summer camp. It is important that these educators be involved with these learning opportunities because they have already established relationships with students and are aware of learning gaps and needs. Each teacher will also be required to be present at the two family days in the school calendar.

There will be five professional development days built into the calendar so that teachers are improving their practice in STEAM instruction and other school initiatives. Two of these five days will include attendance at the annual professional development institute (PDI) hosted by the NC Science Teachers Association. These PDI sessions will offer teachers a fresh perspective on STEAM teaching. In addition to the five PD days, the school calendar will also include ten regular teacher workdays.

Q106. 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.



In the elementary grades, daily learning time will include 30-45 minutes of explicit math instruction, 30-45 minutes of explicit reading instruction, 70 minutes of rotating sessions (health/PE, discovery lab, computer lab, art/music), and 30 minutes of enhancement or remediation based on classroom assessments and teacher referral. The remainder of classroom instruction (140 minutes) will be fully integrated units along with mind breaks (recess, etc.). The integrated units will include aspects of language arts, mathematics, science, and social studies.

A sample schedule is shown below. "Regular classroom instruction" includes both explicit math and reading instruction and integrated units.

KINDERGARTEN	
7:30 - 8:30	Arrival, Breakfast, Ready to Learn Activities, Morning Meeting
8:30 - 9:40	Rotating Session - Specials
9:40 - 11:10	Regular Classroom Instruction with embedded break
11:10 - 11:40	Lunch
11:40 - 12:40	Regular Classroom Instruction
12:40 - 1:10	Remediation/Intervention/Enhancement/ESL
1:10 - 2:30	Regular Classroom Instruction with embedded break
2:30 - 2:45	Wrap up
2:45 - 3:00	Dismissal

The arrival hour gives students a chance to jumpstart their learning for the day. It sets a tone of focus and expectation. The 70-minute slot for the rotating specials session will give students about an hour to fully engage in learning during this time. It will also give classroom teachers a planning time.

Remediation/intervention/enhancement time will be a short segment to help differentiate instruction based on learning gaps or accelerated learning. Within regular classroom instruction, a period of 30-45 minutes of explicit reading instruction and a period of 30-45 minutes of explicit math instruction will take place. The specific times will be discussed at a later date with the input of classroom teachers. This will leave over two



hours per day of teaching through integrated units, which is the hallmark of the school. Fifteen minutes of wrap up each day will allow time to prepare for dismissal. The required school day will essentially be from 7:45 a.m. - 2:45 p.m.

The following will be used for the rotating session time period each week:

Day	Kinder A 8:30-9:40	Kinder B 8:30-9:40	1st A 9:50-11:00	1st B 9:50-11:00	2nd A 11:10-12:20	2nd B 11:10-12:20
Monday	PE/Health	Discovery Lab	PE/Health	Discovery Lab	PE/Health	Discovery Lab
Tuesday	Discovery Lab	PE/Health	Discovery Lab	PE/Health	Discovery Lab	PE/Health
Wednesday	Art/Music	Computers	PE/Health	Art/Music	PE/Health	Computers
	<i>Planning - PE/Health</i>		<i>Planning - STEM</i>		<i>Planning - Art/Music</i>	
Thursday	PE/Health	Art/Music	Computers	PE/Health	Computers	Art/Music
	<i>Planning - STEM</i>		<i>Planning - Art/Music</i>		<i>Planning - PE/Health</i>	
Friday	Computers	PE/Health	Art/Music	Computers	Art/Music	PE/Health
	<i>Planning - Art/Music</i>		<i>Planning - PE/Health</i>		<i>Planning - STEM</i>	

The school will begin to add middle grades in its fifth year. In the middle grades, daily learning time will include 45 minutes of explicit math instruction and 45 minutes of explicit ELA instruction (some of the ELA time will contain informational texts to support science and social studies curriculum). There will be 60 minutes of rotating sessions – 2 health/PE per week, one career exploration, and 2 student choice sessions (art/design, music [band or chorus], computers/coding, additional science/engineering). There will be 25 minutes of remediation based on classroom assessments and teacher referral. The remainder of classroom instruction will be fully integrated units.

Q107. Describe a typical day for a teacher and a student in the school's first year of operation.



The arrival hour gives students a chance to jumpstart their learning for the day. It sets a tone of focus and expectation. The 70-minute slot for the rotating specials session will give students about an hour to fully engage in learning during this time. It will also give classroom teachers a planning time.

Remediation/intervention/enhancement time will be a short segment to help differentiate instruction based on learning gaps or accelerated learning. Within regular classroom instruction, a period of 30-45 minutes of explicit reading instruction and a period of 30-45 minutes of explicit math instruction will take place. The specific times will be discussed at a later date with the input of classroom teachers. This will leave over two hours per day of teaching through integrated units, which is the hallmark of the school. Fifteen minutes of wrap up each day will allow time to prepare for dismissal. The required school day will essentially be from 7:45 a.m. - 2:45 p.m.

Regular classroom teachers will arrive by 7:15 a.m. and leave after 3:15 p.m. on all days except for those allotted for staff meetings and training. Classroom teachers will have a planning period during the rotating session period. Classroom teachers will be involved in the remediation time by offering remediation or enhancement activities.

Q108. Will this proposed school include a high school?

- Yes
- No

Q114. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Applicant Evidence :


ISA Appendix B.pdf

Uploaded on **4/23/2023**
by **Pamela Johnson**

Q115. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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



Applicant Evidence :



Appendix D 2025-2026 ...

Uploaded on **4/9/2023** by
Pamela Johnson

Q116. **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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Evidence :



Appendix E Daily and ...

Uploaded on **4/9/2023** by
Pamela Johnson

9.2. Special Populations and “At-Risk” Students

Q117. **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.**



A multi-tiered system of support (MTSS) framework will be used to identify and address the specific learning needs of students. Student learning gaps will be identified through regular grade level benchmark assessments and through teacher observation. Literacy and math will be assessed using the NWEA MAP program to pinpoint specific deficiencies. This data will be passed onto the MTSS team through an online progress monitoring system. The biweekly MTSS team meetings will determine which students need extra support both in the classroom (Tier 2) and via daily remediation with reading and math specialists (Tier 3). Essentially, students who fall into Tier 2 or Tier 3 will have their own personalized “plan of action.” Student achievement and MTSS status will be monitored continuously through the online progress monitoring system. Tier 2 and Tier 3 students will also be invited to remediation (intercession) during the breaks in the year-long calendar. Teachers will be supported in the identification and use of Tier 2 strategies. Parents will be kept informed of the types of support offered to their children.

In addition to achievement in academics, the MTSS team will also monitor student behavior through tracking of discipline referrals and teacher observation. Restorative practices will be used as a protocol for student discipline. Students falling in Tier 2 or Tier 3 for behavior might be assigned a special person such as a mentor or Check and Connect adult. Students might be placed on a behavior contract specific to their needs. Parents and teachers will be involved in the generation of such contracts.

The MTSS team will also monitor attendance and take appropriate action when students are missing too much instructional time.

Q118. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school’s pre-opening plan to prepare for special populations.



Pamela Johnson has 18 years of public teaching experience. As a teacher, she worked with many students in these special population categories and has been legally bound to follow instructional plans like IEPs and 504s. She has also served as a community tutor for at-risk children.

Teresa Evans served as a principal and was responsible for making sure that teachers, counselors, and administration followed guidelines. She also served as the administrator on IEP and 504 plans. She implemented the Success Academy to help students at risk of dropping out.

Jennifer Trent has served 17 years in public education. She has a double masters degree in school counseling and licensed professional counseling. Prior to her work in education, she has worked for the Department of Social Services as a supervisor in juvenile justice. She was a case manager for foster care children. She was a case manager for Crossroads Behavioral Health, and she worked with CAP/MRDD clients. She worked in direct care for 8 years in the Children's Home of Iredell County, linking parents and children to community resources. She is a licensed special education teacher and has served 3 years in the self-contained classroom and 5 years in the inclusion classroom. She is currently a high school guidance counselor, working closely with the school's student assistant program (SAP) coordinator. She is manager over the school's 504 plans.

Leon Ijames has been a football coach at Statesville High School for six years. Some of these young men are considered at-risk students. He also was the project manager at the Statesville Housing Authority for 15 years, assisting families who live in low-income housing.

Kenneth Wallace has been helping individuals with traumatic experiences for five years. He assisted his blind sister with living arrangements for six years, and he helped at the blind school.

Q119. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

- 1. Methods for identifying EL 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 EL students.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**



1. Students will be pre-selected using the enrollment process. A home language survey will be included in the enrollment packet. If the primary language of the household is not English, then a WIDA ACCESS placement test will be administered. This will help determine if ESL support is the correct intervention, or if more is needed. If the student is transferring from another school, then the student's cumulative record will be examined for any prior ESL support.

2. ELLs will receive support both in the regular classroom and through specialized instruction.

Classroom teachers will be trained in how best to support ELLs within the classroom. Specific strategies include the use of the following:

- Manipulatives and visuals
- Activation of prior knowledge
- Adapted texts
- Scaffolding for complex texts
- Demonstrations and hands-on learning
- Vocabulary cards and word walls
- Culturally relevant texts and activities
- Appropriate technology
- Small group interactions
- Additional strategies as suggested by the ESL teacher

An ESL teacher will be available during the daily remediation period, either in person or online. The content of the pullout session will be complementary to the instruction in the regular classroom. There may also be ESL support during the intercessions within the school breaks.

3. Upon placement into the ESL program, the school will hold a meeting to discuss the needs of the student. This meeting will include the parent, a translator, the child's regular classroom teacher, and the ESL teacher. ELLs will be placed on individualized plans that will help them continually meet language goals. Students will be evaluated annually using ACCESS testing. These assessments, along with other more frequent benchmarks, will determine if students have reached their goals. The team (parent, translator, regular classroom teacher, and ESL teacher) will meet at least annually to discuss progress towards goals, addition of new goals, and status within the ESL program. When students have shown a level of proficiency in the ESL program, they will exit out of the program and related support. Upon exit, the ESL teacher will continue to check in with regular classroom teachers to ensure the success of the student. The school will follow all federal and state requirements for ELLs and the ESL program.

4. Using Title III funds, the yearly budget will include allotment for qualified ESL teacher(s) according to the number of ELL students. Funding will also be used for classroom teacher training to support ESL instruction in the regular classroom setting.

Q120. 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.



According to the NC General Statute 115C Article 9B,

“academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.” (Academically or Intellectually Gifted Students, 1996).

ISA will give *all* students the support they need to reach their fullest potential. All students will be challenged appropriately, including the use of accelerated learning opportunities to meet the full spectrum of giftedness.

ISA recognizes giftedness comes in many forms and should be assessed in multiple ways to ensure inclusion of students, especially those of underrepresented and at-risk populations. The NC AIG Program Standards (2021) will be used as a basis for school policies related to AIG students.

1. Standard 1: Student Identification - “The LEA’s student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.”

At all grade levels, AIG identification will occur via referral (teacher, parent, peer, or self) and MTSS team analysis of ALL students. Data will be collected using STEAM project rubrics and achievement on reading and math assessments. Student work samples will be collected as documentation. The MTSS will be looking for evidence in student achievement (ex. benchmark tests), performance assessments involving problem-solving and creativity, and motivation to learn within a student’s identified interest area. The MTSS team will communicate the findings to parents and other teachers.

The school will provide enrichment opportunities to students until they can be properly screened in the 3rd grade using the CoGAT assessment. Enrichment activities include Battle of the Books, Spelling Bee, Junior Beta Club, science and math competitions, and STEM camps. Students will also receive accelerated opportunities during the enhancement/remediation time every day, including independent study projects. In the middle school years, these students may be eligible for advanced classes. In-classroom strategies might include higher level texts, open-ended questions, and more complex mathematical problems.

2. Standard 3: Differentiated Curriculum and Instruction - “The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.”

Once identified and screened, AIG students will be placed on a differentiated education plan (DEP). Each student will have personalized learning goals. Progress towards these goals will be reviewed annually and amended if necessary. The student will be provided enhancement to meet their individual learning goals.

Standard 4: Personnel and Professional Development - “The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of



gifted learners that is ongoing and comprehensive.”

At least one school leader will receive special training on working with the AIG population. All teachers will receive training in how to detect if a student might qualify as AIG, as well as how to collect documentation to support identification. Teachers will also be trained in how best to support identified AIG students in the classroom. The MTSS team will be trained in how to evaluate documentation (student work, test scores, etc.) in order to make an identification.

9.3. 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.

Q121. 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.

During the enrollment process, the school will request cumulative records.

If the student is transferring in from a NC school:

1. The school will accept the current IEP and determine what the school needs to be able to match current IEP in accommodations and service time. The school will make every effort to retain the exact accommodations and services outlined in the incoming IEP. If the school cannot provide necessary services and accommodations, the school will schedule a multidisciplinary team meeting to consider an addendum. The school will meet with parents to discuss what services will look like at the school.
2. The team will continue to monitor the student's progress and adjust services and goals at the annual review meeting if necessary.

If the student is transferring from another state, the school will continue to provide the child with FAPE according to the previous IEP until the child can be reevaluated.

If a student is admitted with a 504 plan, the school will continue with accommodations. Teachers will monitor the student for approximately three weeks, then a multidisciplinary team will meet and adjust the plan if necessary.

Q122. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student



evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

Teachers will receive training about what to look for and about the referral process itself. There will be links on the school website (both in English and Spanish) that outlines the referral process for parents. Printed material will also be available in the school office.

If a child, teacher, or MTSS team expresses initial concern, the school will have thirty (30) days via written response to notify the parent. According to NC 1501-2.9(d), "The response shall include either an explanation of reasons the LEA will not pursue the concerns or a date for a meeting in which the LEA and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary." Additionally, a parent can refer their child for evaluation at any time by providing a request in writing. Following the request for evaluation from the parent, the school will assist the parent with a written referral. The school will have ninety (90) days to complete the evaluation process from the date of the written referral. The process includes the following:

1. The IEP team will hold a referral meeting with the parent to review existing data. Based on the data, the IEP team will choose whether or not to evaluate the child.
2. If the team chooses not to evaluate, the team will provide the parent an explanation.
3. If the team decides an evaluation is warranted, the school will attempt to obtain consent from the parent for evaluation.
4. An evaluation will be scheduled with a school psychologist. Multiple and varied assessments will be used in accordance with NC 1503-2.5.
5. EC eligibility is determined. If a child is eligible, an IEP is developed and placement is completed.

During the waiting periods of 30 and 90 days, teachers will collect progress monitoring quantitative and qualitative data.

The school will avoid misidentification by using an intensive MTSS process. The school will provide evidence-based Tier 1 core instruction. If a student does not respond adequately to the Tier 1 instruction, the student will receive supplemental and targeted Tier 2 instruction. Only when the student does not make expected and adequate progress in response to Tier 2 will the student move into the more intensive and personalized Tier 3 instruction, which may include EC service time via an IEP. Also, when a student is referred by the IEP team, the school will use a licensed school psychologist to conduct the evaluation. The school will ensure that the evaluation process uses multiple and unbiased assessments in accordance with NC 1503-2.5.

All identification processes will be in accordance with NC 1501 and 1503.

Q123. 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)



1. As per NC 1503-4.4, requesting cumulative records, including IEP and 504 information, will be a part of the enrollment process if a student is transferring from another school. FAPE will continue to be provided to the student in accordance with their existing IEP or 504 until the information can be reviewed by the team.
2. Student cumulative records will be locked in a vault or locked file cabinet. Copies of IEPs will be secured by the teacher (either locked in a desk or secured in some other manner). At the end of the year, copies of IEPs will be returned to the office to be shredded.
3. IEPs will be managed through an online progress monitoring system. The IEP team will conduct an annual review every year to review progress towards goals and adjust them as necessary. A re-evaluation will take place every three years on every qualifying student to determine continuing eligibility for special education.

Q124. 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.

One of the core values of ISA is that "every student, regardless of background or ability, should have access to high quality education." School enrollment will be open to all students, regardless of disability status.

STEAM education principles benefit students with learning disabilities as much as, or even more than, students without learning disabilities. As such, ISA will make every effort to make sure that students with learning disabilities remain with their nondisabled peers as much as possible. In addition, ISA will work to address the individual learning needs of all students.

NC General Statute 1500-2.23 requires that students with disabilities are educated in the least restrictive environment possible, and "removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Every effort will be made to offer Tier 2 instructional support *within* the classroom (such as small group instruction) to meet the needs of all students who need extra help. Assistive technology will be provided to students as needed to meet their educational goals.

Progress monitoring of all students via an MTSS system will ensure that students are receiving the support to meet their learning needs. The IEP team will evaluate each identified student's progress to determine the service time and extent of additional support. If needed, students will be removed from the classroom for service time with an EC certified teacher during the regularly scheduled daily remediation time.

All students will be included in the regular classroom setting unless evaluation determines that the student has a severe learning disability. Only then will a student be recommended for a resource setting.

Q125. 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?



All students will receive Tier 2 support within the classroom as needed to meet their individual learning needs. Students who have been identified as having a disability will receive all classroom supports as identified by the IEP. These supports might include increased small group time with the teacher or teacher assistant, assistive technology, related services, accommodations, modifications, etc.

Students will be removed from the classroom for service time with an EC certified teacher during the regularly scheduled daily remediation time to work on their specific IEP goals.

All accommodations and modifications in the regular classroom and pull out sessions will be designed to remove barriers for learning and accessing general education curriculum.

Although every strategy cannot be listed here, the MTSS and IEP teams will use data to determine which evidence-based strategy to implement per each student's individual needs. IEP goals will be monitored and reevaluated in a timely manner so that the school is providing what the students need.

Per General Statute NC 1500-2.15, the school will select strategies with a statistically significant effect for improving student outcomes. The school will employ an individual with a dual role of EC teacher and EC director who will search for a selection of appropriate strategies. (If no one is qualified, the school will contract an EC director.) The exceptional children's department at NCDPI has provided many resources specific to each disability (NCDPI, 2023). All other strategies, programs, etc. will be thoroughly vetted for student impact. In addition, all applicable staff will be thoroughly trained in the implementation of the chosen strategies and programs.

The school will implement contracting for related services (occupational therapy, physical therapy, hearing, vision, and psychology).

Q126. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



All students will receive a Free and Appropriate Public Education in the least restrictive environment. There are many benefits to using STEM principles as the foundation of learning. As such, all students will be included in the regular classroom setting unless evaluation determines that the student has a severe learning disability. Only then will a student be recommended for a resource setting. If at all possible, students will not be removed from the regular setting while regular classroom instruction is taking place, including during STEAM-related activities. Students with disabilities should have access to grade-level instruction. Every effort will be made to provide services within the general education classroom or during the daily remediation period. These services might include assistive technology, contracted related services, and others.

ISA will work in accordance with all local, state (NCGS 1501-1), and federal laws regarding students with disabilities. The MTSS team will review data for each student to ensure that all students who seem to need special services are properly identified. Each year, the IEP team will conduct an annual review of student IEP goals and perform a reevaluation every three years. Special care will be used to determine the needs of students, select appropriate supports, and provide services to give each student the best possible education. The school will have an EC director and hire the appropriate number of EC teachers to meet the enrollment of students with disabilities. (If no one is qualified as an EC director, the school will contract an EC director.) These teachers along with contracted specialists will work with classroom teachers to amplify the student support. The ISA board will properly use the available funds to support these students.

Q127. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



The IEP will be the document to drive implementation and monitoring of student goals. The IEP will clearly state the student's present performance levels, attainable goals, method of measuring the goals, and which accommodations will be used to achieve said goals. Progress toward the goals may be monitored via common formative assessments and classroom observations by teachers, TAs, and other specialists. Other types of data will be monitored as needed to meet the needs of the student.

IEPs will be managed through an online progress monitoring system. The IEP team will conduct an annual review every year and a re-evaluation every three years on every qualifying student. Measurable goals will be monitored using work samples and teacher input. Addendums will be made as needed. In attendance at the IEP meetings will be the EC director, a school administrator, the child's EC teacher, the child's general education teacher, the child's parent(s) or guardian(s), and any other persons who can contribute relevant information about the child. A parent may request an additional IEP meeting at any time.

Parent participation in the IEP process will be conducted according to the requirements of NC General Statute 1503-4.3. Parents and the child's teacher(s) will be invited to contribute to the annual review and addendum meetings. The parent will be notified well in advance of the meeting, and, if possible, the meeting will occur when it is convenient for the parent to attend. If the parent cannot attend in person, the school will offer a virtual meeting through a web conferencing application or telephone call. The school will arrange an interpreter for parents with deafness or whose native language is not English. Copies of the completed IEP will be given at no cost to the parents and all teachers of the student. Additional training and/or clarification will be given to the teachers so that all accommodations and modifications are implemented with fidelity for the benefit of the child.

Q128. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The IEP team, in collaboration with parents, will determine the kind and quantity of related services that will give the student maximum benefit. The IEP team will meet annually to review goal progress and determine if the supports are still meeting the needs of the student, or if they need to be increased, decreased, or changed in nature.

The school will employ an individual with a dual role of EC teacher and EC director. If no one is qualified, the school will contract an EC director. The school will employ an appropriate number of EC teachers to adequately serve the needs of its EC student population. The school will implement contracting for related services (occupational therapy, physical therapy, hearing, vision, and psychology). Regular education teachers and teacher assistants will be trained in order to maximize the benefit to the child within the general education classroom. The school will provide any related services or equipment such as assistive technology to meet the needs of every student. These goods and services will be included in every annual budget.

9.4. Student Performance Standards

Q129. Describe the student performance standards for the school as a whole.



The overall academic performance goal of ISA is to be a “B” school or better as measured by the NC School Report Card criteria. ISA will analyze academic data from schools with similar demographics in Iredell and surrounding counties. The initial academic performance goals will be set to attainably improve on the identified academic achievement of these similar schools. Once these goals are met or exceeded, ISA will plan for a 3% increase on its own performance the following year. Academic goals will measure both growth and proficiency in the areas of math, language arts, and when appropriate, science. The school will focus on closing the OPPORTUNITY GAP that sometimes leads to an achievement gap with some student populations, including minority and socioeconomically disadvantaged students.

The school will use the learning standards set forth in the NC Standard Course of Study for grades K-8 in all subjects. The school will comply with all federally and state mandated assessments. Teachers will use data from NC Check-Ins and other common assessments to inform instruction in order to meet summative goals on the End-of-Grade tests.

Q130. 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.

Data-driven decision making will be instrumental for closing specific learning gaps and keeping students at or above grade level.

Upon enrollment into ISA, each student will be screened to determine any learning gaps already present. These gaps will be addressed during in-class small group instruction or pull out remediation so that the student achieves grade level learning as soon as possible.

ISA will use the NWEA MAP assessment three times per year to assess specific skills in reading and math. This will allow school staff to differentiate instruction based on student need. In-class small group instruction, pull out remediation, and/or intercession periods will include targeted, gap-specific instruction based on these data. Benchmark assessments designed by grade level teams will also contribute to student data. Individual student progress will be monitored through an online MTSS progress monitoring tool.

In addition to traditional forms of assessment, ISA will utilize project rubrics to measure a student’s advancement toward future-ready skills such as problem solving, persistence, and teamwork. These skills will be measured during inquiry-based learning opportunities and reported on progress reports. School staff will continue to provide differentiated support to students as they develop these skills, which is a pillar of STEAM education.

The school will closely monitor discipline data and attendance data as these are closely linked to student performance data. The school will provide appropriate support in these areas, such as counseling, restorative conversations, check and connect, social and emotional learning, etc.

Q131. 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.



Studies show that both grade retention and social promotion are ineffective and may have adverse effects on students (Johnson and Rudolph, 2001). As such, ISA staff will make every attempt to lead every student toward *true* promotion every year.

To avoid social promotion, the NC General Assembly has detailed guidelines in NC General Statutes 115C-83.7 and 115C-218.85(b). The state board of education requires “that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension administered to third grade students.” Beginning in the 2022-2023 school year, a student may be exempt from this requirement for “good cause,” which includes:

1. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
3. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students.
5. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

Any student promoted based on good cause *must* continue to receive intensive reading remediation.

In addition, ISA will have promotion rubrics for each grade level. The rubric will take into account progress through academic standards, mental ability, physical maturity, emotional and social development, assessment results, extenuating circumstances, and teacher recommendation. The student will receive a total score based on the rubric. The score will place the student in one of three categories:

1. Promotion

- Information on any standards or criteria not met will transfer to next grade so that instruction can be adjusted.

2. Promotion with concern

- Information on standards or criteria not met will transfer to next grade so that instruction can be adjusted.
- Special emphasis on remediation programs, services, etc. will be applied the following year.

3. Retention

- Information on standards and criteria not met will transfer to the following year so that instruction can be adjusted.
- Special emphasis on remediation programs, services, etc. will be applied the following year.

Upon retention referral, the principal will meet with the MTSS team and other relevant personnel to



determine the promotion/retention decision. The decision will be reviewed by the ISA charter school board, who will then make the final decision.

To prevent unnecessary retention, school staff will regularly monitor and document the progress of each student using diagnostic software, MTSS progress monitoring, teacher observations, formative classroom assessments, benchmarks such as NC Check-Ins, etc. (NCGS 115C-105.41). The staff will respond to this data by giving the student the appropriate intervention to close gaps. These interventions include small group classroom instruction, daily remediation pull out groups, intercession periods built into the annual calendar, and other support where appropriate. The school will have ready a state board of education approved alternate assessment in reading if needed. The teacher will also collect authentic and reliable student work samples throughout the year in a portfolio.

NC General Statute 115C-83.9 outlines the requirements for communication with parents.

Section (a) states that “parents or guardians shall be notified in writing, and in a timely manner, that the student shall be retained, unless he or she is exempt from mandatory retention for good cause, if the student is not demonstrating reading proficiency by the end of third grade. Parents or guardians shall receive this notice when a kindergarten, first, second, or third grade student (i) is demonstrating difficulty with reading development; or (ii) is not reading at grade level.” Along with this notification, ISA will outline the proposed plan for literacy remediation. Afterwards, ISA will regularly communicate with parents regarding the student’s progression towards learning goals.

If the decision is made to retain a student in accordance with NCGS 115C-83.7(a), the parents or guardians must be notified in writing, giving the reason why the student is not eligible for the good cause exemption. The notification will also include planned literacy interventions that will be provided to the student in order to close reading gaps (NCGS 115C-83.7(b)). During the year following the retention decision, the parents or guardians will receive monthly reports related to the student’s progress towards reading goals (NCGS 115C-83.7(c)). In person or virtual information sessions will be granted at the parents’ request (NCGS 115C-83.7(d)).

Q132. 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.



Third and fifth grades will be considered benchmark years for ISA students, with eighth grade being the exit year. Students should be at or above grade level as measured by state assessments. Learning standards from the NC standard course of study will be used as exit standards, with particular emphasis on ELA, math, and science. Extended content standards will be used for qualifying students with disabilities. Promotion rubrics will be used at the end of each grade level to determine if the student has mastered enough standards to be promoted. The school will make every effort throughout the year to prevent retention using interventions based on progress monitoring, including small group classroom instruction, daily remediation pull out groups, intercession periods built into the annual calendar, and other support where appropriate. The school will attempt to close learning gaps as soon as they are recognized. Parents will be provided a quarterly report showing standard mastery, student growth, and areas for improvement.

School staff will follow up as soon as a student attendance problem is recognized. Interventions may include phone calls, home visits, homebound services, and, in extreme cases, truancy interventions.

Discipline practices, as detailed in the discipline section of the application, will be implemented to try to limit out of school time. Students who are having behavioral problems will be referred to appropriate personnel and provided evidence-based supports as needed. All students will participate in social and emotional learning as part of their regular school day. The school will encourage parental engagement and community involvement for the benefit of meeting the needs of the students.

Finally, ISA believes that “a child who believes they are going somewhere behaves differently than a child who thinks they are going nowhere” (Pedro Noguera, UCLA Professor of Education). Students at ISA will receive career exploration and early career counseling. Future-ready skills such as teamwork and critical thinking will be an integral part of the daily curriculum. Middle school students will participate in six-week-long mini internships to help them start exploring careers. Emphasis on the future will give students direction from an early age and help them to realize the importance of engaging at school

9.5. School Culture and Discipline

Q133. 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.



ISA will seek to maintain a culture in which students are excited to learn everyday and teachers are excited to facilitate learning everyday. Research by Lyle Jenkins shows that 95% of students love school in kindergarten, and then the percentage steadily decreases to 37% in the 9th grade (Jenkins, 2022, p. 10). ISA believes that students' love of learning should not wane over time, but they should aspire to seek out more complex problems to solve due to their increased knowledge and confidence. Learning by doing, problem solving, and collaboration will be common practice at ISA.

ISA holds the core value of celebrating diversity. As such, ISA will strive to be inclusive with culturally responsive teaching, celebrating the diverse experiences students bring to the classroom as assets. ISA will be an inviting place for all students, families, teachers, and community members.

The academic environment at ISA will be one of growth mindset and continuous improvement. Students will be taught the skill of perseverance through learning difficulty, and that failure is sometimes a natural step on the pathway to success. Students will receive differentiated supports to ensure they reach their learning goals.

ISA will help develop the whole child. In addition to content standards and future-ready skills, students will have access to social and emotional learning (SEL). CASEL defines SEL as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." These attributes are critical for a child learning in a social environment. The school will have supports in place for students, such as counseling services and check and connect. Restorative discipline practices will attempt to repair relationships caused by discipline infractions.

Q134. 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.



Interested teachers will attend an information session that explains how learning at ISA will differ from a traditional school. They will learn about what they will be expected to do as ISA employees to help students learn integrated content, advance their future-ready skills, and develop social and emotional competencies. Prospective teachers will be notified of their acceptance six months in advance. The teachers will participate in two full-day training sessions during this six-month period. A stipend for these days will be paid to the teachers on their first paycheck at the end of the July.

Prior to submitting an application, parents will attend an informational session that explains how learning at ISA will differ from a traditional school. Afterwards, parents will decide if ISA is the right school for their child and, if so, will be invited to fill out an application. Parents will be encouraged to participate in the semiannual family days, in which they can meet with their child's teacher(s) and take advantage of community resources.

When ISA opens in the 2025-2026 school year, it will be limited to serving students in kindergarten through second grade. Then, a grade level will be added each subsequent year until it reaches 8th grade. It has been strategically designed this way so that students will start developing the necessary future ready STEM skills early. By the time they are in mid-elementary grades, students will have confidence in problem-solving, teamwork, and other STEAM thinking. Students who join the school in later grades will be invited to attend one of the STEAM summer learning camps prior to their enrollment year. They will also be required to attend an orientation day prior to their enrollment year so that they can receive an overview of the skills needed to be successful at ISA.

Students entering mid-year will be paired with another student (a "mentor") who has demonstrated exceptional leadership qualities. The new student will join the mentor's cooperative learning groups when appropriate, and the mentor student will participate in partner talk with the new student. The partnership will last 2-4 weeks.

Q135. 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.**



1. ISA will implement measures to prevent student misbehavior, such as social and emotional learning, vigilant adult supervision, proactive restorative circles, and relationship building (mentors, check and connect, etc.). A discipline matrix will be followed to be sure discipline is administered fairly, consistently, and within reason. Teachers will take care of minor infractions according to the details on the matrix. The principal will administer discipline when offenses are repetitive or more serious. ISA will strive to maintain the best learning environment possible. Any action that disrupts the learning environment will be handled through classroom discipline practices and office referrals.

Restorative discipline practices, as outlined in Costello et al. (2019), will be used as often as possible. According to the authors, “rather than simply punishing offenders, restorative justice holds offenders accountable for their crimes by involving them in face-to-face encounters with people they have harmed” (p. 5). Restorative practices seek to restore relationships and reintegrate the student back into the general population. When conflicts go unattended, they can escalate into more serious infractions in the future. ISA will use restorative conversations, circles, and conferences to prevent these heightened situations and help develop empathy in students.

As part of school data review, ISA will review the numbers and types of adverse student behavior and its related consequences. ISA will seek to improve both student behavior and to make sure that discipline is being administered fairly, consistently, and without bias.

2. The ISA discipline matrix will be differentiated for early elementary, late elementary, and middle school grades. Many suspensions can be reduced by participation in restorative practices, such as conferences and counseling.

The following offenses may result in either in-school or out-of-school suspension:

- Repeated classroom violations, such as disruptive behavior, profanity, insubordination, horseplay. (It is expected that the teacher has attempted to resolve the issue by using the classroom discipline matrix and contacting parents before issuing an office referral.)
- Aggressive behavior such as spitting, pushing, kicking
- Possession of drugs, tobacco, alcohol, paraphernalia, lighters/matches
- Possession of prescription or OTC medicines - All required medicines (except an EpiPen) must be kept in the office. All required medicines must have documentation on file in the office.
- Use of illegal drugs, tobacco, alcohol (including unauthorized use of prescription medications)
- Under the influence of drugs or alcohol, or having an odor of drugs or alcohol
- Gang-related displays or activity (including flashing signs)
- Fighting/assault - inflicting or attempting to inflict physical harm on others
- Communicating threats to do harm to people or property
- Directed profanity - use of profanity as a verbal assault on someone
- Sexual harassment - behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a professional or social situation (Oxford definition)
- Hate speech - abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation (Oxford definition)
- Bullying - intentional, imbalance, and repeated misuse of power via physical, verbal, and/or social interactions



- Destroying property
- Theft
- Fire alarm misuse - pulling the fire alarm as a prank or reason to exit the building without reasonable belief there is a fire or danger of a fire
- Academic dishonesty - the taking or giving of any school work that is meant to be individual work (as indicated in advance by the teacher), plagiarism, etc.
- Possession (without intent) of what can be perceived as a weapon (exception - firearm)

The following offenses may result in expulsion:

- possession of firearm at school
- possession of any weapon with intent to harm
- fighting with serious assault
- repeated acts of violence or property damage
- arson
- repeated bullying
- sexual assault
- consensual sexual activity
- bomb/mass violence threats
- selling and/or distribution of illegal drugs (including prescription medication)

3. ISA staff will follow the requirements of the Individuals with Disabilities Education Act (IDEA) and NC General Statute 1504-2 (Discipline Procedures) when addressing discipline incidents involving students with disabilities.

Discipline of a student with a disability will be on a case by case determination, including examination of whether or not the IEP was followed. The following applies for any removal from his or her current placement (ISS, OSS, expulsion, alternate setting, etc.):

- A student with disabilities can be suspended for 10 or fewer days during a school year in the same manner as a student without disabilities. FAPE is not required during the suspension.
- If the suspension is more than 10 consecutive days, or if the suspensions during the year surpass 10 total days with a PATTERN in student misbehavior, the suspension(s) are then equivalent to a change in placement. The student must be given a FAPE with the accommodations and modifications in the IEP.
- Upon the decision of change in placement, the IEP team will conduct a manifestation determination meeting within 10 days. The purpose of this meeting is to determine whether or not the behavior is a result of the disability.
- If the behavior is not a manifestation of the child's disability, then the school can suspend or expel the student. The IEP team may consider a functional behavior assessment (FBA) and/or a behavior intervention plan (BIP).
- If the behavior is a manifestation of the child's disability, or it was because of failure to follow the IEP, the student will return to the current placement (or a change in placement if agreed upon by the parent and school board). A FBA will be given to the student, and the IEP team will create or modify a BIP for the student.
- A student with disabilities can be suspended for no more than 45 days without a manifestation determination for (a) possessing a weapon on school grounds or at a school function, (b) knowingly possessing, using, or selling illegal drugs or controlled substance on school grounds or at a school function, or (c) inflicting serious bodily harm on someone on school grounds or at a school function. The school will



provide FAPE during the suspension and conduct a manifestation determination when the student returns to school.

4. Grievance procedures

ISA will always seek to maintain an open line of communication between students, parents, teachers, school leaders, and the school board.

Many small infractions will be handled by the classroom teacher and/or assistant according to an agreed upon matrix. If a student or parent has a grievance or concern regarding this level of discipline (or any other classroom procedure), the student or parent will be encouraged to communicate with the teacher directly to reach an agreed upon resolution. If a resolution cannot be reached, the student or parent can schedule a meeting with the principal to discuss the matter. The principal will work with the teacher and student/parent to reach a resolution agreeable to all. If a satisfactory decision is not made, the student and/or parent can request a meeting with the board.

ISA will follow the laws of due process related to suspensions and expulsions. Short-term suspensions (10 days or less) will require informal due process. The principal or a principal representative will confer the consequence and/or restorative practices based on the discipline matrix and any other extenuating circumstances. Informal due process will include:

- Oral or written notice to the student of the allegations
- Opportunity for student to elaborate on the situation or defend themselves
- Phone call notification to the parent in the parent's primary language of allegations and conferred consequences
- Documentation of allegations and conferred consequences into an online system

If a student or parent has a grievance or concern regarding this level of discipline (or any other decision made by school level leadership), the student or parent will be encouraged to communicate with the principal directly to reach an agreed upon resolution. If a satisfactory decision is not made, the student and/or parent can request a meeting with the board.

Long-term suspensions (more than 10 days for a single incident) and expulsions will require formal due process. Only the school board by a majority vote can confer the consequence of long-term suspension or expulsion. Formal due process will include:

- Collection of substantial evidence or substantial proof
- Written notice to student and parent with details of the incident and notice of hearing in English and the parent's primary language
- Formal hearing (student/parent can have legal representation)
- Decision about suspension/expulsion and alternate education services (if available)
- Appeal if desired

9.6. Certify

Q136. **This subsection is entirely original and has not been copied, pasted, or otherwise**



reproduced from any other application.

- Yes
- No

Q137.Explanation (optional):



10. Governance and Capacity

10.1. School Governing Body

Q138. Organization Street Address (if you have one)

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

10.2. Governance

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

Q139. 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 the ...

Applicant Evidence :


ISA Initial Members of ...

Uploaded on **4/27/2023**

by **Pamela Johnson**

Q140. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



The ISA board of directors will act in accordance with state and federal law. NC General Statute 115-218.15 (d) states that “the board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.” Duties of the board of directors include, but are not limited to:

- Ensure that the school is fulfilling its mission and vision
- Approve the school improvement plan developed by the school improvement team and monitor the progression towards the goals therein, including academic achievement goals
- Meet with the school leader and SIT chair to discuss the progress of the school
- Attend regularly scheduled monthly board meetings
- Recruit, hire, and evaluate the school leader
- Approve all other hiring decisions
- Ensure that the school is operating in a fiscally responsible manner for the benefit of all students
- Approve third party and contracted services
- Attend to student and parent grievances that go beyond the principal level to ensure due process
- Vote on suspensions of more than ten (10) days
- Participate in necessary training in order to understand school law
- Participate in professional development in order to understand the school mission
- Make decisions within the terms of the school's charter and educational law
- Form a network of community partnerships for the benefit of students and their families
- Recruit students and families for enrollment

When the position is vacant, the ISA board will advertise the position of lead administrator along with the job description. The job description will be based on the North Carolina Standards for School Executives (2013) and Powers and Duties of Principal - NCGS 115C-288 (2012), and will be adapted specifically to reflect the mission of ISA. The leader will be selected using a rubric through a series of interviews and references. Criteria for selections will include, but is not limited to, curriculum knowledge and experience, managerial knowledge and experience, school operation knowledge and experience, and leadership style. The candidate MUST understand and fit with the mission and goals of the school. Preference will be given to individuals who hold a Master's degree or graduate certificate in school administration and have spent at least five (5) years as a teacher in the public school setting. Experience with STEM education will also be considered as an asset. The leader will be evaluated through an approved process (NCSBE, 2008) using the NC principal effectiveness rubric.

Q141. Describe the size, current and desired composition, powers, and duties of the governing board.



The ISA school board will contain five to nine members, depending on the amount of individuals needed to fill the necessary experience roles. Maintaining a diverse school board will be a top priority, so that the board and the school can best meet the needs of underserved populations. One person may fill multiple roles, depending on experience. The desired experience roles of the board will include the following:

- Educational leadership - The ISA board will strive to include a former principal or superintendent who has knowledge about school operations and curriculum and instruction.
- Finance and budget - The ISA board will strive to include an accountant or other person with money management experience who has knowledge about budgeting, financial security, and computations.
- Legal - The ISA board will strive to include a current or former attorney who has experience in law interpretation, in particular educational law.
- Community Involvement - The ISA board will strive to include a liaison who has a network of community connections whose partnerships can benefit the school and the students.
- Workforce development - The ISA board will strive to include a business partner who is familiar with job demands, internships, etc.
- Youth sports - The ISA board will strive to include a member to serve as an athletic director who can assist with the paperwork and details of operating sports teams.
- Marketing - The ISA board will strive to include a member who is knowledgeable about advertising through various forms of media.
- Construction/maintenance - The ISA board will strive to include a member who is knowledgeable about construction and/or building maintenance.
- Hispanic/Bilingual Connection - The ISA board will strive to include a member who is Hispanic and/or bilingual in order to best serve the Hispanic student population.

The current startup school board meets these needs as follows:

- Pamela Johnson - board founder, 18 years teaching experience, 3 years instructional coaching experience, masters in curriculum and instruction along with a school administration certificate
- Teresa Evans - former school principal, former CTE teacher, business owner and farmer
- Leon Ijames - youth sports, extensive community involvement, experience in real estate and insurance, experience in radio broadcasting, served in the U.S. Army
- Kenneth Wallace - extensive managerial experience, pastor and chaplain, served in the U.S. Army, involved in community through food pantries and trauma counseling
- Jennifer Trent - special education teacher experience, school counseling experience, community involvement via school and other avenues, experience in juvenile justice and mental health

The current diversity of the board is three White females, one Black male, and one White male. The board hopes to diversity even further.

The ISA board will elect a chair, vice chair, secretary, and treasurer as officers according to its by-laws.

The ISA board of directors will act in accordance with state and federal law. NC General Statute 115-218.15 (d) states that "the board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures."

Duties of the board of directors include, but are not limited to:



- Ensure that the school is fulfilling its mission and vision
- Approve the school improvement plan developed by the school improvement team and monitor the progression towards the goals therein, including academic achievement goals
- Meet with the school leader and SIT chair to discuss the progress of the school
- Attend regularly scheduled monthly board meetings
- Recruit, hire, and evaluate the school leader
- Approve all other hiring decisions
- Ensure that the school is operating in a fiscally responsible manner for the benefit of all students
- Approve third party and contracted services
- Attend to student and parent grievances that go beyond the principal level to ensure due process
- Vote on suspensions of more than ten (10) days
- Participate in necessary training in order to understand school law
- Participate in professional development in order to understand the school mission
- Make decisions within the terms of the school's charter and educational law
- Form a network of community partnerships for the benefit of students and their families
- Recruit students and families for enrollment

Q142. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The current startup school board meets these needs as follows:

- Pamela Johnson
 - Pamela is a 21-year veteran of public education. She taught high school science for 17.5 years and 5th grade math and science for 0.5 years. She is a National Board Certified teacher. She served as an instructional coach for 3 years. During this time, her role was supporting teachers. She has an extensive science background, earning a B.S. in biology and B.A. in chemistry from UNC Charlotte. She is a 2020 NCSTA Science Leadership Fellow. She has an M.A. in curriculum specialist and graduate certificate in school administration from Appalachian State University. She has served as a tutor for at-risk children. She is the co-founder of Beyond the Building Ministries, which is a community-based organization that serves the needs of people in low-income neighborhoods. She has some experience writing grant proposals and has been the recipient of several grants.
- Teresa Evans
 - Teresa served 10 years as a principal and 3 years as an assistant principal of a high school. She worked with parent organizations at the school. She served on the NCHSAA Board of Directors. She started an Early College at the high school while she was principal. She worked almost 2 years at district level as a teacher and principal trainer in Winston Salem, NC.
- Jennifer Trent
 - Jennifer has served 17 years in public education including time as a special education teacher, science teacher, and guidance counselor. During her time as a guidance counselor, she implemented the clothing and food pantry at school. She organized Christmas gifts for needy families. She worked for DSS as a supervisor in juvenile justice. She worked 8 years for the Children's Home of Iredell County linking parents and children to community resources.
- Leon Ijames
 - Leon owned two convenient stores for seven years and an insurance agency for 12 years, contributing to his managerial experience. He was the project manager at Statesville Housing Authority for 15 years. He has provided transportation for the Piedmont Veterans Assistance Council (PVAC) for 20 years, and has helped lead the organization for 10 years. He served as a Guardian ad Litem for children for five years. He served in the U.S. Army for three years.
- Kenneth Wallace
 - Kenneth has served in managerial positions in restaurants, retail, and manufacturing for 41 years. He served in the U.S. Army for 21 years. While in the Army, he was an instructor at Fort Knox. He has been a chaplain for six years and a pastor for three years. He has hosted a Reboot Trauma ministry for the last several months.

Q143. 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.**



1. The ISA board will adhere to all NC Charter School law and other applicable public school law statutes as well as the terms of the charter. The ISA board will establish organizational flow charts detailing the roles and responsibilities of board members and school employees. This will ensure that everyone knows how they fit into the effective operation of the school. The ISA school board will work with school leaders to establish and adhere to a balanced budget. The ISA school board will meet monthly with the principal and other relevant individuals to discuss progress towards school improvement goals and operational concerns. The members of the ISA board will be open-minded, listening to experts before making decisions. Once a year, the ISA board members will participate in an annual retreat along with the principal and school improvement chair. During this retreat, the board members and invited guests will evaluate all aspects of school success and make adjustments as necessary. This will also be a time for the board members to participate in relevant professional development.

2. In terms of the success of the school, the ISA board will look at several metrics for success. With the principal and the SIT chair, the board will monitor the progress towards the school improvement plan goals. The board will analyze EVAAS data to ensure that the school is meeting expected growth in all tested areas. The board will look at the NC School Report Card, particularly the percentage of students who are designated college and career ready. In addition, board members will analyze the Teacher Working Conditions Survey results in order to measure the morale and needs of the staff. Finally, since one of the goals of the school is to be a STEM School of Distinction, the board will evaluate the school using the NC STEM School Progress Rubric (NCDPI, 2019). In terms of evaluating the school leader, the leader will be evaluated through an approved process (NCSBE, 2008) using the NC principal effectiveness rubric. The North Carolina Standards for School Executives (2013) outlines the criteria and associated artifacts for evaluating the school leader. The standards include: Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership, and Micropolitical Leadership.

3. The ISA school board will adhere to all aspects of Open Meeting Law (Meeting of Public Bodies, 2021). Parents will be permitted to participate in a public comment segment of the board meetings. The board will hold quarterly stakeholder meetings, which will include a representation of teachers, parents, community members, and age-appropriate students. Parents will be encouraged to participate in the Parent Teacher Organization.

Q144. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



The vision for Infinity STEAM Academy started with a small group of educators and community members seeking a different kind of public education in the form of a STEAM-immersion school. The group sought out like minded individuals who saw the value in this nontraditional education, whose education philosophy is to provide a more relevant, equitable education to students starting with elementary grades.

A public interest meeting was held on February 9, 2023, to recruit board members from the community. This meeting was publicized by Iredell Free News, an electronic- and print-based local news outlet. Several people attended the meeting to learn more about the mission and vision of the school. These interested parties contacted others in the community who might be willing to serve. Interested parties filled out a Google form answering questions about their qualifications and views on education. Members were vetted to make sure their philosophies aligned with the ISA mission and vision.

ISA school board members were recruited to fulfill a variety of roles and funds of knowledge, including educational leadership, budget and finance, legal, community, workforce development, and youth sports. In addition, it was important to develop diversity in the board to reflect the prospective students and parents of the school.

Founding board members, once selected, were asked to remain on the board until the school opens. At that time, the founding board members can choose if they want to remain on the school board for a term of two (2) years. Ideally, the board will establish staggered terms for board members so that veterans remain on the board while new members are inducted. This will make the transition of leadership run more smoothly. New board members will be recruited in a timely manner to ensure an uninterrupted transition. Board replacements should provide the same area of expertise if possible. The appointment of any new board member will require a majority vote from the current board (including the vote(s) of those with expiring terms).

The board is still in search of members to fill certain roles, specifically marketing, construction/maintenance, and a Hispanic connection. The addition of any new founding members will be subject to an interview and vote by the current ISA founding board, along with a criminal background check. Upon approval, the new board member will need to undergo some training to be acquainted with charter school law, as well as demonstrated understanding of the mission and vision of the school.

Q145. Describe the group's ties to and/or knowledge of the target community.



Pamela Johnson is a native of Statesville, NC. She is the co-founder of Beyond the Building Ministries, an organization that serves low-income communities, primarily in Statesville. She has served as a community tutor for students of Statesville. She has taught at-risk students during her time as a high school teacher. She completed a diversity course at Appalachian State University and studied the aspiration-attainment gap of low-income students.

Teresa Evans has lived and worked in the Statesville community as a farmer, business owner, and educator for over 45 years. She has volunteered at local schools and has coached recreational soccer. She attends church in the community.

Jennifer Trent has occupied many positions in which she has worked with at-risk youth, including work in juvenile justice, foster care, and mental health care. She worked with the Children's Home of Iredell County linking parents and students to community resources. In her current role as high school counselor, she operates a food and clothing service for students. She has served with Beyond the Building Ministries, handing out resources to low-income families in Statesville. She volunteers with her church serving the homeless population in Statesville.

Leon Ijames is a 30-year member of the NAACP and is currently serving the Statesville Branch as Vice President. He has been a football coach at Statesville High School for six years. He is a 17-year Rotarian, currently serving with the Statesville Fourth Creek Chapter as Membership Chair. He is the current chairman of the board at Clarks Chapel Baptist Church. In the past, he served as project manager of the Statesville Housing Authority for fifteen years. He was also a Jaycee for 12 years. He served as Guardian ad Litem for five years.

Kenneth Wallace has lived in Statesville for 43 years. He is employed at Nicholson Funeral Home (a local business), working in family relations. He has been a pastor for three years and a chaplain for six years. He and his church have donated to Beyond the Building's summer food ministry. He works with American Legion 65, volunteering for programs with the Boy Scouts, Girl Scouts, and JROTC. When he was manager at McDonalds, he worked with youth from Statesville High School and West Iredell High School. While manager at another McDonalds, he implemented a homework program for his young workers.

Q146. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



The Board will decide on a yearly regular meeting schedule prior to July 1 of each year. This schedule, along with the designated meeting place, will be posted on the school's website and social media platforms.

The ISA school board will meet regularly once per month for a minimum of 10 times per year. The board will be debriefed on essential aspects of school operation, including, but not limited to, academic progress, finance, facilities and planning, and community interaction. Between regular board meetings, certain board members may call other meetings with the advisory council, contractors and vendors, community partners, etc. as needed. These smaller meetings will prepare information for the entire board to discuss at regular meetings. All regular meetings will be open to the public and broadcasted live on an internet platform such as YouTube, except when closed session is required. Meeting minutes will be posted on the school website.

In addition to monthly meetings, the ISA school board will participate in a two-day retreat at the end of the school year. During this extended meeting, board members will be debriefed on academic data, discipline data, financial status and more. Goals and next steps for the next school year will be determined. Board elections for vacated positions will take place. Additionally, the principal will be evaluated and the audit and the following year's budget will be approved.

The ISA board will host semiannual stakeholder meetings. These meetings will invite parents, community partners, teachers, and others to ask questions and give feedback in a small group, round table discussion setting.

ISA board members will meet for any additional time necessary to fulfill the mandatory 30-hour minimum training.

Q147. 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.



Upon approval of the charter school by the state board of education, all start-up board members will attend the state sponsored "Ready to Open" training.

Prior to service, new members of the ISA governing board will receive extensive training in education and charter school law, budget and financial management, and board expectations and responsibilities. They will also receive training about the ISA charter terms, bylaws, and school procedures. New incoming board members will be encouraged to attend board meetings to familiarize themselves with processes and proceedings. The ISA board will establish staggered terms for board members so that there are veteran members on the board at all times.

All board members must have at least thirty (30) hours of state board approved training annually. This training will take place during regular monthly board meetings and the annual retreat, as well as other times to be determined based on the schedule of special events. All board members must attend all meetings and trainings in person unless there are extenuating circumstances. If a board member cannot attend in person, then they should make an effort to attend via an online conferencing platform if possible.

Existing board members will receive training on a variety of topics, which include, but are not limited to, the following:

- Strategic planning and data-driven continuous improvement
- STEAM education and other relevant topics in curriculum and instruction
- Charter law/legal compliance updates and refreshers
- Board expectations, roles, and responsibilities
- Community partners (including on site visits)
- State-sponsored charter governance training

Q148. 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.



North Carolina General Statute 55A-8-31(a) states that “a conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest.”

The ISA board by-laws will contain a conflict of interest and anti-nepotism policy. According to NCGS 218.15, any conflict of interest transaction is not automatically voidable simply because of the interest as long as one of the following is true:

- The material facts and the interest in question were disclosed to the board of directors or board committee authorized to approve the transaction
- The material facts and the interest in question were disclosed to the voting members authorized to approve the transaction
- The transaction is fair to the corporation (in this case, ISA as a nonprofit organization).

After disclosure of facts to the board or operating committee, the transaction must be approved by a majority vote of members who have no interest in the transaction.

Anti-nepotism policy applies to any immediate family members of charter board members or a charter employee of supervisory authority wishing to become an employee of the school or be hired as an independent contractor by the school. NCGS 115C-12.2 defines immediate family as a spouse, parent, child, brother, sister, grandparent, or grandchild. The familial relationship must be disclosed to the charter board members, and the appointment must be approved by the board members in a duly called open session. If the board approves the appointment by a majority vote, the family member may be employed.

According to NCGS 218.15, a person cannot not be disqualified from serving as a member of a charter school's board of directors simply because of the existence of a conflict of interest. However, the person must comply with the school and state conflict of interest policies.

At this time, there are no known relationships that could pose actual or perceived conflicts.

To avoid any actual or perceived conflicts in the future, each board member will be asked to annually review and agree to the corporation's *Conflict of Interest Policy*. This policy is attached to the corporation's by-laws in Appendix J.

Q149. Explain the decision-making processes the board will use to develop school policies.



All decisions will be made aligned to the school mission, goals, and core values with consideration of legal requirements and fiscal responsibility. The ISA board will adhere to NC and federal law, as well as the terms of the charter contract. Any question about legal requirements will be directed and advised by the board attorney. If necessarily, the board will consult the NC Association of Public Charter Schools and consider policies adopted by other charter schools. Board decisions will be researched-based and consider the input of all stakeholders (students, parents, teachers, community members, etc.).

The board will establish its by-laws in accordance with NC and federal laws and the terms of the charter. The approved by-laws and policies will provide a blueprint for board decisions. Any changes to, additions to, or elimination of policies will undergo a rigorous approval process:

1. The need for policy revision will be brought before the board. The basis for review might include concerns from stakeholders, concerns brought to light by annual data review, etc.
2. The concern will be assigned to a board subcommittee. The subcommittee will include at least one board member, appropriate advisory council members, and any other experts or stakeholders deemed necessary for a resolution.
3. The subcommittee will collect and review data, explore options, and find the most viable solution(s).
4. The subcommittee will bring data and recommended solution(s) back to the whole board at the following monthly board meeting.
5. A new or modified policy will be drafted after whole board discussion. The board attorney will review the policy change to assure its legality and determine if SBE approval is needed.
6. The board will ask for input from the advisory council and stakeholders.
7. The board will consider the input, hold a discussion, and vote on the policy change.
8. Any new policy will be publicly posted through all relevant media.
9. The board will review the impact of the policy change at a later date.

Q150. 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.



The organizational chart shows advisory roles (people and entities providing relevant information to other groups on the chart) and supervisory roles (people and entities who have the direct role of decision making over other groups on the chart). The advisory groups, along with their roles, are listed below:

NC Office of Charter Schools

NCGS 115C-218(c)(3)(b-e1) outlines the advisory roles of the NC Office of Charter Schools:

- Provide technical assistance and guidance to charter schools operating within the State. Provide technical assistance and guidance to nonprofit corporations seeking to operate charter schools within the State.
- Provide or arrange for training for charter schools that have received preliminary approval from the State Board.
- Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.
- Assist certain charter schools seeking to participate in the NC prekindergarten program in accordance with G.S. 115C-218.115.

ISA Board Subcommittees

Whenever there is a specific inquiry that needs more investigation, a subcommittee will be assigned to gather a team of experts, organize information and suggestions, and present their findings to the whole school board at the following monthly board meeting. The subcommittee will include at least one board member, appropriate advisory council members, and any other experts or stakeholders who can contribute to the topic at hand.

ISA Advisory Council

In addition to the decision-making board members, there will be a stand-by advisory council filled with individuals with a broader variety of expertise. Although these people will not be involved in decision making, they will be called upon to supply relevant information to the board and its subcommittees. In the event of an unexpected board resignation, an advisory council member may be called upon to fill in until a permanent replacement can be found.

Community Partners

Community partners may be called upon to offer expert advice to a board subcommittee or the board at large. Because community partners are providing benefits to students and families, their voice as a stakeholder will always be considered by the board when making decisions.



Contracted Services and Vendors

Contracted services and vendors may be called upon to offer expert advice to a board subcommittee or the board at large. Topics might include types of services offered, price quotes, suggestions for facility issues, etc.

ISA Parents/PTO

All voices of the ISA parents will be valued by ISA leadership and school board. The PTO chair will be invited to each monthly board meeting to report out any parent concerns raised at the PTO meetings. Parents are also welcome to participate in the public comment time during each monthly board meeting. The parents' voices will always be considered by the board when making decisions. The principal will always operate an "open door" policy for parent concerns.

ISA Principal

The ISA Principal will attend each monthly board meeting. The principal will update the board on any relevant data, celebrations, and concerns. The principal's voice will always be considered by the board when making decisions.

ISA Staff

All voices of the ISA staff will be valued by ISA leadership and school board. The principal will always operate an "open door" policy for staff concerns. For most matters brought to the ISA board, there will be a tiered protocol for sharing ideas and concerns. First, the teacher will go through his or her department chair. Department chairs will report to the school improvement team. The SIT chair will be present at each monthly board meeting to report staff ideas and concerns. Staff are also welcome to participate in the public comment time during each monthly board meeting.

ISA Students

All voices of the ISA student body will be valued by ISA leadership and school board. A student government representative will be present at each board meeting to celebrate the accomplishments of his or her peers and to bring student concerns. The principal will always operate an "open door" policy for student concerns. Students are also welcome to participate in the public comment time during each monthly board meeting.

Q151. [Discuss the school's grievance process for parents and staff members.](#)



ISA will always seek to maintain an open line of communication between students, parents, teachers, school leaders, and the school board. Any complaints or grievances should be made within 30 calendar days of the incident so that the details remain as clear as possible.

Minor complaints should be heard and addressed on the level in which the disagreement occurred. For example, if a student or parent has a concern about an experience happening in the classroom, all effort should be made to talk to the teacher or teacher assistant to reach a resolution. If a resolution cannot be found, then the principal will meet with the parties involved (staff and student and/or parent). The principal will keep an open mind and make decisions based on school policies and communicated expectations, as well as what's in the best interest of the student.

If a student, parent, or staff member disagrees with action taken by the school or leadership, the complainant should refer the complaint to the principal. Again, the principal will keep an open mind and make decisions based on school policies and communicated expectations, as well as what's in the best interest of all involved, especially the students.

The principal should meet with the complainant within 5 business days (excluding weekends and holidays) of the referral. The principal shall make a decision within 10 business days and notify all parties either orally or in writing. Documentation that details the complaint and the response shall be kept by the school.

If a conflict cannot be settled at the school level, if there is a major complaint that warrants immediate board action and/or a formal process, or if the complaint is against a board decision, then a formal grievance may be made to the board. The school will have board contact information and formal grievance instructions posted on its website. School leadership will assist students, parents, or staff in making a formal grievance if necessary.

A formal grievance is defined as a formal written complaint filed by a student, parent/guardian, or staff member stating that a school policy, board policy, or law has been violated. Some grievances, such as Title IX and Students with Disabilities violations, will have their own processes.

The grievant, defined as person(s) filing the formal grievance, shall file the grievance within 10 business days of the unsatisfactory decision of the school principal. If it is a situation that should go directly to the board, the grievant shall file the grievance within 30 calendar days of the incident.

Upon receipt of the formal grievance, the board will schedule a private meeting with the grievant and other involved parties within 10 business days. The grievant may have legal counsel present. However, if the grievant has legal counsel, the grievant should notify the other involved parties as such so that the other parties may obtain legal counsel as well.

Within 10 days of the meeting, the ISA board will issue a written decision response to the involved parties. This will be the final decision made at the ISA charter board level.

Q152. **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).

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

Applicant Evidence :


Appendix G Organizati...

Uploaded on **4/10/2023**
by **Pamela Johnson**

Q153. 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

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

Resources


Charter School Board ...

Applicant Evidence :


Entire Appendix H.pdf

Uploaded on **4/28/2023**
by **Pamela Johnson**

Q154. 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.**

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

Resources


Charter School Board ...

Applicant Evidence :


ISA Board BGC.pdf

Uploaded on **4/21/2023**
by **Pamela Johnson**

Q155. 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.

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

Applicant Evidence :


By-Laws and COI Policy...

Uploaded on **4/24/2023**
by **Pamela Johnson**

Q156. 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 Articles of ...

Uploaded on **4/10/2023**
by **Pamela Johnson**

10.3. Staffing Plans, Hiring, and Management

Q157. 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.

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

Resources



Staffing Chart Templat...

Applicant Evidence :



5 year ISA Staffing Cha...

Uploaded on **4/22/2023**
by **Pamela Johnson**

Q158. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



ISA will use a hiring rubric to select individuals who align with the mission and vision of the school. The hiring committee will look for individuals who value hand-on, inquiry based learning, diversity, and relationship-building. The committee will look for individuals who are comfortable with using STEM topics as a central focus for other learning.

Jobs will be advertised on the school website, community job boards, social media, job search sites (LinkedIn, Indeed, etc.), and at job fairs. ISA will contact colleges and universities so that we can share job information with students graduating from education programs.

ISA will offer employees a salary comparable to the state salary schedule for full-time state certified staff. ISA will also offer health insurance and eventually a customizable flexible benefits (or a stipend to invest in other benefits) as funding permits. ISA will participate in the state retirement program if funding permits. Full-time classified staff and non-certified teachers will be offered a competitive salary and a health insurance stipend. Part-time employees will be offered a competitive hourly salary.

ISA will focus on teacher support and feedback as methods for retention. Teachers and other staff will receive engaging professional development in STEM education and other relevant topics. School administrator(s) and beginning teacher mentors will provide ongoing support to teachers. Additionally, the school will apply for grant funding for a STEAM instructional coach to provide support to teachers as they navigate STEAM immersion in their classrooms. Faculty and staff will be involved as much as possible in instructional and operational decision making. ISA leadership will maintain open lines of communication with its staff. ISA will look at the NC Teachers Working Conditions Survey and staff exit surveys for ways to improve the school climate. ISA will foster teacher leadership opportunities so that staff can feel like they have made a difference beyond their own classrooms. ISA leadership will celebrate success with staff and maintain a positive school culture of appreciation.

Q159. 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 board has identified Pamela Johnson as the school's first principal. She is the founder and initial founding board chair. Mrs. Johnson earned a B.S. degree in Biology, a B.A. degree in Chemistry, and teaching certification credentials from UNC Charlotte. She earned a masters degree in curriculum and instruction and her school administration certificate from Appalachian State University. She continues to add to her knowledge base via online classes and other opportunities.

She is a 21-year veteran of public education that includes 17.5 years teaching high school science, 0.5 year teaching 5th grade math and science, and 3 years of instructional coaching. During this time, she has participated in numerous leadership roles:

- Served on the Academic COVID taskforce at her school that developed a plan for teachers after students returned back to school
- Conducted multiple professional development sessions on school, district, and state levels
- Conducted peer observations for NCEES program
- Oversaw laptop collection plan and implementation
- Served on interview team for science positions
- Served as biology PLC chair from 2008-2015 with the exception of the 2010-2011 school year
- Served as Science Department chair and School Improvement Team member (2013-2015)
- Helped develop district instructional guides and benchmark tests
- Served as a cooperating teacher for the training of a student teacher (2015)
- Served as a member of NIHS Leadership Team and School Improvement Team (2016-2018)
- Served as the NIHS academic MTSS Goal Team Chair (2017-2018)
- Created PLC agendas and monitored school umbrella CEUs (2016-2018)
- Participated in the NC Science Leadership Associated Fellowship (2018-2020)

Mrs. Johnson has many attributes that will make her an excellent candidate for a school leader. She is data-driven, always looking for ways to grow and improve on her practice. She seeks to form positive relationships with coworkers and students. Her instructional coaching position has given her experience with working with professional adults. She is well-respected by her peers.

She was born and raised in Statesville and has strong ties to the community. She is the co-founder of a ministry that seeks to partner with others to provide resources to low-poverty areas. She is committed to the betterment of the community.

It is Mrs. Johnson's vision for Infinity STEAM Academy that has propelled this proposal forward. She has worked as a teacher and tutor with at-risk students. She has seen the need to offer a different kind of instructional model to students who see little value in traditional education. She sees the value of producing a skilled workforce for the community while releasing children from the bonds of poverty.

After Mrs. Johnson is hired, another board member will be elected for the chair position. The board will seek another individual to add to the board who has STEM education experience.

Q160. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

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



Applicant Evidence :



Appendix O_ Additiona...

Uploaded on **4/22/2023**

by **Pamela Johnson**

Q161. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The ISA board of directors will be considered the employer of ISA school employees. The school employees will hold a conditional one-year employment contract with the ISA board of directors. Renewal of contract will be based on staff evaluations and other relevant information. The ISA board of directors will make sure that staff have the resources to effectively perform their jobs.

The ISA lead administrator, with the guidance of a hiring committee, will recommend new hires to the ISA board. Applicants will be evaluated according to the hiring rubric approved by the ISA board.

A close, professional relationship will exist between the ISA board and the lead administrator. The board will be directly responsible for the recruitment, hiring, and evaluation of the lead administrator. The lead administrator will be entrusted with the daily operations of the school, including financial and instructional decisions. In return, the lead administrator will adhere to all board policies and keep the board informed of celebrations and issues that arise with the school.

Open communication will exist between all school employees and the ISA board. However, the ISA board members will adhere to formal grievance processes when dealing with staff complaints. Staff can also share ideas and concerns in the following ways:

- Bring ideas and concerns to the attention of the school principal or instructional coach.
- Send ideas and concerns to department heads to bring before the school improvement team. The school improvement team chair will report out to the ISA school board during regular board meetings.
- Fill out surveys for staff feedback as needed for ISA board decision making.
- Speak during public comment during ISA board meetings.

Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



The ISA board of directors will be considered the employer of ISA school employees. The principal, with the counsel of a hiring committee, will be responsible for selecting candidates for hire, including conducting interviews and checking references. Interviews will be conducted using a hiring rubric designed to evaluate the applicant's fit for the position and the mission of the school. The principal will make hiring recommendations to the school board. The recommendations will be contingent on approval by the board, including a criminal background check (according to NCGS 115C-332) and other legal requirements (such as licensure). The school board will be responsible for recruiting and evaluating the school principal.

All employees will be given a staff handbook on the first day of employment outlining code of conduct, expectations, and potential ramifications for violations. It is the goal of ISA to be completely transparent with employees regarding its evaluation and termination policies.

The school employees will hold a conditional one-year employment contract with the ISA board of directors. Safeguards will be placed in the contract to ensure the general well-being, safety, and educational access of the students. Unacceptable personal conduct may result in immediate termination of the staff member, depending on the severity of the infraction. Renewal of contract at the end of the year will be based on staff evaluations and other relevant information. The school's administrator(s) will be tasked with faculty and staff evaluations. Teachers will be evaluated using the NC Teacher Effectiveness Rubric, the NC STEM school of distinction rubric, and other measures that determine alignment with the school's mission and goals.

While employees are considered "at-will" on a yearly basis, the ISA leader will make a diligent effort to support and grow the staff member. If a faculty or staff member receives unsatisfactory evaluation scores, the principal will provide feedback and support. Ineffective teachers will receive coaching from the administrators as well as the instructional coach (contingent on grant funding). The administrators and instructional coach will help the teacher set improvement goals. The teacher may be put on an action plan. A serious infraction or failure to make progress towards improvement goals may result in dismissal.

Recommendations for dismissal will be reviewed by the school board. The school board will make a decision based on the infraction(s) and documentation provided by the principal.

Q163. Outline the school's proposed salary range and employment benefits for all levels of employment.



The amount of funding available for personnel salaries and benefits will depend on the amount of grant funding received for curriculum programs and supplies. This is explained in more detail in the budget narrative section of the application. Assuming adequate grant funding for supplies, ISA intends to offer the following salaries and benefits to its employees:

- Lead administrator
 - \$65,000 - \$75,000
 - \$5000 bonus for school exceeding growth (if the budget allows)
 - State health insurance
 - Flexible benefit package when budget allows
 - State retirement plan
- Assistant administrator (11 month) (as needed)
 - \$55,000 - \$60,000
 - \$3000 bonus for school exceeding growth (if the budget allows)
 - State health insurance
 - Flexible benefit package when budget allows
 - State retirement plan
- STEAM Instructional coach (11 month) - depending on grant funding
 - according to NC salary schedule (not to exceed the teacher salary average for the budget year)
 - 10% for the extra month
 - 3% bonus for school exceeding growth (if the budget allows)
 - State health insurance
 - Flexible benefit package when budget allows
 - State retirement plan
- Certified teachers (10.5 month) (including EC and ELL teachers)
 - according to NC salary schedule - average cannot exceed teacher salary average on budget
 - \$750 stipend for remediation week
 - Grant funded stipend for STEAM camp week
 - 3% bonus for school exceeding growth (if the budget allows)
 - State health insurance
 - Flexible benefit package when budget allows
 - State retirement plan
- Full-time non-certified teachers (10 month)
 - \$35,000
 - medical insurance stipend
- Part-time non-certified teachers or part-time reading and math specialists
 - \$30 per hour
- Guidance counselor
 - \$50,000 - \$55000
 - State health insurance
 - Flexible benefit package when budget allows
 - State retirement plan



- Clerical (data manager/bookkeeper/administrative assistant) (11 or 12 month)
 - \$32,000 - \$35,000
 - medical insurance stipend
- Teacher assistant (10 month)
 - \$22,000 - \$26,000
 - medical insurance stipend
- Teacher assistant/regular bus driver
 - \$27,000 - \$32,000
 - medical insurance stipend
- Custodian/Maintenance (11 month)
 - \$35,000
 - medical insurance stipend
- Nurse/nutrition manager
 - \$40,000
 - medical insurance stipend
- Full-time reading/math specialist
 - \$35,000
 - medical insurance stipend
- MS Career Counselor and Coordinator
 - \$35,000-\$40,000 (depending on grant funding)
 - State health insurance
 - Flexible benefit package when budget allows
 - State retirement plan
- Contracted personnel - varies

Q164. Provide the procedures for handling employee grievances and/or termination.



Grievances:

An employee should make an effort to solve issues through open communication with the ISA lead administrator. If a satisfactory resolution cannot be made, then the employee should file a formal written grievance with the school board chair or board designee tasked with grievances. The written grievance should include which policy or law was violated along with elaborate details of the violation. The chair or designee will investigate the claim and bring the grievance before the entire board with a proposed resolution. The board will vote on the resolution and report its decision to the grievant within 30 days of receipt of the written notice.

Termination:

In accordance with their contract, licensed teachers must give a 30-day notice to terminate their employment with ISA.

Employee termination by ISA may result from unsatisfactory job performance, unacceptable personal conduct, and/or misalignment with vision and goals of school.

All employees will be given a staff handbook on the first day of employment outlining code of conduct, expectations, and potential ramifications for violations. It is the goal of ISA to be completely transparent with employees regarding its evaluation and termination policies.

The school employees will hold a conditional one-year employment contract with the ISA board of directors. Safeguards will be placed in the contract to ensure the general well-being, safety, and educational access of the students. Unacceptable personal conduct may result in immediate termination of the staff member, depending on the severity of the infraction. Renewal of contract will be based on staff evaluations and other relevant information. The school's administrator(s) will be tasked with faculty and staff evaluations. Teachers will be evaluated using the NC Teacher Effectiveness Rubric, the NC STEM school of distinction rubric, and other measures that determine alignment with the school's mission and goals.

While employees are considered "at-will," the ISA leader will make a diligent effort to support and grow the staff member. If a faculty or staff member receives unsatisfactory evaluation scores, the principal will provide feedback and support. Ineffective teachers will receive coaching from the administrator(s) and instructional coach (if available). The administration and instructional coach will help the teacher set improvement goals. The teacher may be put on an action plan. A serious infraction or failure to make progress towards improvement goals may result in dismissal.

Recommendations for dismissal will be reviewed by the school board. The school board will make a decision based on the infraction(s) and documentation provided by the principal.

Q165. Identify any positions that will have dual responsibilities and the funding source for each position.



The source of funding for positions at ISA will be state funding, federal funding (Title I, Title III, and EC), and grant funding.

The following positions may have dual responsibilities:

- **STEAM Instructional Coach/Grant Director.** This person will keep record of activities related to grants and provide support for teachers as they navigate interdisciplinary units and inquiry-based learning. This will primarily be a grant-funded position. Professional development delivered by the coach may be supplemented by Title I funding.
- **Complete Office Manager.** During the first few years of operation, one person will fill the role of all office duties, including data manager (PowerSchool), receptionist, and finance officer. After two years (with the influx of more students), the position will split into two separate positions (finance officer/grant fund manager and data manager/receptionist). This will primarily be state funded positions with the possibility of grant supplement.
- **Custodian/minor maintenance.** This person will maintain the cleanliness and operational safety of the school. This position will come from state funding.
- **Guidance counselor/EC Director.** In addition to providing academic and emotional support for students, the guidance counselor will serve as the 504 coordinator and McKinney Vento coordinator. During the first two years, this counselor will also serve as the EC director for the school. This position will be funded with state funds, Title I funds, and EC funds.
- **EC Teacher/EC Director.** After the first two years, the role of EC director will shift to one of the EC teachers. This person will spend part of their time managing EC accounts and ensuring compliance and the other part of their time providing service time to students. This position will be funded by state and federal EC funds.
- **Middle School Career Counselor and Coordinator.** This person will serve as a counselor for students as they explore career choices in middle school. They will also coordinate guest speakers, field trips, and other career-related activities. This position will be funded using state funds, Title I funds, and possibly some grant funds.
- **Nurse/Nutrition Manager.** This position will attend to the health of students by attending to medical needs and by partnering with the contracted food service to provide healthy meals that meet federal guidelines. When the school obtains its own cafeteria, this position will be split. This position will be paid for using state funding.
- **Specials teachers.** Some of the elective teachers will teach multiple subjects because of the alternating nature of the classes. These positions will be paid for by state funds and grant funds. The combinations are as follows:
 - Discovery Lab/Computer Teacher
 - Art/Music Teacher
 - Health/PE Teacher
- **Teacher assistant/regular bus driver.** All TAs will be expected to obtain their CDL license to drive a bus. Some of the TAs will be regular bus drivers, and others will be bus substitutes in the case of driver absences. TAs will also serve as classroom substitutes in the event of teacher absences. This position will be funded using state funds and Title I funds.
- **ESL teacher and translator.** ISA expects a significant number of ELL students and families. The school will use Title III funds to pay for this position.



Q166. 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.

All hiring to support special needs populations will be based on student need. For example, as the EC and ELL student population grows each year due to the addition of grade levels, the number of EC and ESL teachers hired will increase as well. In Year 1, we anticipate one EC teacher position, plus the guidance counselor who will serve as EC director. In Year 1, we anticipate a part-time ESL teacher funded by Title III grants. ISA will use contracted services for specialized positions (school psychologist, occupational therapy, physical therapy, speech therapy, school social worker) on an as-needed basis.

We will require all EC and ESL teachers, as well as contracted special service personnel, to hold appropriate licenses and/or certificates.

The instructional program at ISA is designed to enhance critical thinking and problem solving and is the perfect support for gifted students. In addition to regular instruction, students will participate in enrichment activities during the school's scheduled daily remediation time. At this time, there is not a foreseen need for a specialized AIG staff position. This will be adjusted as need arises. The EC director will monitor the DEPs of all AIG students.

In addition to hiring specialized staff, all teachers will receive training regarding special needs populations. Such topics will include diversity, SIOP, trauma-informed, mental health, and AIG.

Q167. 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).



All ISA employees must be committed to the mission, vision, and goals of the school. They must work toward accomplishing the goals initiated in the school improvement plan. They must contribute to a school culture that maximizes learning. They must abide by all policies and laws established by the ISA board, state board of education, and federal entities. Detailed information for each type of staff is shown below:

Principal/Lead Administrator

- Roles and Responsibilities:
 - Oversee day-to-day school operations (budget, discipline, transportation, etc.)
 - Ensure that board policies and state/federal laws are followed
 - Supervise and evaluate school staff
 - Report school progress to the board
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Good management and organizational skills
 - Excellent oral and written communication skills
 - School administration degree and 5+ years of education experience required
 - Leadership experience preferred

Assistant Principal (when there are enough students)

- Roles and Responsibilities:
 - Assist the principal with the daily operations of the school
 - Evaluate school staff
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Good organizational skills
 - Excellent oral and written communication skills
 - Bachelor degree and 5+ years of education experience required
 - School administration degree and leadership experience preferred

STEAM Instructional Coach/Grant Director

- Roles and Responsibilities:
 - Train, observe, and give feedback to teachers
 - Build relationships with teachers
 - Monitor implementation of STEAM curriculum and instruction along with any other types of curriculum
 - Help analyze student data and propose solutions
 - Ensure that all grant directives are being followed
 - Commit to mission, vision, and goals of the school



- Qualifications and Licenses:
 - Excellent oral and written communication skills
 - Bachelor degree and 3+ years of successful teaching experience required

Core Teacher (K-8 classroom teachers)

- Roles and Responsibilities:
 - Teach the chosen curriculum
 - Supervise students to maintain a safe and orderly classroom
 - Monitor the progress of students and respond appropriately
 - Effectively communicate with parents and families
 - Maintain records of grades and attendance
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Good organizational skills
 - Excellent oral and written communication skills
 - Current NC teaching license required
 - Prior teaching experience preferred

Teacher Assistant

- Roles and Responsibilities:
 - Assist teachers with curriculum, instruction, and classroom management
 - Drive a school bus when needed
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Required: two years of college OR an associate's degree OR complete and assessment to demonstrate capabilities
 - Ability and willingness to obtain a CDL bus license

Specialty teachers (art/music, Discovery Lab/computers, health/PE)

- Roles and Responsibilities:
 - Teach the chosen curriculum
 - Supervise students to maintain a safe and orderly classroom
 - Monitor the progress of students and respond appropriately
 - Effectively communicate with parents and families
 - Maintain records of grades and attendance
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Demonstrated abilities in the subjects required



- Associate Degree or higher preferred
- Prior teaching experience preferred
- First aid/CPR training will be a requirement for the PE teacher

Guidance Counselor

- Roles and Responsibilities:
 - Attend to the social and emotional well-being of students
 - Manage 504 plans and McKinney Vento services
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Excellent oral and written communication skills
 - Masters degree in school counseling required
 - Experience in school counseling preferred

Middle School Career Counselor and Coordinator

- Roles and Responsibilities:
 - Counsel students on their future academic plans
 - Arrange all activities related to career exploration, including guest speakers and field trips
 - Commit to mission, vision, and goals of the school
- Qualifications and Licenses:
 - Excellent oral and written communication skills
 - Associate degree required
 - Bachelor degree preferred

EC Director

- Roles and Responsibilities:
 - Attends IEP meetings
 - Develops and delivers staff training as needed
 - Advises other EC staff
 - Ensures EC compliance
- Qualifications and Licenses:
 - NC teaching license in special education with 3+ years of EC experience required
 - Masters degree preferred

EC Teacher

- Roles and Responsibilities:



- Help meet the needs of exceptional children, including working with classroom teachers
- Help create IEPs and monitor students' progress toward goals
- Qualifications and Licenses:
 - NC teaching license in special education required

Reading/Math Specialist

- Roles and Responsibilities:
 - Work with pullout groups to address gaps in math or reading skills
 - Monitors the progress of these students
- Qualifications and Licenses:
 - Demonstrated abilities in the subjects required
 - Bachelor Degree or higher preferred
 - Prior teaching experience preferred

Nurse/Nutrition Manager

- Roles and Responsibilities:
 - Attend to minor medical issues
 - Maintain students' medications located in the office
 - Maintain accident reports
 - Coordinate with the food service provider to ensure that the breakfast and lunch menus meet federal guidelines
- Qualifications and Licenses:
 - Good organizational skills
 - Bachelor in Nursing Degree required
 - Prior nursing experience preferred

Office Assistant/Data Manager

- Roles and Responsibilities:
 - Greet students and visitors in the main office
 - Answer questions via in person, by email, or by phone
 - Manage student data (grades, attendance, etc.) in Powerschool
- Qualifications and Licenses:
 - Good organizational skills
 - Excellent oral and written communication skills
 - Associate degree or two years of college education required
 - Office assistant experience preferred



Bookkeeper/Grant Manager

- Roles and Responsibilities:
 - Facilitate all monetary transactions, including payroll, invoices, deposits, and purchases
 - Abide by ethical and responsible bookkeeping practices
 - Monitor the financial transactions related to grants
- Qualifications and Licenses:
 - Good organizational skills
 - Excellent oral and written communication skills
 - Associate degree in finance required
 - Prior financial management experience preferred

Custodian/Maintenance

- Roles and Responsibilities:
 - Maintain cleanliness of school facility and grounds
 - Perform minor maintenance to keep school running efficiently and safely
- Qualifications and Licenses:
 - Demonstrated abilities to perform tasks
 - Custodial or maintenance experience preferred

ESL Teacher

- Roles and Responsibilities:
 - Help meet the needs of ESL students, including working with classroom teachers
 - Help create appropriate documentation and monitor students' progress toward goals
- Qualifications and Licenses:
 - Bachelor degree with ESL certification required
 - Prior teaching experience preferred

10.4. Staff Evaluations and Professional Development



Q168. Identify the positions responsible for maintaining teacher license requirements and professional development.

The ISA lead administrator, office manager, and instructional coach (if available) will be responsible for maintaining teacher license requirements and professional development. The lead administrator will review teacher progress towards license requirements during the teacher's end-of-year summative evaluation. The administrator will work with the teacher and instructional coach to meet any gaps. The administrator(s) and instructional coach will deliver and/or arrange any needed professional development for staff. The administrator(s) and instructional coach along with the office manager will keep records and documentation of professional development content and attendance.

Q169. 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.



Mentoring, retaining, and evaluating staff are integral parts of ensuring a high quality learning environment for students. ISA will promote professional growth through a supportive working environment. This will make ISA a premiere workplace with limited staff turnover.

Mentoring

- Prior to school opening, all newly employed teachers will receive sufficient professional development (PD) to get acquainted with STEAM curriculum and instruction, as well as the mission, vision, and goals of the school. Each year, new teachers will be onboarded in a like manner. Throughout the year, all teachers will continue to receive high-quality PD. The PD will be followed up with support from school administration and the instructional coach.
- All teachers will be supported by an in-house instructional coach if funding allows. The role of this coach is teacher support for the advancement of student learning. The coach will conduct informal observations and walk-throughs and give constructive feedback. The coach will assist the teacher towards his or her professional development plan (PDP) goals.
- In addition, beginning teachers will be assigned a veteran teacher as a mentor. The role of this mentor will be to offer support regarding classroom management, instructional practices, and general school operations. The mentor will be compensated with a stipend.

Retention

- Teachers will find support with their PLC members, instructional coach, administration, and mentor (if a beginning teacher). ISA will strive to develop trust among staff and leadership so that teachers feel assured that their needs will be met.
- Teachers will be given opportunities to grow as teacher leaders, such as participating on the school improvement team and organizing events.
- Teachers will have a voice and influence in school decision making. A representative from each grade level will serve on the school improvement team and act as a voice for those teachers. The SIT chair will represent staff at the school board meetings to bring any concerns to the board members. Teachers and staff are welcome to bring ideas before the school improvement team to be voted on.

Evaluation

- Teachers will be evaluated using the NC Teacher Effectiveness Rubric, using the NCEES HomeBase application to track progress. In addition, teachers will be evaluated for their part in the NC STEM School Progress Rubric.
- Teachers will be made aware of evaluation rubrics at the beginning of the year. They will complete self-assessments in order to develop their PDP goals for the year.

Teacher Certification and Licensure:



ISA will comply with NC General Statute 115C-218.90 (Employment Requirements). In addition to the requirement of being a college graduate, ISA requires that all core content teachers (K-8 classroom teachers) hold a state-issued teaching license. Core content teachers who do not yet possess a teaching license will be asked to complete an accredited teaching certification program.

The ISA office manager will be tasked with documenting teacher continuing education units (CEUs). At the end of each year during the summative evaluation, the principal will review the teacher's CEUs and discuss progress towards maintaining the teaching license.

Q170. 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.

Quality PD is required to achieve the school's special mission and vision, meet students' needs, grow teachers professionally, and satisfy the state licensure CEU requirements. ISA is committed to offering an intentional PD plan that benefits the school as a whole as well as individual teacher needs.

Whole group PD will be offered in a variety of topics meant to address the diverse learning needs of students. Since ISA will offer a transformational education experience, teachers will need training in STEAM integration techniques (including inquiry-based learning and engineering design). Teachers will also receive diversity training such as culturally responsive teaching and assisting ESL students. Additionally, teachers will receive training on how to meet the emotional needs of students, including SEL, mental health, and trauma-informed training. To meet the school's performance goals, teachers will be instructed in data analysis and MTSS processes. These whole group sessions will occur on two days during Spring 2025 (compensated via stipends), two in-service learning days at the beginning of the school year, and two days off-site PD days during November. Some of this PD will be internally presented by the administrator(s) and/or instructional coach. Some PD may be external or "train-the-trainer" style depending on the purchased curriculums. The PD days in November will be off-site at the NC Science Teachers Association Professional Development Institute.

Teachers will receive individualized coaching to support their progress towards their PDP goals. A QR code on the teacher's classroom door will link to their goals and feedback form. The administrator(s) and instructional coach will scan the QR code upon classroom entry. After an informal observation, the administrator/coach will give supportive feedback related to the PDP goals. The administrator/coach will also follow up in person on a regular basis to offer one-on-one support.

Teachers will also learn from each other during weekly grade level PLC meetings and quarterly instructional rounds. During instructional rounds, teachers will visit another teacher's classrooms and learn how to apply instructional and classroom management strategies.

Q171. 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.

According to research cited by Murphy and Mancini-Samuels (2012), basic elementary teaching programs often limit pre-service training in science education. However, professional development training “can help better prepare teachers by increasing their confidence and efficacy for teaching STEM, as well as their perceptions” (Chiu et al., 2015, p. 9). Research presented by Parker et al. (2015) suggested that curriculum-relevant site-based professional development supported by instructional coaches was key to STEM implementation.

In order to prepare teachers to meet the learning needs of students, the following schedule has been proposed:

- Spring 2025: Teachers will attend 2 full day Saturday trainings to acquaint themselves with the chosen STEAM curriculum and related instructional methods. Teachers will experience some of the same types of activities that the students will do. Teachers will be compensated via a stipend in July, contingent on a commitment to teaching at ISA.
- August 7-8, 2025: Make-up training for the Spring sessions for any teacher who missed it. A stipend will be provided.
- August 9, 2025: ISA Policies and Procedures Overview; MTSS data collection procedures
- August 10, 2025: Diversity training - Teachers will be in rotating sessions with expert speakers in culturally responsive teaching, trauma-informed teaching, mental health awareness, meeting IEP accommodations, and how to help ESL students.
- November 6-7, 2025: Teachers will attend the annual professional development institute (PDI) hosted by the NC Science Teachers Association. These PDI sessions will offer teachers a fresh perspective on STEAM teaching.
- June 9, 2026: Teachers will meet in their PLCs and as a whole group to analyze data collected throughout the year, reflect on processes, and propose ideas for improvement.

There will also be ongoing support from the STEAM instructional coach (contingent on grant funding). This coach will assist in implementation of curriculum, technology support, and anything else the teachers need to serve the learning needs of the students.

Weekly grade-level PLC meetings will give time for idea collaboration among colleagues. This will also be a time to analyze assessment data and find solutions for struggling students.

Q172. 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.



There will be five professional development days built into the calendar so that teachers are improving their practice in STEAM instruction and other school initiatives. Two of these five days will include attendance at the annual professional development institute (PDI) hosted by the NC Science Teachers Association. These PDI sessions will offer teachers a fresh perspective on STEAM teaching. If this PDI is not available, another similar professional development will be chosen.

In addition to the five PD days, the school calendar will also include ten regular teacher workdays. During these days, some time will be allotted for horizontal and vertical planning, student progress monitoring, and brief training on time-sensitive topics.

Weekly grade level PLC meetings will also allow time for horizontal planning, student progress monitoring, and any needed training on time-sensitive topics. These may occur during the daily planning time or after school, depending on teacher preference.

Throughout the year, teachers can receive individual coaching and training according to their needs. This will be the role of the administrators and instructional coach.

10.5. Marketing, Recruitment, and Enrollment

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

Q173. 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)).



The school will be located in Statesville, NC, and ISA will heavily market within a 7-mile radius of center city. The school will be marketed to all families with children who fit the grade levels offered by ISA.

ISA will be marketed as a school that values parent participation and input and meets the learning needs of all students. Preliminary parent input has already been gathered to assess the initial interest in the school. Upon school approval, the school marketing team will hold informational meetings at community venues, including places of worship. Here, the team will inform parents and community partners of the school's mission, vision, and goals, as well as what a STEAM education entails. The school will also seek additional feedback from parents about what can be done to meet the needs of all children. In addition, the school marketing team will have a booth set up at community events. The team will set up STEAM activities for children to do. The team will have a Spanish translator onsite to help reach the community's Hispanic population.

Additionally, the ISA team will have multiple ways to disseminate information using technology and print. Upon approval, ISA will publish a website meant to recruit and inform families. The school team will also establish social media sites for the same purposes. Postcard-type flyers will be handed out to inform families of the school and informational events. The flyers will contain a QR code that links to the school website. Flyers will be posted in public places as well as handed out face-to-face. The ISA team will visit door-to-door in high needs areas.

Another focus of the ISA marketing team will be the retention of students and families once they are enrolled in ISA. The pillars of student retention will be:

- Student support and a positive school environment
- Parent communication and involvement (including that of EL families)
- Family support (linking families with resources)
- Positive school events such as family fun days

Q174. Describe how parents and other members of the community will be informed about the school.



It is the goal of ISA to operate under the highest level of transparency possible. ISA will inform parents and community members using both traditional and technology-enhanced methods:

Traditional Methods:

ISA recognizes that stakeholders have various levels of technology experience, so the school will use some traditional methods of communication. One way that ISA will do this is the use of mailed newsletters upon request. The ISA office will provide weekly updates via ConnectEd calls upon request. Parents and families will be welcomed to the school during special events such as family fun days, student-led conferences, and PTO meetings. All families and community members will be welcome at the board meetings that are open to the public.

Technology-Enhanced Methods:

Relevant school information will be displayed on the school website and social media platforms. Parents can opt-in to receiving relevant information via text messages (using the REMIND app or something similar). School performance information will be available on the NC School Report Cards website. PTO meetings will have a virtual attendance option with a web conference link. All public school board meetings will live streamed on YouTube.

Q175. 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 ISA board members and principal will be responsible for marketing prior to and after the opening of the school.

ISA will be marketed as a school that values parent participation and input and meets the learning needs of all students. Preliminary parent input has already been gathered to assess the initial interest in the school. Upon school approval, the school marketing team will hold informational meetings at community venues, including places of worship. Here, the team will inform parents and community partners of the school's mission, vision, and goals, as well as what a STEAM education entails. The school will also seek additional feedback from parents about what can be done to meet the needs of all children. In addition, the school marketing team will have a booth set up at community events. The team will set up STEAM activities for children to do. The team will have a Spanish translator onsite to help reach the community's Hispanic population.

Additionally, the ISA team will have multiple ways to disseminate information using technology and print. Upon approval, ISA will publish a website meant to recruit and inform families. The school team will also establish social media sites for the same purposes. Postcard-type flyers will be handed out to inform families of the school and informational events. The flyers will contain a QR code that links to the school website. Flyers will be posted in public places as well as handed out face-to-face. The ISA team will visit door-to-door in high needs areas.

Part of the application and enrollment plan will be to establish a waiting list for students over the capacity of the school. This will allow us to fill any open seats if a family moves or backs out of the enrollment. If the ISA marketing team is not reaching enrollment benchmarks, the strategies of the marketing team will be analyzed and revised.

Action Step	Person(s) Responsible	Target Date
Establishment of school website and social media sites	ISA Board Members	June 2024
Use school website and social media to begin introducing school and board members, post about the application process, etc.	ISA Board Members Principal Office Manager	Ongoing
Distribute and display flyers; attend community events	ISA Board Principal	August 2024- January 2025



Hold informational and feedback meetings	ISA Board Principal	Twice monthly August 2024- January 2025
Scheduled early application window	ISA Board ISA Staff	January 1, 2025 - February 28, 2025
Confirm ED status for weighted lottery	ISA Board ISA Staff	January 1, 2025 - March 7
Announce weighted lottery results for ED students	ISA Board ISA Staff	March 10, 2025
Announce lottery results for other students	ISA Board ISA Staff	March 24, 2025
Start contacting families on waitlist	ISA Board ISA Staff	April 7, 2025
Campus tour, including solidification of enrollment	ISA Board ISA Staff	April 2025
Continue marketing practices to recruit for the next year	ISA Board ISA Staff	Ongoing

Application Benchmarks - based on 120% of capacity (for waiting list)

Date	Application Target
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January 10, 2025	46
January 24, 2025	70
February 7, 2025	93
February 21, 2025	116
February 28, 2025	139

Q176. 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.

Equitable access to success through a STEAM approach is part of ISA’s mission, vision, and core values. As such, ISA will make an effort to market and recruit underrepresented student populations and remove barriers to a high quality education.

The ISA marketing team (board members and principal) will begin building relationships and trust with underrepresented communities. We will conduct surveys and interviews asking parents and communities to weigh in on educational discussions.

The team will spread the word of the school by going door to door, mailing flyers, posting flyers on community boards, and utilizing appropriate social media platforms. The team will be present with an information booth at community events. High poverty areas will be a priority. All information will be printed in English as well as Spanish and any other language represented in the area.

The team will host informational meetings for any parent who is interested in finding out more about the school. These meetings will be held in strategic locations, making it easy for parents to attend. These locations include local churches, community centers, etc. A translator will be present to assist any Hispanic families. Part of the agenda of these meetings will be helping interested families with the application process, whether on paper or electronically.

Within the school structure, accommodations will be made to ensure equal access and success for all students. The goal of ISA is to remove any barriers. Transportation will be provided within a predetermined radius of the school and will include the areas with the highest poverty rate in Statesville. The school will employ ESL teachers and EC teachers so that all populations have the support they need.



Q177. What established community organizations would you target for marketing and recruitment?

ISA will market and recruit in locations frequently visited by parents of young children. Marketing in these areas may include posting flyers and/or setting up an information table. These locations may include local daycares, early childhood education facilities (such as Head Start and Smart Start), after school program venues (Power Cross, Boys and Girls Club, YMCA), and the Iredell County Fair. ISA will also reach out to the Statesville Chamber of Commerce to find businesses that allow marketing.

Additionally, ISA will ask businesses, churches, and other organizations for space to hold informational meetings for interested parents.

10.6. Parent and Community Involvement

Q178. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

It is the goal of ISA to promote full parent and community involvement and to remove any barriers to these relationships. Multiple avenues of communication will be utilized.

In order to spread the word about the school, the ISA marketing team will utilize face to face interactions (door-to-door, information tables at community events, etc.), mailings, flyers, and social media. There will be several strategically located information meetings for parents and community members to attend. Interested and enrolled students and their families will receive a monthly newsletter (via email or traditional mail) to keep them informed of important dates and other relevant information.

School personnel (including the principal, guidance counselor, and office manager) will set up a temporary office for parents and community members to reach by phone, email, or in person.

The school will use multiple social media platforms and the school website to promote the school as well as provide relevant information to interested and enrolled families, including application and lottery dates.

Parent and community input is important to ISA. We want to be a school that best serves the area, and it is important to gather suggestions and feedback. ISA will accomplish this through face-to-face interactions at events and interest meetings, online surveys, and focus groups. We will also look for some parents and community members to serve on the ISA advisory council and eventually the school PTO. A parent and community representative will serve on the school improvement team.

Potential and enrolled students with their parents, along with community members, will be invited to a ribbon-cutting ceremony and spirit day. This will be a time to celebrate the new school through campus tours, games, food, and access to community resources. It will also be a time to ask additional questions.

Enrolled students and parents will be invited to an open house during the week prior to school opening to meet their teachers and receive additional information.



Q179. 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.



ISA recognizes the parent as an essential contributor to a student's well-being and achievement. ISA will involve parents and families in the following ways:

1. Celebrations:

- ISA will post student success and celebrations digitally on the school website and on social media. Celebrations will be distributed in print to families who prefer a more traditional method via a school newsletter. Local radio stations and news platforms will be notified of celebrations so that the accomplishments can reach a wider audience.
- The school will host celebration nights to showcase the academic, athletic, and artistic accomplishments of the students, as well as highlight their cultural contributions to the student body.
- The school will host a scheduled Family Fun Day twice a year. During this time, the families can participate in games, STEAM-related activities, and campus tours to view student work. Food will also be provided.

2. Feedback and decision-making:

- The president of the PTO will be an active participant on the school improvement team. Here, he or she will bring forth the questions and concerns of the parents. The president will be a voting member of the SIT.
- ISA will regularly ask for parent feedback via surveys and face-to-face interactions. The school board, school administration, and school improvement team will consider this feedback as much as possible when making decisions regarding the school and the students.

3. Communication and information:

- The school will use a variety of sources to distribute relevant information about the school, including social media and the school website, email, Remind texts, ConnectEd, and print sources.
- All communication will be available in the family's primary language.
- ISA will engage in two-way communication as much as possible. This includes questions and concerns sent by the parents via Remind texts, Facebook messenger, email, etc. An ISA board member, administrator, or other designated personnel will respond to these questions and concerns to the extent possible. In addition, the school website will have an "issue bin" in which parents and staff can anonymously ask questions, voice concerns, and pose solutions.

4. Student progress monitoring:

- Parents will have access through the Parent Portal, a way to check student grades and attendance in PowerSchool at any time.
- Teachers will be expected to maintain communication with parents, especially when there is an academic or behavioral concern. Translation services will be provided for communication with EL families.
- During the Family Fun Days described above, there will be student-led parent-teacher conferences in order to share student celebrations and progress.

5. General school involvement:

- The ISA PTO will always look for parents, families, and community members to volunteer to be part of fulfilling the mission, vision, and goals of the greater school community.
- Parents will always be welcomed in the school but must check in with the office upon arrival. If a parent wants to be a regular volunteer with the school, he or she will be subjected to a background and reference check.

6. Meeting additional family needs:

- ISA will be committed to meeting the needs of families outside of the school building. These avenues may include a clothing closet, backpack food programs, and Christmas gift giveaways.
- During the Family Fun Days described above, community organizations and service providers will be invited to meet the needs of families.



Q180.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.

In addition to direct involvement in academics, ISA will seek to benefit students through acting as a conduit between families and community resources. ISA will work with community organizations helping to identify students and families in need. Our Family Fun Days will also provide families access to community services. Meeting these types of needs will alleviate some of the burdens of poverty that have such a negative effect on academic achievement. In addition, ISA will partner with community organizations to provide after school and weekend opportunities for students.

Part of the middle school plan is for students to participate in six-week-long “internships” to explore various careers. This will include guest speakers and field trips to different companies and venues. This will benefit the companies who might eventually hire some of these young people.

10.7. Admissions Policy

Q181. 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

Q182. 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



The mission of Infinity STEAM academy is to provide **equitable**, engaging, integrated learning opportunities to help students of **all backgrounds** persist and reach their fullest potential in their chosen future pathway and become productive citizens.

By meeting the needs of at-risk learners, the Infinity STEAM Academy is striving to make sound education more **equitable**. ISA will give students STEAM learning opportunities that are not yet available in the central part of the county. STEAM education will make learning more relevant to these populations. It also better prepares them with future-ready skills and communicates pathways to students and parents about how to reach post-secondary goals. ISA understands the importance of making sure that all students, **regardless of background**, receive an education that propels them to success in the future.

ISA wants to be sure that engaging STEAM education is accessible to every student. It is important to centrally locate the school within the area of Iredell County where the greatest concentration of the target population resides, providing improved access, and offering the greatest availability and opportunities to students with low socioeconomic status. According to NCDPI's weighted lottery guidelines, "Socioeconomic status, and economic disadvantage specifically, is often the closest statistical indicator of educational disadvantage" (page 1). ISA seeks to inspire curiosity in students and provide a type of education that will reverse the harmful effects of poverty. As such, the goal of ISA is to fill at least 50% of its seats with students who are economically disadvantaged using a weighted lottery system.

Q183.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

First, ISA will give enrollment preference to children of board members, children of staff members, and siblings of current students. According to N.C.G.S. 115C-238.29F, board member children cannot make up more than 10% of enrollment.

The weighted lottery will take place prior to the general lottery. The weighted lottery will give preference to economically disadvantaged (ED) students, defined as those who qualify for free or reduced lunch.

During the application process, parents will be given the option of applying for ED status. This form will be used to determine the student's ED status eligibility. Students who are found to be ED eligible will be entered into the weighted lottery.

The school will select, at random, the number of ED eligible students needed to fill 50% of its seats. Students who are not chosen during this weighted lottery will be entered into the general lottery.

The general lottery will fill the remaining seats and generate a waitlist. Students who apply after the general lottery will be placed at the bottom of the waitlist.

Parents of selected students will have ten (10) days to accept the offer and complete the enrollment process. Otherwise, their spot will go to the next person on the waitlist.

Q184.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.



Many studies show how a well-executed STEAM education can increase student achievement (NRC, 2011; Kelley and Knowles, 2016). The gains are notable with at-risk students as well. A study by Holmes and Hwang (2016), as cited in Speziale et al. (2016), showed that project-based learning benefits at-risk and minority students, reducing the math achievement gap between these students and others.

NCDPI (2014) identified several progress measures related to STEM education goals. Included in these were an increase in the number of minority and economically disadvantaged students enrolled in level 4 courses in high school and in STEM postsecondary education. These groups have historically been underrepresented in STEM classes and careers.

ISA feels that innovative STEAM education should be available to all, especially to students who stand to benefit from it the most. However, educational opportunities have not always been distributed equitably. The National Research Council (2011) noted that lack of access to laboratories and resources may contribute to science achievement gaps between different socioeconomic, racial, and ethnic groups. The NC Science, Mathematics, and Technology Education Center (2013) stated that “North Carolina...does not ensure that underrepresented minorities, females, and children from low-income homes are as able to make their way through the STEM pipeline as anyone else” (p. 44). ISA desires to remove barriers that are often the result of lack of funding for our most vulnerable students. For these reasons, ISA will give a weighted advantage to students who are economically disadvantaged.

Q185. 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.**



1. Early application period: January 1 - February 28. Applications will be available online and at ISA information events. Someone will be at these events assisting parents with applications, including a Spanish translator.

Date	Process
January 1 - February 28	<p>Early application window</p> <p>Families must apply during this window to have their name entered into the lotteries.</p>
January 1 - March 7, 2025	<p>ISA board and staff will verify economically disadvantaged status of students. Students determined ED will be included in the early lottery (which will make up 50% of the population).</p>
March 7, 2025	<p>ED students chosen in the lottery will be notified of their acceptance. These families will have 10 business days to complete the enrollment process. This can be done online or, if the family needs assistance, they can come to the school office.</p> <p>Other ED students not chosen in the lottery will be notified that their names will go into the general lottery.</p>
March 21, 2025	<p>General lottery will take place using the remainder of ED students along with non-ED students. These families will have 10 business days to complete the enrollment process. This can be done online or, if the family needs assistance, they can come to the school office.</p> <p>Students not chosen in the lottery will be notified that they will be placed on a waiting list.</p>
April 4, 2025 - June 2025	<p>ISA board and staff will begin using the waitlist for unfilled or abandoned class seats. Any family contacted from the waitlist will have 5 business days to enroll their child or forfeit their rank on the waitlist.</p>
February 15 - 28, 2026	<p>ISA students and families will need to confirm that they intend to stay at ISA for the following year. They will not have to complete the enrollment process again.</p>



2. ISA will give enrollment preference to children of board members, children of staff members, and siblings of current students. According to NCGS NCGS 115C-238.29F, board member children cannot make up more than 10% of enrollment.

Of course, students who completed the previous year at ISA will be enrolled for the following year unless the parent opts to remove their child from the school.

The weighted lottery will take place prior to the general lottery. The weighted lottery will give preference to economically disadvantaged (ED) students, defined as those who qualify for free or reduced lunch. During the application process, parents will be given the option of applying for ED status. This form will be used to determine the student's ED status eligibility. Students who are found to be ED eligible will be entered into the weighted lottery. The school will select, at random, the number of ED eligible students needed to fill 50% of its seats. Students who are not chosen during this weighted lottery will be entered into the general lottery. Multiple birth siblings will be entered under the same name, and if one is chosen, all will receive admission. Parents of students selected during the lottery will have ten (10) days to accept the offer and complete the enrollment process or forfeit their lottery selection. The general lottery will fill the remaining seats and generate a waitlist. Students who apply after the general lottery will be placed at the bottom of the waitlist.

3. WAITING LIST: If a seat opens up, the parents of the next student on the waiting list will be contacted. The parents will have five (5) business days to accept the offer and complete the enrollment process before forfeiting their space in line. Applications received after the early application period will be added to the bottom of the waitlist in the order in which they are received. Parents of students on the waiting list must reapply if they wish for their child to be considered for the next year.

RE-ENROLLMENT: Once they withdraw the student, any parent wishing to re-enroll their student must submit a new application. The student will be placed at the bottom of the waiting list.

4. The only pre-admission activities will be declaration of intent and completion of the enrollment packet.

5. Parents of students wishing to withdraw from ISA will be asked for information about where the student is transferring. Once confirmation has been received from that school, ISA will send the cumulative record in a timely manner.

10.8. Certify

Q186. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q187. **Explanation (optional):**



2023 NC CHARTER APPLICATION
NC Public Charters





11. Operations

11.1. Transportation Plan

Q188. 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



The mission of Infinity STEAM academy is to provide equitable, engaging, integrated learning opportunities to help students of all backgrounds persist and reach their fullest potential in their chosen future pathway and become productive citizens.

ISA is committed to the ideal that transportation issues will not be a barrier to school attendance. Many ISA students will be economically disadvantaged. Transportation will be one of many services to ensure that students from *all* backgrounds have equitable access to engaging, integrated learning experiences.

The school will be located in Statesville, NC, which is home to some of Iredell County's most at-risk youth. Transportation services will be provided to students living within a 7-mile radius of the school. Other students in the county may attend the school, but parents must arrange alternate transportation, such as parent drop-off/pick-up or community carpools. ISA will assess students' transportation needs during the enrollment process. From this assessment, decisions will be made about bus routes, community stops, and carpool options.



1. ISA intends to purchase used buses from NCDPI's list of used buses for sale as needed in order to meet growing transportation needs. The ISA school board will adhere to all maintenance requirements and other regulations regarding transportation outlined in state and federal laws. A school administrator will oversee the daily operation of buses, including routes and discipline issues. Teacher assistants will be asked to obtain their license to drive a school bus. Transportation procedures will be reviewed periodically for effectiveness and safety.
2. If needed, ISA will purchase a bus with a lift to accommodate students with special transportation needs. These buses are listed on NCDPI's used bus list.
3. ISA will abide by all state and federal laws and regulations, including, but not limited to, regulations regarding licensure, drug testing, routes, safety, insurance, maintenance, and transportation of special needs or homeless students. State laws regarding pupil transportation can be found in Chapter 115, Article 17 (Supporting Services), Part 1.

11.2. School Lunch Plan

Q189. 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.



ISA recognizes the importance of healthy meals to student well-being and learning. The school will provide breakfast and lunch to students who wish to participate. Breakfast will consist of prepackaged foods and beverages approved by the National School Lunch Program. Until the school has means to operate a full cafeteria, the school will contract a local food service who will comply with all regulations for a school lunch. The food service will provide a menu each month showing what will be available. Students and families will indicate weekly which days they would like to order from the food service. Students can choose to purchase food from the food service or bring their lunch from home.

ISA will participate in the National School Lunch Program, so meals will be offered at free or reduced lunch prices for qualifying students.

If a student forgets their lunch and has not ordered a lunch, ISA will have prepackaged options on site. This will also apply if a family is experiencing a temporary hardship. No child will be without meal(s) on any given day.

During the first two years, the administrator and office manager will see to the collection and processing of free/reduced lunch forms, record keeping, etc. They will work with the food contractor to create menus that adhere to nutritional guidelines. After Year 2, a single person will be hired to serve as school nurse and nutrition manager. In the event that ISA obtains its own cafeteria space, a trained cafeteria manager will be hired.

1. ISA will participate in the National Student Lunch Program (NSLP) and abide by all local, state and federal guidelines, including:

- Nutritional requirements set forth by NCDPI and the NSLP
- Financial requirements including record keeping and operation of a non-profit meal plan
- Food safety requirements related to preparing, serving, and storing food including local health inspections
- Purchasing equipment to be able to safely serve and store food, including warming ovens, sinks, refrigerator, freezer, etc.
- Record keeping regarding menus, nutritional data, participation in the free/reduced lunch program, how many meals are served, etc.

2. ISA intends to participate in the National Lunch Program to meet needs of low-income students. Also, money will be budgeted to have prepackaged food onsite if students forget lunch or if a family is experiencing a temporary hardship. ISA will also seek community partners who may assist with providing lunch options for students who forget their lunch or if a family is experiencing a temporary hardship.

3. The school will assist eligible families in completing free and reduced lunch forms during the enrollment process. The school will also link the free and reduced lunch forms from the website. Each year, the school will follow up with any family who has received free and reduced lunch in previous years to help the family submit the application once again.

The school may participate in the Community Eligibility Program in the future. A cost-benefit analysis will look at the number of eligible students during the first year. If it is determined that the program is cost effective for the school, the board will discuss enrollment in the program. According to the USDA (2016), CEP is available to schools with 40% or more identified students. The term identified students refers to children



who are directly certified for free school meals based on their participation (or a household member’s participation) in other means-tested assistance programs, such as:

- The Supplemental Nutrition Assistance Program (SNAP),
- Temporary Assistance for Needy Families (TANF)

Identified students are also children who are categorically eligible for free school meals without an application, and who are not subject to verification, including:

- Homeless children as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act
- Runaway and homeless youth served by programs established under the Runaway and Homeless Youth Act
- Migrant children as defined under section 1309 of the Elementary and Secondary Education Act of 1965
- Foster children certified through means other than a household application
- Children enrolled in a Federally-funded Head Start Program or comparable State-funded Head Start or pre-kindergarten program
- Non-applicant students approved by local education officials, such as a principal, based on available information

11.3. Civil Liability and Insurance

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

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

Q190. 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 Te...



Applicant Evidence :



ISA Insurance Coverag...

Uploaded on **4/14/2023**

by **Pamela Johnson**

Q191. **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 Insurance ...

Uploaded on **4/14/2023**

by **Pamela Johnson**

11.4. Health and Safety Requirements

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



Q192. 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

11.5. Start-Up Plan

Q193. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Application Year		
January 2024 - July 2024		
Task	Responsible Parties	Timeline Start Date - End Date
Set up and maintain school website, social media platforms	Board members, principal	Upon SBE approval - ongoing
Recruit partial staff for planning year	Board members, principal	Upon SBE approval - June 2024
Schedule marketing activities (info sessions, community events, etc.)	Board members, principal	Upon SBE approval - ongoing
Review curriculum materials	Principal, Board members	Upon SBE approval - July 2024
Set up temporary office	Board chair, principal	Upon SBE approval - June 2024
Set up financial accounts	Board chair	Upon SBE approval - June 2024
Apply for applicable grants, including the NC ACCESS grant	Board chair, principal	Upon SBE approval - ongoing
Continue to build community partnerships	Board members, principal	Ongoing
Develop job descriptions	Board chair, principal	Upon SBE approval - June 2024



Search for building	Board chair, principal	Upon SBE approval - June 2024
Secure building location	Board chair	Upon SBE approval - June 2024
Apply for nonprofit status	Board chair	Upon SBE approval
Implement marketing strategies: <ul style="list-style-type: none"> • Design and distribute flyers • Issue press releases • Hold marketing events 	Board members, principal	Upon SBE approval - ongoing
Request State health and retirement benefits	Board Chair	Upon SBE approval (must be done within 2 weeks of signing charter agreement)
Begin the RTO checkoff list	Board members, principal	Upon SBE approval - July 2025
Planning Year August 2024 - July 2025		
Task	Responsible Parties	Timeline Start Date - End Date
Participate in Ready to Open PD and other relevant PD for the principal and board	Board members, principal	August 2024 - July 2025
Continued communication with interested parents	Principal	August 2024 - July 2025



Update building	Board members, principal	August 2024 - June 2025
Building inspection	Board chair	As soon as possible after building update
Apply for and submit Educational Certificate of Occupancy	Board chair	As soon as possible after building update
Develop policies, staff and student handbooks	Board members, principal	August 2024 - July 2025
Develop student application	Principal, board members	August 2024 - December 2024
Develop a Health and Safety Plan and Crisis Management Plan	Principal, board members	August 2024 - July 2025
Secure internet and IT services, electricity, water, etc.	Board chair	August 2024 - July 2025
Secure transportation and lunch plans	Board members	August 2024 - July 2025
Develop and schedule staff PD	Principal	August 2024 - ongoing
Recruit staff (including teacher fairs)	Board members, principal	January 2025 - July 2025
Hire staff	Principal, Board approval	January 2025 - July 2025
Order curriculum, technology, furnishings, etc. (take bids if necessary)	Principal, board members	January 2025 - July 2025



Early application period	Board members, principal	January 2025 - February 2025
Weighted lottery	Board members, principal	March 10, 2025
General lottery	Board members, principal	March 24, 2025
Initial teacher training (2 days in spring) (Teachers will receive a stipend for these days payable in July 2025.)	Principal	April 2025 - May 2025
Teacher needs/wants	Principal	April 2025 - July 2025
Organize PTO	Principal, parents	May 2025 - ongoing
Collect records from schools	Guidance counselors	May 2025 - July 2025
Create email accounts for staff	Data manager	May 2025
Enroll staff for benefits	Bookkeeper	May 2025 - June 2025
Campus Tours	Principal, board members	June 2025
Renew school insurance	Board chair	June 2025
Finalize contract documents with DPI	Board chair	June 2025

Q194. 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.

There will be four types of challenges during the start-up year that will be imperative to the successful opening of the school. First, the school needs enough revenue to fund necessary Year 0 initiatives, such as marketing, building upgrades, teacher workshops, and enrollment processes. The plan is to hire the principal full time during Year 0 to assist the board with these tasks. ISA will also hire a guidance counselor and an office manager for the last 6 months of Year 0. Upon SBE approval of the school, the ISA board will apply for various grants (in particular charter school and STEAM grants). The board will also take donations from community and company partners.

The next challenge will be securing and renovating/up-fitting the facility. The facility plan is detailed in questions 195-199 of this application.

The third challenge will be recruiting the most qualified staff who are committed to the mission, vision, and goals of the school. The staff recruitment process is detailed in question 158 of this application.

The final challenge during Year 0 will be recruiting students for Year 1 enrollment. Student and family recruitment strategies are detailed in questions 173, 175, and 177 of this application.

Applicant Evidence :


Appendix O_ Additiona...

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by **Pamela Johnson**

11.6. 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.

Q195. 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.



Upon SBE approval, the ISA board will begin the search for a building to host the ISA learning facility. First, the board will search for any abandoned educational facilities within reasonable distance to the target population. If no such buildings exist, the board will search for a building to lease that can be converted into a learning space. The Iredell County Economic Development Corporation retains a list of such buildings and will be contacted upon SBE approval. The board will examine buildings for size, safety, proximity to the target population, and ability to be converted into a learning space.

Before leasing the chosen building, the ISA board will consult with inspectors and construction contractors for an estimate on how much it will cost to convert the building into a safe, innovative learning space. This is to ensure that the conversion price is reasonable and to limit surprise costs. The board will obtain whatever permits necessary for the conversion.

The ISA board will examine the document called “The School Site Planner” published by Public Schools of North Carolina and use the rubric therein to rate all existing facilities and locations. Additional facility requirement guidelines can be found in the report entitled, “Public Schools of North Carolina: Facilities Guidelines.”

After lease, the board will contract a company to convert the building into a learning space with the appropriate number of rooms and facilities. After conversion, the board will obtain all necessary inspections and certifications.

Timeline:

Task	<i>Tentative Timeline</i>
Research available buildings	Upon SBE Approval - August 2024
Enter a lease agreement for the building	August 2024 - September 2024
Obtain any building permits necessary	September 2024
Contract companies to transform the building into a learning facility	September 2024 - May 2025
Abide by all inspection protocols	September 2024 - May 2025
Obtain Certificate of Education Occupancy	No later than May 2025



Add furnishings to building

May 2025 - June 2025

Q196. 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.



During the opening year, ISA will need at least six (6) regular classrooms for its K-2 classes. Ideally, there will be extra classrooms, because each successive year will add one more grade level until grade 8 is reached. There should be at least one set of accessible bathrooms and, preferably, single occupancy bathrooms located in K-1 classrooms.

In addition to the regular classrooms, there needs to be space for remedial instruction (math, ELA, and ESL) and at least one self-contained class. Smaller spaces might be necessary for testing, speech therapy, etc. Space is also needed for the specials classes described in question 197 below.

At capacity, ISA will need 20 regular classrooms for its K-8 classes, plus 1-2 rooms for its preschool population. Additional remedial space and specials will be needed for the middle grades.

The following chart shows the proposed area per room/space. The area meets the guidelines set forth by the Facilities Guidelines set forth by the Public Schools of North Carolina. This list represents the *ideal* set-up for the school. Down-sizing may be necessary.

Phase 1: K-5

Space	Quantity	Square Feet per room	Total
Kindergarten	2	1200	2400
Grades 1-5	8	1000	8000
Self-Contained	1	1200	1200
Remediation - math, ELA, ESL	3	450	1350
Small space for 4 students or less	2	200	400
PE/Multipurpose	1	4650	4650
Discovery Lab/ Maker Space	2	1400	2800



Computer with Coding	1	1400	1400
Art/Music	1	1500	1500
Classroom Kitchen	1	1400	1400
Dining Room with serving lines	1	2000	2000
Principal office	1	200	200
Reception area	1	400	400
Bookkeeper office	1	150	150
Nurse	1	150	150
Office workroom	1	200	200
Conference room	1	200	200
Records	1	100	100
Office storage	1	100	100
Guidance office	1	300	300
Teacher lounge/ workroom	1	600	600
Subtotal			29,500
Circulation, Toilets, and Mechanical (35%)			10,325



Grand Total	39,825
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Phase 2: 6-8

Space	Quantity	Square Feet per room	Total
Classrooms	6	1100	6600
Science Prep rooms - 1 per grade level	3	450	1350
Self contained	1	1200	1200
Remediation	3	450	1350
MS Art/Design	1	1200	1200
MS Band	1	1600	1600
MS Chorus	1	1000	1000
MS Computers	1	1400	1400
MS Sci/ Engineering	1	1200	1200
Additional dining	1	2000	2000
Kitchen	1	2000	2000
Media Center	1	3000	3000



Half court gym	1	3000	3000
MS health	1	1200	1200
MS teacher lounge	1	600	600
Assistant prin office	1	150	150
Additional office	1	150	150
Subtotal			19,850
Circulation, Toilets, and Mechanical (35%)			6,948
Grand Total			26,798

Short-term and long-term facility plans:

The ISA board will examine all facility options upon SBE approval for cost, safety, proximity to the target population, and alignment with the school's mission. The board will examine the budget and the price of the building in order to determine the best option for start-up. Most likely, ISA will seek a building that will provide space for Phase 1 (K-5), then explore options for a larger facility when middle grades are added (Phase 2). If the school needs to start with a smaller area, adjustments will be made according to the contingency plan described below.

Reasonableness in budget:

Upon approval, the ISA board will apply for grants to fund the startup facility costs. This will include any lease payments as well as cost for renovations, furnishings, etc. To ensure the financial stability of the school in subsequent years, the ISA board will choose a facility and lease that fits comfortably within the annual budget. The facility line item in the budget starts with \$100,000 in year 1, then increases in subsequent years as needed for increased student enrollment. During Year 1, students and staff would be more than comfortable in a space of 20,000 square feet. According to recent inquiries into cost per square foot, it is reasonable to believe that a \$100,000 lease would cover 20,000 square feet.



Q197. 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.



In addition to core classes, special classes will need space to be successful learning environments. These will include:

- Gymnasium (or indoor play area) - This will be where students participate in P.E. The gym will also be used for assemblies, science fairs, etc.
- Discovery Lab/Maker Space - This will be a place where students can explore science and engineering topics at different stations via structured activities. Ideally there would be one for K-2 and another for 3-5.
- Computer and Coding Lab - Students will have access to the “T” in STEAM through working with computer and coding software.
- Art and Music Room - This will be an open area in which students alternate between learning art and music.
- Kitchen classroom - This will be a space where students can safely prepare food (appropriate to their age) under the supervision of their teacher. This will supplement the Edible Schoolyard activities in which students learn how to grow their own food.

On campus, there will be learning and play environments:

- Outdoor Classroom - An area with tables and chairs to sit and explore nature.
- Raised Bed Garden - An area in which students can participate in life science, agriculture, and health lessons via growing food.
- Greenhouse - Students will be able to grow seeds year-round. This will assist with lessons in life science and agriculture.
- Playground - This will be used for recess and outdoor P.E.

The school will need spaces to meet the administrative requirements of the school. These include:

- Main office
- Conference room - For EC meetings, parent meetings, and more
- Principal office
- Assistant Principal office (if needed)
- EC space - For EC teachers to be able to complete and confidentially store paperwork and work with students who are pulled out of their regular setting (if the IEP mandates it)

The school will need spaces to meet the operational requirements of the school.

- Teacher workroom with copier
- Supply room (can be combined with locked cumulative file storage)
- Janitor/Maintenance storage

The school will eventually house a full-sized media center. If the school cannot provide this, small classroom libraries will be available.

The school will eventually house a lunchroom. If the school cannot provide this immediately, students will eat breakfast and lunch in their classrooms.

The school will partner with local athletic fields to provide space for students to participate in sports.

Q198. 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.

During Year 1, students and staff would be more than comfortable in a space of 20,000 square feet. The facility line item in the budget starts with \$100,000 in year 1, then increases in subsequent years as needed for increased student enrollment. If these figures are used, then the cost per square foot of the facility lease will be \$5 per square foot.

On the low end, there are some properties in Statesville that are currently up for lease between \$3.50 and \$6.00 per square foot.

Q199. 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.

There will be two options if the proposed facility is not ready by the time of opening. First, the school can lease modular units along with land. Second, the school might lease empty retail spaces and install dividers. In both cases, the school will lease enough square footage to accommodate regular classroom space, remediation space, and main office. Square footage per classroom might be reduced. Specials teachers (art, music, health, coding, etc.) will travel/roam to each classroom during the specials time. ISA would have to delay the implementation of certain features, such as the Discovery Lab/Maker Space, outdoor classroom, garden, greenhouse, and multipurpose area. If needed the school will start with fewer classrooms than the number needed for K-5.

Q200. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

While principal at a high school, Teresa Evans facilitated budgets and plans for renovation of athletic facilities, including a softball field, tennis courts, and a baseball field. She campaigned for funds for building a performing arts center on campus. She restructured parking for buses and cars to increase safety.

Leon Ijames formerly held a real estate license. He worked as project manager of the Statesville Housing Authority (SHA). During his time at SHA, he participated in building the housing. He has worked with Purple Heart Homes, building wheelchair accessible ramps for disabled veterans.

Kenneth Wallace was involved in repurposing a former retail store into an Eckerd Pharmacy. He was also involved in converting Camp Drum into the now Fort Drum.

11.7. Certify



Q201. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q202. Explanation (optional):



12. Financial Plan

12.1. 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.

Q203.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

ISA has no revenue assurances.

Q204.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/copy-charter-application-budget-template-012023xlsx/download?attachment) (https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment)

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

Applicant Evidence :


_Infinity STEAM Acade...

Uploaded on **4/22/2023**

by **Pamela Johnson**

12.2. Budget Narrative

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

Q205.How was the student enrollment number projected?



ISA will operate with two classes per grade level with 20-24 students each. The first year after school opening will include kindergarten through 2nd grade. The school will add one grade level in subsequent years until the school is at full capacity with grades kindergarten through 8. The school is hopeful to keep class sizes low even through the middle grade years to accommodate for a focus on inquiry-based STEAM instruction and personalization.

At capacity, ISA will have approximately 408 enrolled K-8 students. According to current enrollment data, this represents 3.11% of the local LEA enrollment.

Q206. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Iredell County is projected to have significant growth over the next few years. According to the United States Census, Iredell County grew 2.8% between April 2020 and July 2021. We know that an increase in population will bring an increase in school-aged children. The local LEA (Iredell-Statesville Schools) continually talks of having to add more schools to accommodate such growth. ISA will be a great option for students and parents and will absorb part of this growth. Since ISA’s projected population represents only 2.42% of the current student population of Iredell-Statesville Schools, it is a reasonable expectation that ISA will be able to fill its seats.

Paralleling this population growth is business and job growth in Iredell County (Charlotte Regional Business Alliance, 2022). There is going to be an influx of STEM-related jobs, including advanced manufacturing. Companies have expressed interest in partnering with schools to produce students who can problem solve. Linking students to these types of career opportunities will be a selling point to both families and community partners.

The parent interest survey results indicated a strong desire to have a school such as ISA in the vicinity. Currently, there is no STEM-based elementary school in central Iredell County. This area has a higher than average poverty rate, and there is a correlation in the county with high poverty and low student achievement. The area is desperate for a different kind of education, one that engages students and propels them to success in the future.

Q207. Provide the break-even point of student enrollment.

According to the attached budget, the break-even student enrollment is as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
123	159	200	240	302

The budget can be scaled back if enrollment is lower than expected.



Q208. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

There are a few options for scale back in the budget if revenues are lower than estimated. First, the school can reduce the number of technology devices per student or go with cheaper options. Second, the school can reduce some of its staff. If the number of students is lower than expected, the school may not need as many people on staff. Lastly, the school can go with a smaller facility if needed during the first few years (see facility contingency plan in question number 199). Third, the board may choose to reduce staff benefits for the first few years. We desire to give licensed teachers state health benefits and enroll them into the state retirement plan. If funds are short, ISA may have to suspend state retirement until enrollment is higher.

ISA plans to continue applying for grants and partnerships for curriculum supplies, technology, etc. Any funding received externally will offset some of the money budgeted for these items. The money saved will go toward the surplus fund balance, which can be used if needed (especially during the first few years).

Q209. 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 budget does not rely on any external sources. ISA fully intends to apply for grant funding. The line items highlighted in yellow on the budget represents some areas that may receive grant funding. ISA is hopeful that grant funding can be sought for and obtained for STEAM instructional materials, innovative classroom design, curricular programs, classroom technology, STEAM support position(s), and more.

If external funding does present itself, the money will be applied to the correct line item, and excess funds will be shifted to other areas in the budget. If funding allows, ISA intends to offer teachers and employees a more robust benefit package, including state retirement. Any surplus will be added to the fund balance.

The following is a sample of sources ISA plans to pursue after approval:

- Start up grants - NC ACCESS Funds, Charter School Growth Fund, Walton Family Foundation, etc.
- STEAM grants - National Science Foundation, Toshiba, NC Science Teachers Association, Burroughs Wellcome Fund
- Local business donations

Q210. Provide the student to teacher ratio that the budget is built on.



The K-8 student to teacher ratio in the regular core classroom will be 22.7 to 1.

In addition to the core teachers, each kindergarten classroom will have a teacher assistant, and each 1st grade class will have a teacher assistant 50% of the time. Students with learning disabilities will have access to an EC teacher for an amount of time determined by their IEPs. ISA will also employ elective teachers (health/PE, Discovery Lab/computers, and art/music) for the specials rotation.

Q211. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

As a principal for 10 years, Teresa Evans was responsible for a high school budget. She has a Bachelor of Business Administration degree. She is also a business owner.

Pamela Johnson has taken coursework in financial management of schools at Appalachian State University.

Leon Ijames has experience with budget reports related to Section 8 housing.

As a manager, Kenneth Wallace has prepared budgets, payroll, and inventory.

Q212. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The student's needs and adherence to the IEP documentation are of highest priority when it comes to budgeting. EC services require funding, from providing strategic extra support with learning to special contracted services such as speech therapy. Correct identification of student learning needs will be paramount, making sure students are placed where they can access a least restrictive learning environment.

EC services are supported by federal funds, but addition of students with disabilities, or identification of a disability in a current student, might lead to a temporary deficit of EC funding. The first year budget already contains funding for 1 EC teacher and 1 partial EC director. During the enrollment period, the school will adjust the budget based on the number of students who need known services. If needed, some items on the budget may be trimmed, such as temporarily decreasing curricular supplies, technology, etc. If needed, the school may borrow some funds from the surplus, especially in the early years.

Q213. 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.



ISA plans to employ a financial officer internally to manage payroll, benefits, fundraising, and accounting using the appropriate software. Fidelity and compliance will be monitored using school policies and procedures. For example, the signature of two board officers will be required for vendor payments that exceed \$2000. Bank reconciliation will occur monthly. The board will receive a finance report monthly at its regular board meeting.

The board will contract an independent auditor for its annual audits.

When funding becomes more plentiful and the school hires more employees, the board may choose to outsource the management of finances.

Vendors will be selected using the following steps:

1. Board subcommittees (composed of chosen board members and advisory council members) will research vendors for price and quality of service.
2. The subcommittee will bring their findings back to the whole board.
3. The whole board will vote on which vendor(s) to select and contract.
4. The board will monitor the relationship with the vendor along with the quality of service/product.

Q214. 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.



ISA intends to contract special student services (school psychologist, occupational therapy, physical therapy, speech therapy, school social worker, etc.). These individuals will be vetted for licensing requirements and be subject to a criminal background check.

Food services will be contracted during the first few years until ISA can secure a building with kitchen access. The food service will be vetted for adherence to safety requirements, willingness to adhere to nutritional guidelines, etc.

ISA plans to employ a data manager internally to attend to student accounts. This person will ideally have prior experience operating PowerSchool. If no one can be found, the board may choose to contract this service. ISA plans to employ a custodian internally as well.

Contractors and vendors will be selected using the following steps:

1. Board subcommittees (composed of chosen board members and advisory council members) will research vendors for price and quality of service. If the contract is large enough, the board will implement a request for proposal (RFP).
2. The subcommittee will bring their findings back to the whole board.
3. The whole board will vote on which vendor(s) to select and contract.

The board will adhere to all state and federal statutes regarding choosing contractors and large purchases. The board will develop RTF procedures that align with the NC Procurement Manual.

Any single purchase or contract over \$5,000 will require a 2/3 majority board vote. Any single purchase or contract over \$20,000 will require a unanimous board vote.

Q215. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The mission of Infinity STEAM academy is to provide equitable, engaging, integrated learning opportunities to help students of all backgrounds persist and reach their fullest potential in their chosen future pathway and become productive citizens.

Every dollar of the ISA operating budget aligns with meeting the needs of the students and to provide engaging STEAM instruction to those who need it most.

First, student learning and well-being is contingent on having a highly qualified staff. Much of the budget is dedicated to the competitive hiring and compensation of teachers and other staff members who best fit the mission, vision, and goals of the school. The budget also ensures that there is quality professional learning available to develop the skill set of the teachers. ISA will apply for a grant to fund an instructional coach to provide additional support for teachers while attempting to implement a STEAM-heavy curriculum.

The budget includes funding for curriculum programs that accentuate STEAM, integrated units, math understanding, and literacy. These programs will be thoroughly vetted for student gains and alignment to the mission of the school. The budget also includes funding for technology in the form of classroom sets of tablets and a stocked computer and coding lab.

Funds have been allocated to provide students a safe facility for learning. ISA will work within the budget and make adjustments to its facilities plan so that the school can open in time.

Finally, the budget ensures that all of this is equitable to our most vulnerable populations dealing with poverty and other circumstances. Transportation and meals will not be barriers to learning for economically disadvantaged students. The school will provide transportation to any student living within a 7-mile radius of the school. The school will participate in the National School Lunch Program, and meals will be available for students who forget their lunch or whose families are experiencing temporary hardship. The school will employ teachers and contract specialists to meet the needs of EC children. The school will apply for a Title III grant to provide an ESL teacher who will be hired for students who have a language barrier.

Q216. What percentage of expenditures will be the school's goal for a general fund balance?

Describe how the school will develop the fund balance.

A fund balance is meant to protect the operation and mission of the school against financial disruption. Start up costs will limit the school's budget surplus in Year 1. As funding increases in subsequent years, the amount of money in the fund balance will increase. The school's goal by Year 3 will be 8% of its expenditures. The school's goal by the end of Year 5 will be 15% of its expenditures. The eventual goal of the ISA operating board is to maintain a fund balance equal to 20% of its annual expenditures. The school plans to achieve a 20% fund balance within the first seven (7) years of operation.

The school will develop the fund balance by conserving part of the per pupil funding using fiscally sound principles such as competitive bidding for large purchases. The school will also apply for grant funding and shift excess funds to the fund balance.

Q217. Provide a description of proposed financing structure. Include financing of facilities, other



asset financing, and leases.

ISA will lease a facility for several years to establish financial security and community relationships. Upon adding middle school grades, ISA may consider new construction or buying an existing building. ISA will lease certain equipment such as copiers.

Several assets will be purchased, such as technology, furniture, and buses.

Some services will be contracted, such as food service, special student services, and yearly access to certain software programs

Q218. 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.

ISA does not have any assets from other sources at this time. ISA may attempt to secure assets after its approval by the state board of education.

12.3. Financial Compliance

Q219. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

ISA will contract an independent auditor approved by the NC Local Government Commission. In addition to this external safeguard, the board will use the following internal controls:

- Detailed protocols and safeguards for money transactions (deposits, expense approvals, reimbursements, etc.)
- Monthly bank account/record reconciliation
- Correct any discrepancies as soon as possible
- Creation of and adherence to a balanced budget
- Budget reports at all monthly board meetings
- Monitor finances to prevent deficit
- Two board officers to sign checks over \$2000
- Bids for goods and services over \$5000
- 2/3 majority board vote required for purchases over \$5000
- Unanimous board vote required for purchases over \$20,000
- Principal approval required for small purchases
- Adherence to grant requirements
- Ensure that funds allocated for specific purposes are spent accordingly (abide by budget code requirements)
- Board access to all financial documents kept digitally
- All fundraising approved by the board and/or principal

Q220. Provide any known or possible related party transactions (relationship, description of



transaction, and estimated dollars involved).

ISA does not have any known or possible related party transactions. Any transactions in the future will adhere to ISA's conflict of interest policies.

Q221. 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

License Number: 29978

1520 Nash Street N. Wilson, NC 27893

Wilson, NC

(252) 294-6920

contact@rbarrcpa.com

12.4. Certify

Q222. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q223. Explanation (optional):



13. Other Forms

Q224. 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 Requir...

Applicant Evidence :



Signatures.pdf

Uploaded on **4/28/2023**
by **Pamela Johnson**



14. Third-party Application Preparation

Q225. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q228.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to 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


2023 Payment Form Fi...

Applicant Evidence :


Fee Paid Email.pdf

Uploaded on **4/28/2023**
by **Pamela Johnson**



16. Signature page

Q229. 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 :



Signature Page.pdf

Uploaded on **4/17/2023**
by **Pamela Johnson**

Q230. Please digitally sign your application here
Signature

Pamela Johnson

Final Status

Reject Approve

Approver Comments



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

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

LEA #1:

What percentage of students from t

LEA #2:

What percentage of students from t

LEA #3:

What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	490			490			490
Kindergarten	40			40			40
Grade 1	40			40			40
Grade 2	44			44			44
Grade 3				44			44
Grade 4							48
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	124	0	0	168	0	0	216

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

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:		490-Iredell		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,044.23	124	\$749,484.52	
Local Funds	\$2,056.00	124	\$254,944.00	
State EC Funds	\$5,275.72	15	\$79,135.80	
Federal EC Funds	\$1,514.35	15	\$22,715.25	
Total:			\$1,106,279.57	

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
Total:			\$0.00	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying 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:	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 749,485	\$ 1,015,431	\$ 1,305,554	\$ 1,595,677
Local Per Pupil Funds	\$ 254,944	\$ 345,408	\$ 444,096	\$ 542,784
State EC Funds	\$ 79,136	\$ 106,359	\$ 136,747	\$ 167,135
Federal EC Funds	-	\$ 22,715	\$ 39,252	\$ 47,975
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,083,564	\$ 1,489,912	\$ 1,925,648	\$ 2,353,570

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t 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 Appenc



on federal funding in

Year 5	
\$	1,885,800
\$	641,472
\$	197,523
\$	56,697
\$	2,781,492

Additional questions by
creating budget, please
these funds. If these

dix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator (12 mo)	1	\$ 65,000	\$ 65,000	1	\$ 68,000	\$ 68,000	1	\$ 70,000	\$ 70,000	1	\$ 72,000	\$ 72,000	1	\$ 72,000	\$ 72,000
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 60,000	\$ 60,000
Complete Office Support (data manager, receptionist, finance)	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer/Grant Manager		\$ -	\$ -		\$ -	\$ -	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000
Data Manager/Receptionist		\$ -	\$ -		\$ -	\$ -	1	\$ 32,000	\$ 32,000	1	\$ 32,000	\$ 32,000	1	\$ 32,000	\$ 32,000
Custodian/Maintenance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 35,000	\$ 35,000
Guidance Counselor/EC Director (11 mo)	1	\$ 50,000	\$ 50,000	1	\$ 53,000	\$ 53,000		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Guidance Counselor (11 mo)		\$ -	\$ -		\$ -	\$ -	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000
MS Career Counselor and Coordinator (10 mo)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 35,000	\$ 35,000
Nurse/Nutrition Manager		\$ -	\$ -		\$ -	\$ -	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000
Total Admin and Support:	3		\$ 150,000	3		\$ 156,000	5		\$ 232,000	5		\$ 234,000	8		\$ 364,000
Instructional Personnel															
Certified Core Content Teacher(s) - Average	6	\$ 40,000	\$ 240,000	8	\$ 42,000	\$ 336,000	10	\$ 42,000	\$ 420,000	12	\$ 42,000	\$ 504,000	14	\$ 44,000	\$ 616,000
Electives/Specialty Teacher(s)	2.5	\$ 35,000	\$ 87,500	3	\$ 35,000	\$ 105,000	3	\$ 35,000	\$ 105,000	4.5	\$ 35,000	\$ 157,500	5	\$ 35,000	\$ 175,000
Exceptional Children Teacher(s)	1	\$ 40,000	\$ 40,000	1	\$ 42,000	\$ 42,000	1	\$ 42,000	\$ 42,000	1	\$ 42,000	\$ 42,000	2	\$ 44,000	\$ 88,000
EC Teacher/EC Director		\$ -	\$ -		\$ -	\$ -	1	\$ 45,000	\$ 45,000	1	\$ 45,000	\$ 45,000	1	\$ 47,000	\$ 47,000
Reading and Math Interventionists		\$ -	\$ -	1	\$ 30,000	\$ 30,000	1	\$ 30,000	\$ 30,000	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000
Teacher Assistant/Regular Bus Driver	1	\$ 30,000	\$ 30,000	2	\$ 30,000	\$ 60,000	2	\$ 32,000	\$ 64,000	3	\$ 32,000	\$ 96,000	3	\$ 32,000	\$ 96,000
Teacher Assistants	2	\$ 24,000	\$ 48,000	1	\$ 24,000	\$ 24,000	1	\$ 26,000	\$ 26,000	1	\$ 26,000	\$ 26,000	1	\$ 26,000	\$ 26,000
Total Instructional Personnel:	12.5		\$ 445,500	16		\$ 597,000	19		\$ 732,000	24.5		\$ 930,500	28		\$ 1,108,000
Total Admin, Support and Instructional Personnel:	15.5		\$ 595,500	19		\$ 753,000	24		\$ 964,000	29.5		\$ 1,164,500.00	36		\$ 1,472,000
Benefits															
Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of	Cost Per	Total	Number of	Cost Per	Total	Number of	Cost Per	Total	Number of	Cost Per	Total	Number of	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	3	\$ 6,760	\$ 20,280	3	\$ 6,760	\$ 20,280	5	\$ 6,760	\$ 33,800	5	\$ 6,760	\$ 33,800	8	\$ 6,760	\$ 54,080
Health Insurance - other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan—Masters Level	2	\$ 3,500	\$ 7,000	2	\$ 3,500	\$ 7,000	2	\$ 4,000	\$ 8,000	2	\$ 4,000	\$ 8,000	3	\$ 4,000	\$ 12,000
Retirement Plan—Other	1	\$ 2,500	\$ 2,500	1	\$ 2,500	\$ 2,500	3	\$ 3,000	\$ 9,000	3	\$ 3,000	\$ 9,000	5	\$ 3,000	\$ 15,000
Social Security	3	\$ 3,100	\$ 9,300	3	\$ 3,224	\$ 9,672	5	\$ 2,877	\$ 14,384	5	\$ 2,902	\$ 14,508	8	\$ 2,821	\$ 22,568
Medicare	3	\$ 725	\$ 2,175	3	\$ 754	\$ 2,262	5	\$ 673	\$ 3,364	5	\$ 679	\$ 3,393	8	\$ 660	\$ 5,278
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Unemployment Tax	3	\$ 500	\$ 1,500	3	\$ 520	\$ 1,560	5	\$ 464	\$ 2,320	5	\$ 468	\$ 2,340	8	\$ 455	\$ 3,640
Total Admin and Support Benefits:			\$ 42,755			\$ 43,274			\$ 70,868			\$ 71,041			\$ 112,566
Instructional Personnel Benefits															
Health Insurance	7	\$ 6,760	\$ 47,322	9	\$ 6,760	\$ 60,840	12	\$ 6,760	\$ 81,120	14	\$ 6,760	\$ 94,640	17	\$ 6,760	\$ 114,920
Health Insurance - Other	5	\$ 4,000	\$ 20,000	6	\$ 4,000	\$ 24,000	6	\$ 4,000	\$ 24,000	9	\$ 4,000	\$ 36,000	9	\$ 4,000	\$ 36,000
Retirement Plan—Masters Level		\$ -	\$ -		\$ -	\$ -	1	\$ 4,000	\$ 4,000	1	\$ 4,000	\$ 4,000	1	\$ 4,000	\$ 4,000
Retirement Plan—Other	7	\$ 2,500	\$ 17,500	9	\$ 2,500	\$ 22,500	11	\$ 3,000	\$ 33,000	13	\$ 3,000	\$ 39,000	16	\$ 3,000	\$ 48,000
Social Security	12.5	\$ 2,210	\$ 27,624	16	\$ 2,313	\$ 37,014	19	\$ 2,389	\$ 45,384	24.5	\$ 2,355	\$ 57,691	28	\$ 2,453	\$ 68,696
Medicare	12.5	\$ 517	\$ 6,460	16	\$ 541	\$ 8,656	19	\$ 559	\$ 10,614	24.5	\$ 551	\$ 13,492	28	\$ 574	\$ 16,066
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Unemployment Tax	12.5	\$ 356	\$ 4,455	16	\$ 373	\$ 5,970	19	\$ 385	\$ 7,320	24.5	\$ 380	\$ 9,305	28	\$ 396	\$ 11,080
Total Instructional Personnel Benefits:			\$ 123,361			\$ 158,981			\$ 205,438			\$ 254,128			\$ 298,762
Total Personnel Benefits:			\$ 166,116			\$ 202,255			\$ 276,306			\$ 325,169			\$ 411,328
Total Admin & Support Personnel (Salary & Benefits):	3		\$ 192,755	3		\$ 199,274	5		\$ 302,868	5		\$ 305,041.00	8		\$ 476,566
Total Instructional Personnel (Salary & Benefits):	12.5		\$ 568,861	16		\$ 755,981	19		\$ 937,438	24.5		\$ 1,184,628	28		\$ 1,406,762
TOTAL PERSONNEL:	15.5		\$ 761,616	19		\$ 955,255	24		\$ 1,240,306	29.5		\$ 1,489,669	36		\$ 1,883,328

*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	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00
Paper	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
Administrative Computers			\$ 2,000.00
Software	\$ 4,000.00	\$ 4,000.00	\$ 5,000.00
Communications & Telephone	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00
Copier leases	\$ 2,000.00	\$ 2,000.00	\$ 3,500.00
Management Company			
Contract Fees			
Other			
Professional Contract			
Legal Counsel	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Student Accounting			
Financial Audit	\$ 7,950.00	\$ 10,000.00	\$ 12,000.00
Human Resources (BG Checks, etc.)	\$ 500.00	\$ 500.00	\$ 500.00
As needed IT Support	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Facilities			
Facility Lease/Mortgage	\$ 100,000.00	\$ 200,000.00	\$ 250,000.00
Maintenance Supplies	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00
Custodial Supplies	\$ 4,000.00	\$ 5,000.00	\$ 6,000.00
Custodial Contract	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Insurance (pg19)	\$ 12,557.00	\$ 13,400.00	\$ 14,200.00
Furniture	\$ 10,000.00	\$ 25,000.00	\$ 25,000.00
Security	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Utilities			
Electric	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Gas			
Water/Sewer	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Trash	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
School Buses	\$ 4,000.00	\$ 4,000.00	
Activity Bus		\$ 4,000.00	
Gas and Maintenance	\$ 18,000.00	\$ 35,000.00	\$ 35,000.00
CDLs and Training	\$ 1,500.00	\$ 500.00	\$ 500.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00

Child nutrition	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00
Travel			
Other			
Total Administrative & Support Operations:	\$ 222,007.00	\$ 372,400.00	\$ 434,200.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Software		\$ 8,000.00	\$ 10,000.00	\$ 12,000.00
Technology Devices (tablets, Chromebooks)		\$ 24,800.00	\$ 8,800.00	\$ 9,600.00
Teacher Devices		\$ 5,000.00	\$ 1,000.00	\$ 1,500.00
Instructional Contract				
Staff Development		\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Special Student Services (ESL, Speech, OI, Certified Teacher Stipend for Intercession		\$ 18,000.00	\$ 24,000.00	\$ 30,000.00
		\$ 6,000.00	\$ 9,000.00	\$ 12,000.00
		.		
Books and Supplies				
Instructional Materials/Paper		\$ 12,000.00	\$ 16,000.00	\$ 20,000.00
Curriculum/Texts		\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Testing Supplies		\$ 2,400.00	\$ 3,000.00	\$ 3,800.00
EC Materials		.	\$ 2,000.00	\$ 2,500.00
Total Instructional Operations:		\$ 91,200.00	\$ 91,800.00	\$ 112,400.00
TOTAL OPERATIONS:		\$ 313,207.00	\$ 464,200.00	\$ 546,600.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 6,000.00	\$ 7,000.00
\$ 2,500.00	\$ 2,000.00
	\$ 2,000.00
\$ 5,000.00	\$ 6,000.00
\$ 5,500.00	\$ 6,000.00
\$ 3,500.00	\$ 5,000.00
\$ 4,500.00	\$ 5,000.00
\$ 14,000.00	\$ 16,000.00
\$ 500.00	\$ 500.00
\$ 8,000.00	\$ 10,000.00
\$ 300,000.00	\$ 400,000.00
\$ 6,000.00	\$ 10,000.00
\$ 7,000.00	\$ 10,000.00
\$ 16,000.00	\$ 10,000.00
\$ 15,000.00	\$ 15,800.00
\$ 25,000.00	\$ 30,000.00
\$ 2,000.00	\$ 4,000.00
\$ 12,000.00	\$ 20,000.00
\$ 1,500.00	\$ 1,500.00
\$ 1,000.00	\$ 1,000.00
\$ 4,000.00	
	\$ 4,000.00
\$ 55,000.00	\$ 60,000.00
\$ 1,000.00	\$ 1,000.00
\$ 3,000.00	\$ 3,000.00

\$ 25,000.00	\$ 35,000.00
\$ 523,000.00	\$ 664,800.00

Year 4		Year 5	
\$	14,000.00	\$	16,000.00
\$	9,600.00	\$	9,600.00
\$	2,000.00	\$	1,500.00
\$	8,000.00	\$	9,000.00
\$	36,000.00	\$	42,000.00
\$	13,500.00	\$	16,500.00
\$	24,000.00	\$	30,000.00
\$	16,000.00	\$	24,000.00
\$	4,600.00	\$	5,600.00
\$	3,000.00	\$	3,500.00
\$	130,700.00	\$	157,700.00
\$	653,700.00	\$	822,500.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 761,616.37	\$ 955,254.64	\$ 1,240,305.88	\$ 1,489,669.14	\$ 1,883,328.04
Total Operations	M	\$ 313,207.00	\$ 464,200.00	\$ 546,600.00	\$ 653,700.00	\$ 822,500.00
Total Expenditures	N = J + M	\$ 1,074,823.37	\$ 1,419,454.64	\$ 1,786,905.88	\$ 2,143,369.14	\$ 2,705,828.04
Total Revenue	Z	\$ 1,083,564.32	\$ 1,489,912.41	\$ 1,925,648.29	\$ 2,353,570.14	\$ 2,781,491.98
Surplus / (Deficit)	= Z - N	\$ 8,740.95	\$ 70,457.77	\$ 138,742.41	\$ 210,201.00	\$ 75,663.94

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal	0	0
Complete Office Support (data manager, receptionist, finance officer	0.5	1
Finance Officer/Grant Manager	0	0
Data Manager/Receptionist	0	0
Custodian/Maintenance	0	0
Guidance Counselor/EC Director	0.5	1
MS Career Counselor and Coordinator	0	0
Guidance Counselor	0	0
Nurse/Nutrition Manager	0	0
Core Classroom Teachers	0	6
Electives/Speciality Teachers	0	2 FT, 1 PT
EC Teachers	0	1
EC Director/Teacher	0	0
Reading and Math Interventionists	0	0
Teaching Assistant/Regular Bus Driver	0	1
Teacher Assistant	0	2
STEAM Instructional Coach*	0	1
*only if grant funding allows		

Year 2

Year 3

Year 4

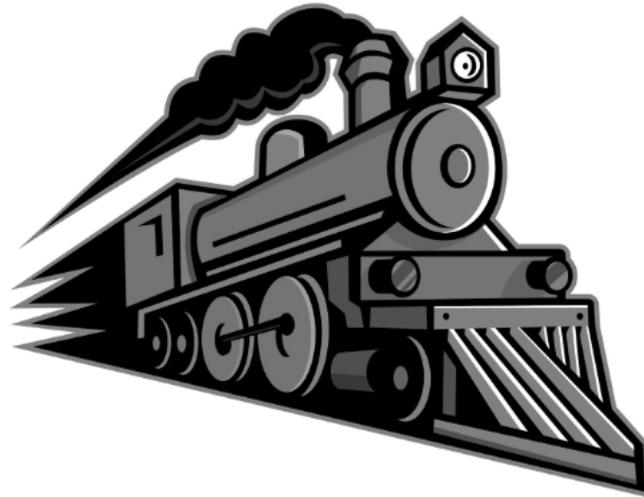
Year 5

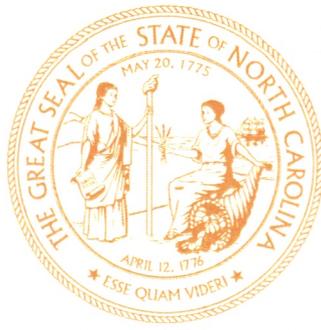
1	1	1	1	1
0	0	0	0	1
1	0	0	0	0
0	1	1	1	1
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0	0	0	0	1
1	0	0	0	0
0	0	0	0	1
0	1	1	1	1
0	1	1	1	1
8	10	12	12	14
3 FT	3 FT	3 FT, 3 PT	3 FT, 4 PT	3 FT, 4 PT
1	1	1	1	2
0	1	1	1	1
2 PT	2 PT	2	2	2
2	2	2	3	3
1	1	1	1	1
1	1	1	1	1

Appendix A

Community and Parent Support

Letters of Support
Community Events
Survey Results





State of North Carolina

ROY COOPER
GOVERNOR

STEM EDUCATION MONTH

2023

BY THE GOVERNOR OF THE STATE OF NORTH CAROLINA

A PROCLAMATION

WHEREAS, science, technology, engineering, and mathematics (STEM) drive North Carolina's 21st century economy and are critical to every student graduating from high school prepared for college, technical training, and entering our state's workforce; and

WHEREAS, STEM education provides skills essential to workforce development, ensuring North Carolinians are ready for the jobs of today and tomorrow; STEM education is necessary to succeed and expand career opportunities in our competitive, knowledge-based economy; and

WHEREAS, a diverse and inclusive workforce is critical to North Carolina's ability to adapt and compete in a global economy; and

WHEREAS, North Carolina is committed to removing systemic inequities that obstruct historically excluded and marginalized people and their communities from seeking educational and workforce opportunities in the STEM fields; and

WHEREAS, North Carolina colleges, universities, and businesses are producing cutting-edge scientific and technological advances; STEM education strengthens these operations and ensures our workforce can adapt to the demands of fast-paced innovation; and

WHEREAS, leading companies have established a presence in North Carolina because of our commitment to preparing STEM-ready workers; and

WHEREAS, the State of North Carolina is proud to join the North Carolina Science Festival's annual celebration in promoting STEM for all during the month of April, and urges people to recognize the positive impacts of science, technology, engineering, and mathematics on our state;

NOW, THEREFORE, I, ROY COOPER, Governor of the State of North Carolina, do hereby proclaim April, 2023, as "**STEM EDUCATION MONTH**" in North Carolina, and commend its observance to all citizens.





Roy Cooper
Governor

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State of North Carolina at the Capitol in Raleigh this twenty-ninth day of March in the year of our Lord two thousand and twenty-three and of the Independence of the United States of America the two hundred and forty-seventh.



North Carolina General Assembly
Senate
312 Legislative Office Building
Raleigh, NC 27603-5925

SENATOR VICKIE SAWYER
37TH DISTRICT – IREDELL & MECKLENBURG

TELEPHONE: (919) 715-3038
EMAIL: VICKIE.SAWYER@NCLEG.GOV

February 22, 2023

Re: Support of K-8 STEAM Charter School

To Whom It May Concern

Please consider this letter my strong support of Ms. Pamela Johnson's goal to bring a K-8 STEAM charter school to Statesville and Iredell County. I believe that our at-risk students would greatly benefit from the education such a school could provide. This innovated model provides necessary flexibility in the operation of the school and similar models across the nation have demonstrated an increase in math and reading scores.

It is my understanding that this type of school will have a focus on connecting the topics of learning to real world applications. There will also be an emphasis placed on early and intentional career exploration, with resources provided to assist students and parents as they navigate these life choices. It is our hope that a K-8 STEAM charter school will further diminish the educational gap related to socioeconomic status.

I ask that you please consider my request and support for a K-8 STEAM charter school in Statesville, North Carolina. I would be happy to answer any questions. Please feel free to reach out to me at (919) 715-3038 or at Vickie.Sawyer@ncleg.gov.

Respectfully,

A handwritten signature in cursive script, appearing to read "V Sawyer".

Senator Vickie Sawyer
NC Senate District 37
Iredell & Mecklenburg



Pamela Johnson <braveontheat@gmail.com>

STEAM Charter School

Doris Allison <allisondoris58@gmail.com>

Tue, Apr 25, 2023 at 10:21 PM

To: Pamela Johnson <braveontheat@gmail.com>

To whom it may concerns: I'm writing this letter in behalf of Steam Charter School.

After speaking with Ms. Johnson, i'm in agreement with her plans..opening up charter school will enhance the quality of life, for students who would not be able to receive the education experience other students may have the opportunity to experience.

Every students needs to be given chance to excel in life, and not be judge by their ability not to paid or life style structure..

We this will be a new beginning for brighter future for students who was left behind.

Thank you

Doris Allison.

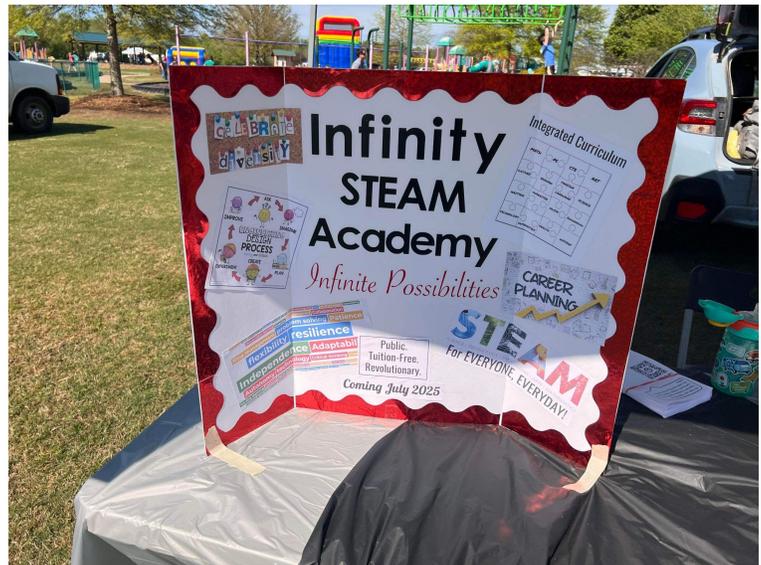
City Council (Ward 3).

[Quoted text hidden]

Arbor Day Festival
April 15, 2023
Statesville Soccer Complex



Source: Statesville Chamber of Commerce



Compare Foods April 18, 2023 Statesville, NC



We need your help! We are required to measure parent and community interest. Please watch the video and fill out the survey below.

Link to Video:



Link to Survey:



Infinity STEAM Academy

Infinite possibilities!

A proposed K-8 **STEAM**
immersion charter
school for Statesville
and Iredell County

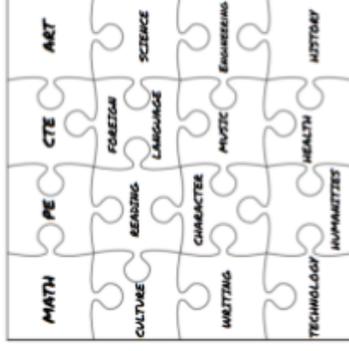
About ISA

Part of STEM education is increased exposure to the subjects of science, technology, engineering, and math. But the STEM way of learning is *so much more*. ISA will help students develop **future-ready skills** (persistence, problem solving, etc.) that lead to success in every grade level and every career.



Did you know...

Educational research shows that this type of education reduces reading and math achievement gaps often seen with disadvantaged children.



ISA will use **integrated units of study**. This means that all subjects will be connected as much as possible so that students see the relevance in learning.

Kids who think they are going **SOMEWHERE** behave **differently** than those who think they are going **NOWHERE**.

...*Pedro Noguera (UCA)*

Career Exploration and Counseling

ISA will foster career awareness at an early age. By their middle school years, students will receive **PERSONALIZED** career experiences through guest speakers and field trips. Students and parents will be counseled on **how to make goals a reality**.

Infinity STEAM Academy (ISA) will open in 2025 pending approval by the state board of education.

¡Necesitamos tu ayuda! Estamos obligados a medir el interés de los padres y la comunidad. Mire el video y complete la encuesta a continuación.

enlace al vídeo:



enlace a la encuesta:



Infinity STEAM Academy

posibilidades infinitas

Una escuela autónoma de inmersión STEAM K-8 propuesta para Statesville y el condado de Iredell

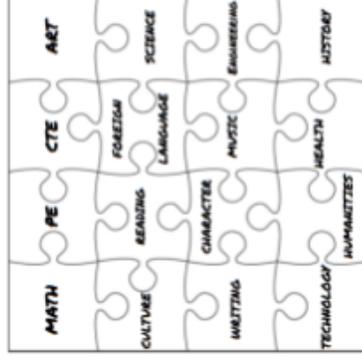
Sobre ISA

Parte de la educación STEM es una mayor exposición a las materias de ciencia, tecnología, ingeniería y matemáticas. Pero la forma de aprender STEM es mucho más. ISA ayudará a los estudiantes a desarrollar habilidades **para el futuro** (persistencia, resolución de problemas, etc.) que los llevarán al éxito en todos los grados y en todas las carreras.



Sabías...

La investigación educativa muestra que este tipo de educación reduce las brechas de rendimiento en lectura y matemáticas que a menudo se observan en los niños desfavorecidos.



ISA utilizará **unidades de estudio integradas**. Esto significa que todas las materias estarán conectadas tanto como sea posible para que los estudiantes vean la relevancia en el aprendizaje.

Los niños que piensan que van a **ALGÚN LADO** se comportan de manera diferente a los que piensan que no van a **NINGÚN LUGAR**. ...*Pedro Noguera (UCLA)*

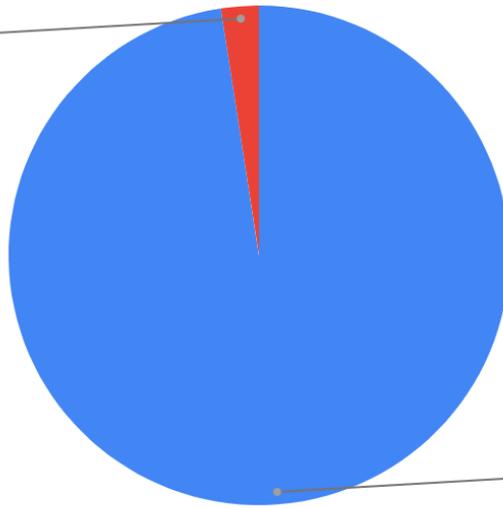
Exploración de carrera y asesoramiento

ISA fomentará la conciencia profesional a una edad temprana. Al llegar a la escuela intermedia, los estudiantes recibirán experiencias profesionales **PERSONALIZADAS** a través de oradores invitados y excursiones. Los estudiantes y los padres recibirán asesoramiento sobre cómo hacer realidad las metas.

Infinity STEAM Academy (ISA) abrirá en 2025 pendiente de la aprobación de la junta de educación estatal.

Do you think children and communities in Statesville and Iredell County would benefit from having Infinity STEAM Academy?

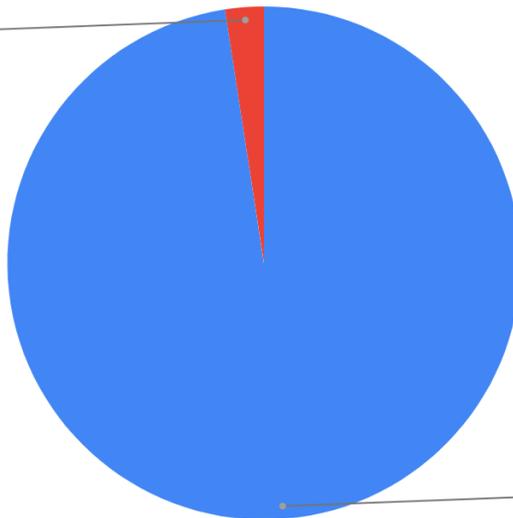
No
2.4%



Yes
97.6%

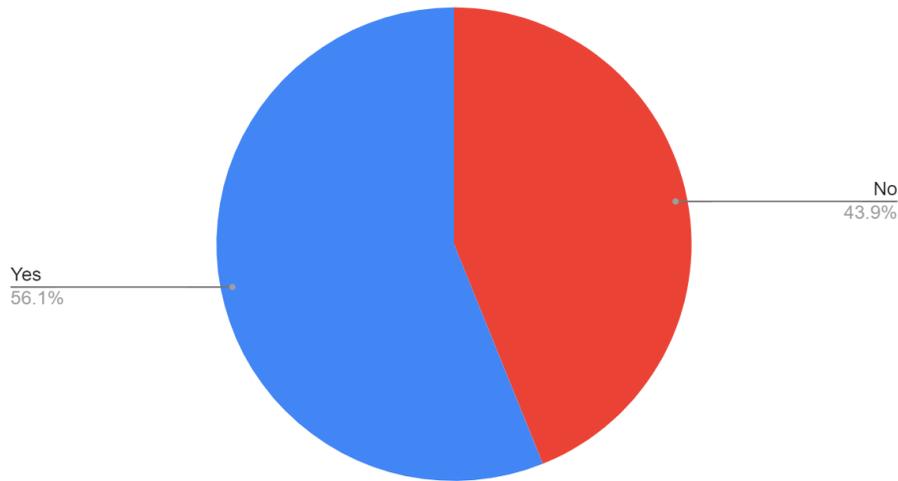
If Infinity STEAM Academy was in your area, would you consider enrolling your children?

Does not apply
2.4%



Yes
97.6%

Do you have children ages 2-6?



In your opinion, describe the ideal educational experience for the children of Statesville and Iredell County.

An educational environment that encourages students to think for themselves and problem solve on their own. An educational environment that does not take control away from parents (allowing children to decide to get things like vaccines and hormone therapy without parental permission). An educational environment that is truly focused on children's learning and preparing them for the world they will encounter after they graduate- not a school that is hyper-focused on athletics or fundraising etc.
School of choice that focuses on Math & Science
It would be amazing to have an educational center such as this. Offering the core learning elements. Many children suffer having to sit in a classroom for 7+ hours with no hands on experience and just listening to an instructor talk. This gives those students a place to be themselves and to learn on their terms...and I would almost guarantee- higher test results from those who are considered the "bad kids".
I think the ideal educational experience is one that is able to promote and nurture a student's natural creativity and encourage critical thinking, while providing them with the tools and guidance to reach that goal. It should be a positive, accepting environment where a child feels safe to take the risks required to grow. It should hold students to high standards, assuming they are developmentally appropriate and the expectations are in line with educational research. Students should graduate from the experience with the skills and preparation to tackle real world challenges.
I think children need to be active participants in their educational experience. Making learning meaningful by helping students see connections to what they are learning and why it's important is essential. Offering different paths and options for students is also important because they are all different.
An educational experience that helps cultivate a lifelong love for learning.
The ideal educational experience for children in our community should consist of targeted, relevant instruction that closes the aspiration-attainment gap. Students deserve every possible effort to reach grade level proficiency in reading and math by the time they leave 3rd grade. As students grow older, they should have access to integrated units of study that allow them to see the interconnectedness of our world, and retain their natural curiosity of the world. These students should also have access to career counseling, mentorship, and internships that sets them on the road to a productive career that contributes to our community and society. Put together, this world-class model of education would serve as a vehicle for students to break generational curses of abuse, trauma, poverty, and addiction. Subsequently, the Iredell community would be transformed through this effort.
Somewhere where students can be creative and use their unboxed potential

Integrated studies focused on STEM curriculum, additionally incorporating time management, collaboration and project based learning to prepare students for college and careers.

The ideal experience is making learning fun through creativity in the subject. Not all children learn the same or act the same, so we have to try different things but fun learning seems to work for most everyone.

Yes and I wish it was coming sooner. We need something different.

Need more education

A good environment and excellent teachers.

Offers lots of interest to kids with adhd and sensory. Offers field trip opportunities that apply to what they are learning. And makes learning integrated fun.

Well balanced with diverse learning opportunities

Well rounded

The children need education that is going to help them grow in their futures.

A school that encourages hands on education not lecture style. Kids should also learn real world skills not just state board required standardized tests. Also competition should be brought back to education. Kids need to learn it's okay to lose you can't win everything. And if they want to win they will need to put in the necessary effort.

This would be a great school and nice education for our future children's.

One that makes encourages thinking outside of the box

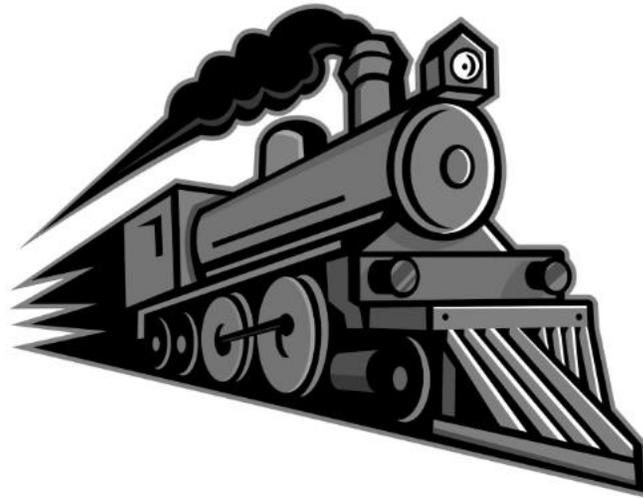
Each child learns differently, so this way of teaching can really help children.

Appendix D

Yearly Academic Calendars:

Student and Parent Calendar

Staff Calendar



Jul 2025						
S	M	T	W	T	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		

Aug 2025						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep 2025						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec 2025						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 2026						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
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22	23	24	25	26	27	28

Mar 2026						
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29	30	31				

Apr 2026						
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26	27	28	29	30		

May 2026						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun 2026						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Color Key:

Break/Holiday
Intercession
Family Day
Summer Camps

Intercession – some students will be invited for remediation, etc.

Family Day – Time for conferences, meal, and family/community fun

Other Important Dates:

Fall 2025		Spring 2026	
July 14	Open House	July 14	Open House
July 16	First Day	July 16	First Day
August 15	Progress Reports	August 15	Progress Reports
September 17	Quarter 1 Ends	September 17	Quarter 1 Ends
September 23	Report Cards	September 23	Report Cards
Sept 29 – Oct 3	Intercession #1	Sept 29 – Oct 3	Intercession #1
November 5	Progress Reports	November 5	Progress Reports
December 17	Quarter 2 Ends	December 17	Quarter 2 Ends
December 29	Report Cards	December 29	Report Cards

Jul 2025						
S	M	T	W	T	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		

Aug 2025						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep 2025						
S	M	T	W	T	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				

Oct 2025						
S	M	T	W	T	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	

Nov 2025						
S	M	T	W	T	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						

Dec 2025						
S	M	T	W	T	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			

Jan 2026						
S	M	T	W	T	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

Feb 2026						
S	M	T	W	T	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

Mar 2026						
S	M	T	W	T	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				

Apr 2026						
S	M	T	W	T	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 2026						
S	M	T	W	T	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						

Jun 2026						
S	M	T	W	T	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				

Color Key:

Break/Intercession
In-Service Learning/PD
Family Day
Holiday
Teacher Workday

Family Day – Time for conferences, meal, and family/community fun

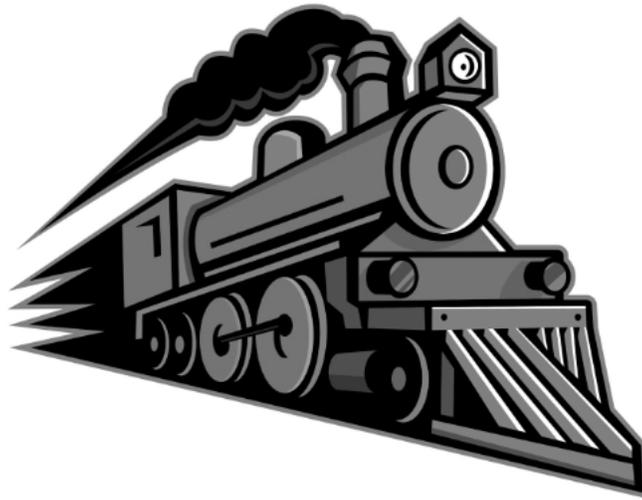
Each teacher required to work one intercession and one summer camp

Other Important Dates:

Fall 2025		Spring 2026	
July 14	Open House	February 10	Progress Reports
July 16	First Day	March 13	End of Quarter 3
August 15	Progress Reports	March 18	Report Cards
September 17	Quarter 1 Ends	Mar 23-27	Intercession #2
September 23	Report Cards	May 5	Progress Reports
Sept 29 – Oct 3	Intercession #1	June 5	Last Day, End of Quarter 4
November 5	Progress Reports	June 12	Report Cards
December 17	Quarter 2 Ends	June 15 - 18	Summer Camp Week 1
December 29	Report Cards	June 22 - 25	Summer Camp Week 2

Appendix E

Daily and Weekly Schedule for Kindergarten and Sixth Grades



Kindergarten Daily and Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 7:40	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast
7:40 - 7:50					
7:50 - 8:00					
8:00 - 8:10	Morning Meeting and Ready to Learn Activity	Morning Meeting and Ready to Learn Activity	Morning Meeting and Ready to Learn Activity	Morning Meeting and Ready to Learn Activity	Morning Meeting and Ready to Learn Activity
8:10 - 8:20					
8:20 - 8:30					
8:30 - 8:40	Specials: A Group: HEALTH B Group: DISCOVERY LAB	Specials: A Group: DISCOVERY LAB B Group: HEALTH	Specials: A Group: ART or MUSIC B Group: COMPUTERS	Specials: A Group: PE B Group: ART or MUSIC	Specials: A Group: COMPUTERS B Group: PE
8:40 - 8:50					
8:50 - 9:00					
9:00 - 9:10					
9:10 - 9:20					
9:20 - 9:30					
9:30 - 9:40					
9:40 - 9:50	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess
9:50 - 10:00					
10:00 - 10:10					
10:10 - 10:20					
10:20 - 10:30					
10:30 - 10:40					
10:40 - 10:50					
10:50 - 11:00					
11:00 - 11:10					
11:10 - 11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:20 - 11:30					
11:30 - 11:40					
11:40 - 11:50	Regular Classroom Instruction	Regular Classroom Instruction	Regular Classroom Instruction	Regular Classroom Instruction	Regular Classroom Instruction
11:50 - 12:00					
12:00 - 12:10					
12:10 - 12:20					
12:20 - 12:30					
12:30 - 12:40					
12:40 - 12:50	Intervention Enhancement ESL	Intervention Enhancement ESL	Intervention Enhancement ESL	Intervention Enhancement ESL	Intervention Enhancement ESL
12:50 - 1:00					
1:00 - 1:10					
1:10 - 1:20	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess	Regular Classroom Instruction with 15 minutes Recess
1:20 - 1:30					
1:30 - 1:40					
1:40 - 1:50					
1:50 - 2:00					
2:00 - 2:10					
2:10 - 2:20					
2:20 - 2:30					
2:30 - 2:45	Wrap Up and Dismissal	Wrap Up and Dismissal	Wrap Up and Dismissal	Wrap Up and Dismissal	Wrap Up and Dismissal
2:45 - 3:00					

Sixth Grade Daily and Weekly Schedule with Friday Career Site Visit

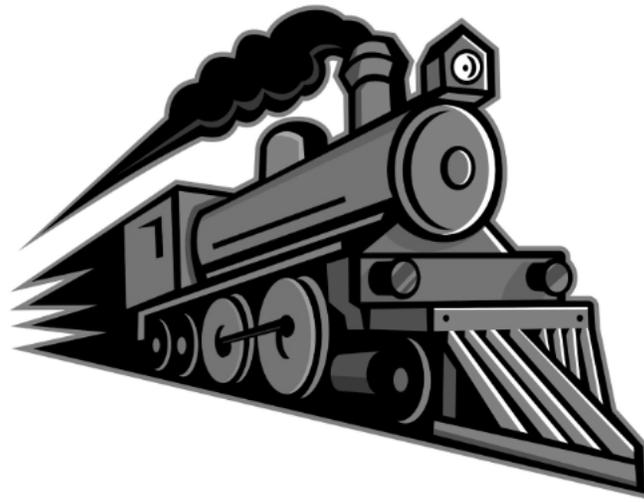
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY				
7:30 - 7:40	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast				
7:40 - 7:50									
7:50 - 8:00									
8:00 - 8:10	Morning Meeting and Ready to Learn Activity	Site Visit for Career Exploration							
8:10 - 8:20									
8:20 - 8:30									
8:30 - 8:40	Specials:	Specials:	Specials:	Specials:					
8:40 - 8:50									
8:50 - 9:00	A Group: HEALTH	A Group: CHOICE	A Group: PE	A Group: CHOICE					
9:00 - 9:10									
9:10 - 9:20	B Group: CHOICE	B Group: HEALTH	B Group: CHOICE	B Group: PE					
9:20 - 9:30									
9:30 - 9:40	Integrated Units	Integrated Units	Integrated Units	Integrated Units					
9:40 - 9:50									
9:50 - 10:00									
10:00 - 10:10									
10:10 - 10:20									
10:20 - 10:30									
10:30 - 10:40									
10:40 - 10:50	Intervention Enhancement ESL	Intervention Enhancement ESL	Intervention Enhancement ESL	Intervention Enhancement ESL	Intervention Enhancement ESL				
10:50 - 11:00									
11:00 - 11:10									
11:10 - 11:20	Integrated Units	Integrated Units	Integrated Units	Integrated Units	Integrated Units				
11:20 - 11:30									
11:30 - 11:40									
11:40 - 11:50									
11:50 - 12:00									
12:00 - 12:10									
12:10 - 12:20									
12:20 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch				
12:30 - 12:40									
12:40 - 12:50									
12:50 - 1:00	Core Instruction:	Core Instruction:	Core Instruction:	Core Instruction:	Core Instruction:				
1:00 - 1:10									
1:10 - 1:20						Group 1: 45 min ELA 10 min Break 45 min Math	Group 1: 45 min ELA 10 min Break 45 min Math	Group 1: 45 min ELA 10 min Break 45 min Math	Group 1: 45 min ELA 10 min Break 45 min Math
1:20 - 1:30									
1:30 - 1:40									
1:40 - 1:50						Group 2: 45 min Math 10 min Break 45 min ELA	Group 2: 45 min Math 10 min Break 45 min ELA	Group 2: 45 min Math 10 min Break 45 min ELA	Group 2: 45 min Math 10 min Break 45 min ELA
1:50 - 2:00									
2:00 - 2:10									
2:10 - 2:20									
2:20 - 2:30									
2:30 - 2:45	Wrap Up and Dismissal	Wrap Up and Dismissal							
2:45 - 3:00									

Sixth Grade Daily and Weekly Schedule without Friday Career Site Visit

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 7:40	Arrival and Breakfast				
7:40 - 7:50					
7:50 - 8:00					
8:00 - 8:10	Morning Meeting and Ready to Learn Activity				
8:10 - 8:20					
8:20 - 8:30					
8:30 - 8:40	Specials: A Group: HEALTH B Group: CHOICE	Specials: A Group: CHOICE B Group: HEALTH	Specials: A Group: PE B Group: CHOICE	Specials: A Group: CHOICE B Group: PE	On Campus Career Exploration
8:40 - 8:50					
8:50 - 9:00					
9:00 - 9:10					
9:10 - 9:20					
9:20 - 9:30					
9:30 - 9:40	Integrated Units				
9:40 - 9:50					
9:50 - 10:00					
10:00 - 10:10					
10:10 - 10:20					
10:20 - 10:30					
10:30 - 10:40					
10:40 - 10:50					
10:50 - 11:00	Intervention Enhancement ESL				
11:00 - 11:10					
11:10 - 11:20					
11:20 - 11:30	Integrated Units				
11:30 - 11:40					
11:40 - 11:50					
11:50 - 12:00					
12:00 - 12:10					
12:10 - 12:20					
12:20 - 12:30					
12:30 - 12:40					
12:40 - 12:50					
12:50 - 1:00	Core Instruction: Group 1: 45 min ELA 10 min Break 45 min Math Group 2: 45 min Math 10 min Break 45 min ELA	Core Instruction: Group 1: 45 min ELA 10 min Break 45 min Math Group 2: 45 min Math 10 min Break 45 min ELA	Core Instruction: Group 1: 45 min ELA 10 min Break 45 min Math Group 2: 45 min Math 10 min Break 45 min ELA	Core Instruction: Group 1: 45 min ELA 10 min Break 45 min Math Group 2: 45 min Math 10 min Break 45 min ELA	Core Instruction: Group 1: 45 min ELA 10 min Break 45 min Math Group 2: 45 min Math 10 min Break 45 min ELA
1:00 - 1:10					
1:10 - 1:20					
1:20 - 1:30					
1:30 - 1:40					
1:40 - 1:50					
1:50 - 2:00					
2:00 - 2:10					
2:10 - 2:20					
2:20 - 2:30					
2:30 - 2:45	Wrap Up and Dismissal				
2:45 - 3:00					

Appendix F

Federal Documentation of Tax-Exempt Status



Date of this notice: 04-11-2023

Employer Identification Number:
92-3425590

Form: SS-4

Number of this notice: CP 575 E

INFINITY STEAM ACADEMY
% PAMELA JOHNSON
385 CLING JOHNSON RD
WILKESBORO, NC 28697

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 92-3425590. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any 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.

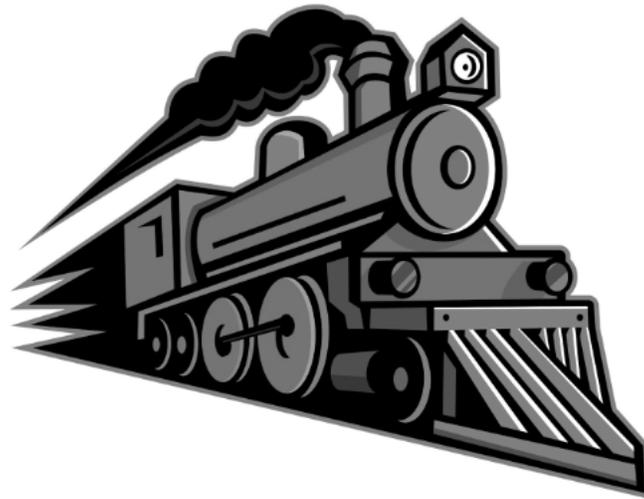
When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

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.

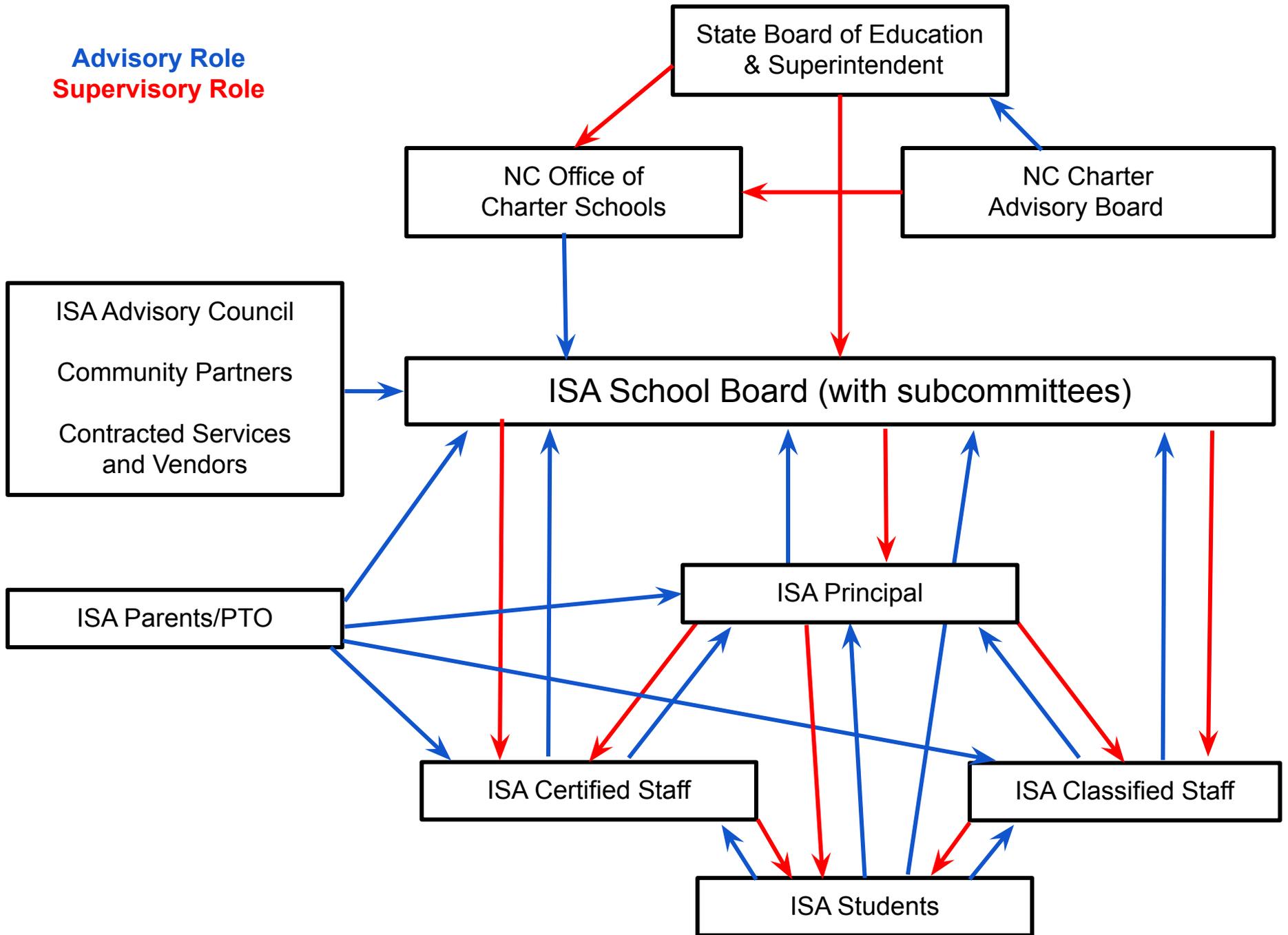
If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the 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.

Appendix G

Organizational Chart

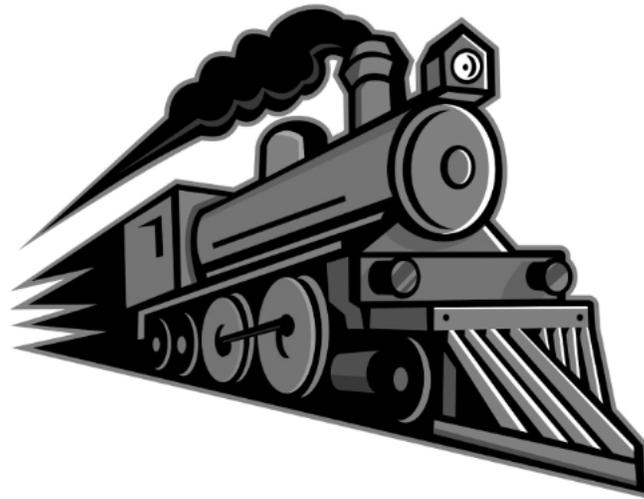


Advisory Role
Supervisory Role



Appendix K

Articles of Incorporation





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

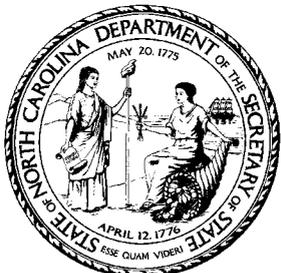
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

INFINITY STEAM ACADEMY

the original of which was filed in this office on the 16th day of March, 2023.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 16th day of March, 2023.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Infinity STEAM Academy.

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

3. The name of the initial registered agent is: Pamela Sue Johnson.

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

Number and Street: 385 Cling Johnson Road

City: Wilkesboro State: NC Zip Code: 28697-8254 County: Wilkes

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>Pamela Sue Johnson</u>	<u>385 Cling Johnson Road Wilkesboro NC, 28697-8254 United States</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. Attached are provisions regarding the limitation of activities of the corporation.

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

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

Principal Office Telephone Number: (336) 902-4450

Number and Street: 385 Cling Johnson Road

City: Wilkesboro State: NC Zip Code: 28697-8254 County: Wilkes

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: _____

11. Principal Office Email Address: Privacy Redaction

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

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.
The Secretary of State’s Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 9th day of March, 2023.

Incorporator Business Entity Name

Pamela Sue Johnson

Signature of Incorporator

Pamela Sue Johnson Incorporator

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.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the 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 so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation 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.

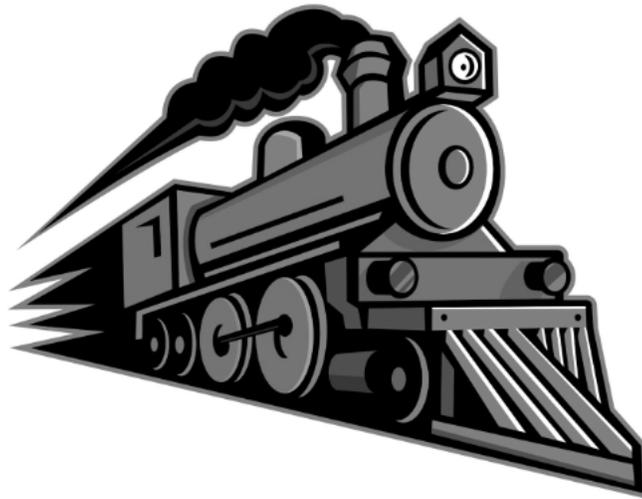
The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, 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.

Appendix L

Insurance Quote



INSURANCE PEOPLE

Below are the estimated annual premiums: **Infinity STEAM Academy**

Property Premium Estimate **\$500**

Contents	\$80,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,228**

Rating Basis:	Students	124
	Faculty	12

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$1,150
One School Bus		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$3,821
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$616,500	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,557
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

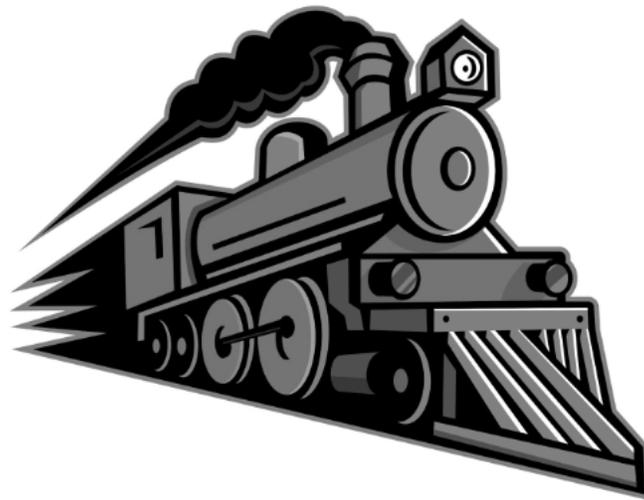
Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

4/13/2023

Appendix O

Additional Appendices

Local LEA Data
School Leader Resume
Start-Up (Year 0) Budget
Works Cited



Local LEA Data

2019 Data for Statesville Area Schools

	School Name	Total Enrolled	% disadv	Math proficiency	Reading Proficiency	School Report Card Grade	Growth	4 year grad rate
Elementary	NB Mills	391	87.9	25.1	31.2	F/37	Not Met	NA
	Third Creek	450	73.3	52.9	42.1	C/61	Exceeded	NA
	Cloverleaf	590	64.2	35.5	38.8	D/47	Met	NA
	East Iredell	859	62.7	55.6	49.7	C/61	Exceeded	NA
	Celeste	498	59.8	60.9	60.9	C/67	Met	NA
	Troutman	663	42.1	63	53.7	C/66	Met	NA
Middle	Third Creek	364	82.2	19.1	28.4	F/35	Met	NA
	East Iredell	503	73.3	40.3	35.9	D/51	Exceeded	NA
	West Iredell	685	60.6	50.3	48.5	C/58	Met	NA
	Troutman	395	47.1	44.6	53.7	D/54	Not Met	NA
High	Statesville	934	62.5	12.2	30.9	D/50	Not Met	82.9
	West Iredell	814	48.1	23.5	50	C/60	Not met	82.5
	South Iredell*	1543	23	34.1	63.1	B/73	Not Met	90.3

* South Iredell is an IB School.

Proficiency = % of students proficient on grade level assessments (levels 3, 4, and 5)

For High School, Math I scores were used for Math proficiency and English II scores were used for reading proficiency.

Local LEA Data (cont.)

2022 Data for Statesville Area Schools

	School Name	Total Enrolled	% disadv	Math proficiency	Reading Proficiency	School Report Card Grade	Growth	4 Year Grad Rate
Elementary	NB Mills	369	68.4	16.9	25	F/29	Not Met	NA
	Third Creek	583	67.7	38	26.6	D/41	Not Met	NA
	Cloverleaf	476	55.9	37.7	30.4	D/41	Not Met	NA
	Celeste	492	54.4	61.3	51.1	C/62	Met	NA
	East Iredell	685	51.6	39.5	37.1	D/44	Not Met	NA
	Troutman	664	38.1	62.4	50.1	C/63	Met	NA
Middle	Third Creek	467	73.9	10.8	20.9	F/25	Not Met	NA
	East Iredell	419	59.6	34.8	28.1	F/39	Met	NA
	West Iredell	603	54.6	39.6	38.5	D/44	Not Met	NA
	Troutman	373	36	47.6	52	C/60	Met	NA
High	Statesville	805	58	14.6	33.8	D/51	Not Met	84.9
	West Iredell	784	43.7	15.9	39.0	D/50	Not Met	74.5
	South Iredell*	1610	22.1	27.6	69.1	C/68	Not Met	87.8

* South Iredell is an IB School.

Proficiency = % of students proficient on grade level assessments (levels 3, 4, and 5)

For High School, Math I scores were used for Math proficiency and English II scores were used for reading proficiency.

Local LEA Data (cont.)

Four-Year Enrollment Trend Data per School and Grade Level

School	Total Enrollment			
	2018	2019	2020	2021
Celeste (E)	493	498	498	492
Cloverleaf (E)	621	590	561	476
East Iredell (E)	862	859	856	685
NB Mills (E)	392	391	346	369
Third Creek (E)	512	450	435	583
Troutman (E)	708	663	642	664
Elementary Total*	3588	3451	3338	3269
East Iredell (M)	478	503	532	419
Third Creek (M)	363	364	377	467
Troutman (M)	381	395	412	373
West Iredell (M)	622	685	666	603
Middle Total*	1844	1947	1987	1862
South Iredell (H)	1633	1543	1571	1656
Statesville (H)	951	934	860	852
West Iredell (H)	831	814	809	806
High Total*	3415	3291	3240	3314

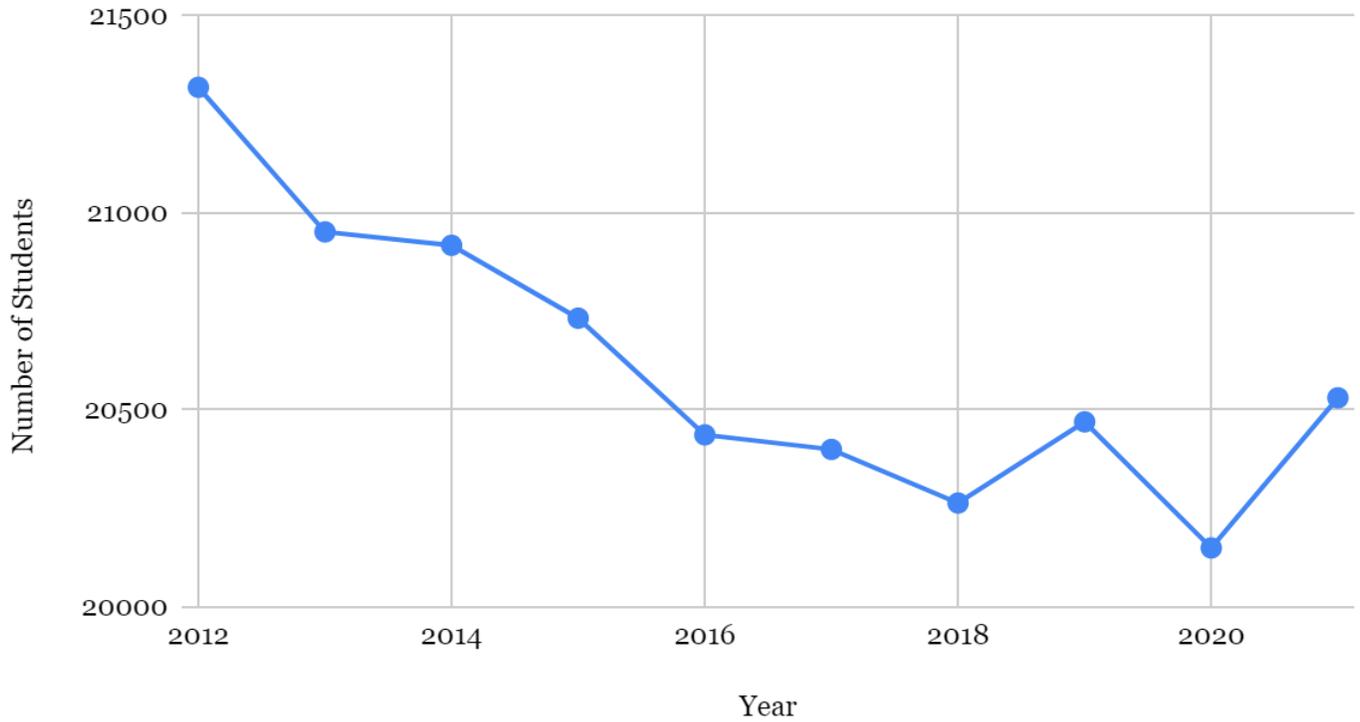
* Totals are based on all the schools in the entire LEA.

Local LEA Data (cont.)

Ten-Year Enrollment Trend Data (Entire LEA)

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
21319	20952	20918	20733	20437	20400	20264	20470	20150	20531

Iredell-Statesville Schools 10-Year Enrollment Trends



School Leader Resume - Pamela Johnson

Work Experience

Dates	Title	Employer
January 2023 - present	5th Grade Virtual Math and Science Teacher	WC/FCS Virtual Academy, Winston-Salem Forsyth County Schools
2001 - 2003; 2004 - 2015; 2019 - 2022	High School Science Teacher	North Iredell High School/Iredell-Statesville Schools
2018 - 2022	Virtual Chemistry Teacher	Iredell-Statesville Schools
2016 - 2019	Instructional Facilitator/ Secondary Science Content Coach	Iredell-Statesville Schools
2015 - 2016	High School Science Teacher	Wilkes Early College High School/Wilkes County Schools

Education

Year	Degree or Training	Issuing Corporation
2022	Online Course in Spanish for Educators	myspanishteacher.com
2022	Early Literacy Badge	NCCAT
2021	Graduate Certificate in School Leadership Program <ul style="list-style-type: none"> • Completed an extensive internship with various admin duties and shadowing at North Iredell High School and Third Creek Elementary School 	Appalachian State University
2015	Masters Degree, Curriculum Specialist	Appalachian State University
2000	BS in Biology, BA in Chemistry	UNC Charlotte
1997	Associate in Science	Mitchell Community College

Certifications and Other

Year of Issuance	Certification	Issuing Corporation
2021	Comprehensive Science (grades 6-12), Curriculum Specialist, School Administrator	NCDPI
2010 - present	National Board Certification in Teaching - Adolescence and Young Adulthood Science	NBPTS
2018 - 2020	Science Leadership Fellow	NCSLA

Start-Up (Year 0) Budget

Expense	Budget
Personnel - Salaries <ul style="list-style-type: none"> ● Principal ● ½ guidance counselor ● ½ office manager 	\$112,000
Personnel - Benefits	\$15,068
Marketing	\$10,000
501(c)(3)	\$600
Insurance	\$3,000
Attorney Fees - contracts, handbooks, 501(c)(3)	\$5,000
Office Equipment (Computers, Printer, Copier, etc.)	\$6,000
Office Software	\$3,000
Office Rent (utilities included)	\$6,000 (\$500 per month)
Office Supplies and Materials (including postage)	\$3,500
Travel expenses for board training in Raleigh	\$3,500
Initial teacher training stipends	\$2,400 (\$200 per day)
Breakfast, lunch, and snacks for training	\$550
Teacher training materials	\$3,000
Building lease (4 months)	\$35,000
Building upgrades and furniture	\$60,000
Total	\$268,618

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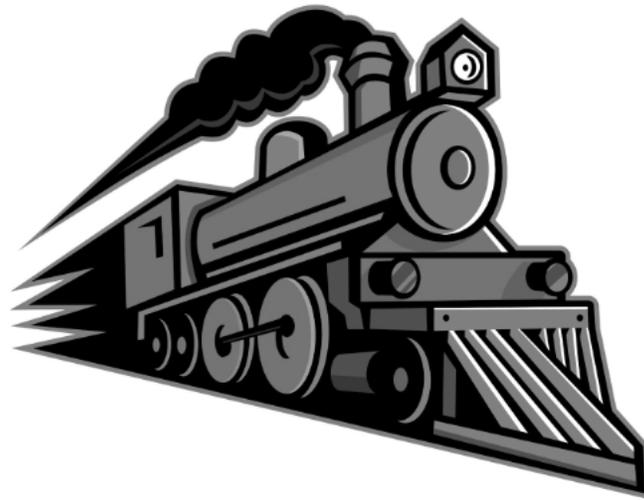
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Appendix J

Proposed By-Laws for Infinity STEAM Academy Governing Board



ARTICLE I
Organization

Section 1. NAME. The name of the nonprofit corporation is Infinity STEAM Academy (herein referred to as “the Corporation”).

Section 2. PRINCIPAL OFFICE. The principal office of the Corporation is located in the City of Statesville, in Iredell County, in the State of North Carolina. The street address of the initial principal office is 385 Cling Johnson Road, Wilkesboro, NC 28697. The principal address may be changed upon approval of the board.

Section 3. 501(c)(3) REGULATIONS. The Corporation will comply with all regulations set forth by Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE II
Purpose

Section 1. PURPOSE. The purpose of the Corporation is to establish and operate a public charter school in accordance with North Carolina General Statutes. The name of the charter school will be Infinity STEAM Academy (herein referred to as “ISA”).

ARTICLE III
Membership

Section 1: MEMBERSHIP. The Corporation will have no members.

ARTICLE IV
Board of Directors

Section 1: GENERAL POWERS. The business and affairs of the Corporation will be conducted by or under the direction of the Board of Directors (herein referred to as “the Board”). Decisions made by and under the Board will adhere to applicable laws, the Articles of Incorporation, and these by-laws.

Section 2. NUMBER. The number of people serving on the Board at any given time will be at minimum five (5) and at maximum nine (9), provided the Board shall always have an odd number of voting members.

Section 3. TERMS.

- a. The founding Board will serve from the filing of the Articles of Incorporation until July 31, 2025. Afterwards, members of the founding Board may be elected to remain on the Board, or may choose to vacate their positions. If they choose to remain, August 1, 2025, will start their first (1st) regular term.
- b. Directors shall serve a term of two (2) years from the date of their appointments or until their successors are seated. No one director may serve more than three (3) consecutive regular terms. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. A full term must pass before a director is once again considered for a Board position. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. Directors shall take office on August 1 following the annual meeting at which

their appointment is announced. Fulfilling an incomplete (vacated) term is not considered part of the term limit.

- c. Notwithstanding the foregoing, directors elected to the initial full Board, whose terms commence August 1, 2025, shall serve staggered terms which shall be determined at the annual meeting on July 31, 2025. The terms will be determined as follows:

Two Board members will serve three (3) year terms. Two Board members will serve two (2) year terms. One Board member will serve a one (1) year term. Any additional director seats shall serve two (2) year terms.

Section 4. QUALIFICATIONS. Any person twenty-one (21) years or older, who is a resident of North Carolina, and is not precluded by law may be nominated by a current Board member and/or apply to serve on the Board. The nominee shall appear before the current Board for an interview prior to Board discussion and voting. Any employee of the Corporation, specifically any teacher employed by the charter school operated by the Corporation, may only serve as a non-voting member of the Board.

Section 5. ELECTIONS

- a. On or before July 31, 2025, the entire founding Board (remaining and vacating) will vote to fill any vacant seats *or* the addition of any new seats. The appointment of any new Board member will require a majority vote from the founding Board.
- b. Regular Board elections will occur at the end of a member's term at the annual election meeting. Any elections for other additional Board positions may take place at any regular monthly meeting. The appointment of any new Board member will require a majority vote from the current Board (including the vote(s) of those with expiring terms).
- c. Upon expiration of a term, the Board member can choose to vacate the seat or be nominated for another term, so long as the Board member has not completed three (3) consecutive terms. The Board member can be nominated by another Board member or nominate themselves.
- d. Voting on additional seats or on seats opened by term expiration will occur by oral means or written ballot; in event of the latter, written ballot shall be done in accordance with N.C. Gen. Stat. § 143-318.13(b).

Section 6. VACANCIES. If a Board member chooses to vacate their position prior to the end of their term, such resignation must be made in writing submitted to the Chair of the Board, the remaining Board members will fill the seat through nomination, interview, and oral vote or written ballot election; provided, in event of written ballot, it shall be done in accordance with N.C. Gen. Stat. § 143-318.13(b). The appointment will require a majority vote by the remaining Board members.

Section 7. REMOVAL. Any Board member may be removed with cause by a majority vote at any regular monthly meeting, so long as proper notice is given to the Board member to be removed. The vote for removal may be conducted by written ballot; provided, in event of written ballot, it shall be done in accordance with N.C. Gen. Stat. § 143-318.13(b).

ARTICLE V Duties

Section 1. DUTIES. NC General Statute 115-218.15 (d) states that “the board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.” Duties of the Board include, but are not limited to:

- Ensure that the school is fulfilling its mission and vision;
- Approve the school improvement plan developed by the school improvement team and monitor the progression towards the goals therein, including academic achievement goals;
- Meet with the school leader and Board chair to discuss the progress of the school;
- Attend regularly scheduled monthly Board meetings;
- Recruit, hire, and evaluate the school principal;
- Approve all other hiring decisions;
- Ensure that the school is operating in a fiscally responsible manner for the benefit of all students;
- Approve third party and contracted services;
- Attend to student and parent grievances that go beyond the principal level to ensure due process;
- Vote on suspensions of more than ten (10) days;
- Participate in necessary training in order to understand education law;
- Participate in professional development in order to understand and promote the school mission;
- Make decisions within the terms of the school’s charter and education law;
- Form a network of community partnerships for the benefit of students and their families; and
- Encourage recruitment of students and families for enrollment.

Day-to-day operations of the school will fall under the scope of principal duties.

SECTION 2. COMPENSATION. Directors will serve without compensation for their services except to be reimbursed for expenses incurred in performance of training and activities, including related travel and registration expenses.

ARTICLE VI Meetings

Section 1. MEETING PROCEDURES.

- a. As a public body, the Board will comply with Article 33C, Chapter 143 of the North Carolina General Statutes, also known as the North Carolina Open Meetings Law. All meetings will be open to the public, including news media, unless closed session is required by law pursuant to N.C. Gen. Stat. § 143-318.11. Video and audio recordings will be allowed during open session. Public attendance is allowed in person during open session, and to the extent feasible, an accessible Internet link will be provided to an audio and/or video feed of the live meeting. The audiovisual recording will be a public record of the meeting maintained and retained in accordance with the retention schedule of the North Carolina Department of Cultural Resources and will be accessible to the public at any time during retention.

- b. The chairperson of the Board will preside over the meetings, call for motions, and rule on matters of order. In the absence of the chairperson, the vice chairperson will assume these responsibilities. If the chairperson and the vice chairperson are absent, the remainder of the Board shall appoint a temporary member to preside over the meeting.

Section 2. MEETING SCHEDULE. The Board will decide on a yearly regular meeting schedule prior to July 1 of each year. This schedule, along with the designated meeting place, will be posted on the school's website and social media platforms. Any regularly scheduled meeting may be canceled or postponed. Notice of cancellation or postponement will be posted on the school's website and social media platforms.

Section 3. REGULAR MEETINGS. Regular Board meetings will be held monthly on a day, time, and place determined by the Board for a minimum of 10 times per year. This meeting schedule will be posted on the school's website and social media platforms at the beginning of the year. Reminders will be posted prior to the meetings.

Section 4. ANNUAL MEETINGS. An annual meeting will be held on a date determined by the Board. The date, time, and place of this meeting will be posted on the school's website and social media platforms. During this meeting, the Board will hold elections and set yearly goals. It is anticipated this meeting will be held in July of each year.

Section 5. SPECIAL OR CALLED MEETINGS. A special meeting may be called by the chairman or the majority of Board members. A minimum of 48 hours' notice will be provided prior to the meeting, along with a briefing of the meeting topics. The public will be given a minimum of 48 hours' notice prior to the meeting, and the meeting shall comply with North Carolina Open Meeting Laws.

Section 6. EMERGENCY MEETINGS. Under special circumstances, an emergency meeting may be called by the chairman or the majority of Board members. An emergency meeting is one that occurs with less than 24-hour notice. The Board members and the public will be given as much notice as reasonably possible. The meeting shall comply with North Carolina Open Meeting Laws.

Section 7. PARTICIPATION. Directors may participate in discussion and voting in person or real time. Electronic and/or remote participation by Board members will be permitted in the event of a State or local declaration of a State of Emergency pursuant to will require use of a platform with speaking and listening capabilities. Any director participating electronically will be considered present at the meeting.

Section 8. QUORUM. A quorum consists of a majority of current Board members.

Section 9. VOTING. Except otherwise stated by statute, by the school's charter, or by these by-laws, a quorum must be present at a meeting (either in person or electronically) at a properly called meeting. If a quorum is not present, the meeting will be adjourned. If a quorum is present, the decisions made by the quorum will be the action of the Board. The majority of the members present in person or electronically will be the action of the Board. Voting by proxy is not allowed.

Section 10. CONFLICT OF INTEREST. If a matter creates a real or perceived conflict of interest as defined below, the Board member standing to benefit from the transaction must bring full disclosure to the remaining Board members. The Board member with the conflict of interest will refrain from voting, and the matter can

only be approved with the majority vote of the other Board members without the conflict of interest. The Board members shall at all times comply with the adopted *Conflict of Interest Policy*.

ARTICLE VII Officers

Section 1. OFFICERS. The Corporation's officers will consist of a chairman, vice chairman, secretary, treasurer, and committee chairmen. The Board may designate and fill any other positions by a majority vote. Any two offices except for chairman may be held by one person. No one officer shall act in more than one capacity when the actions of two or more officers are required.

Section 2. ELECTION. The election of officers will take place during the regular annual meeting. All positions will be decided by a majority vote of a quorum. Current Board members will be considered for officer positions. The Board will elect the chairman first, then the chairman will preside over the remaining officer elections.

Section 3. TERM. Each officer will hold office for a period of one (1) year. After one year, the officer may choose to step down from the office or be considered for re-election.

Section 4. REMOVAL. Any officer may be removed from the office by majority vote with or without cause during a regular or special called meeting, so long as proper notice is given to the Board member up for removal. The vote for renewal from office will be conducted by secret ballot.

Section 5. RESIGNATION. Any officer may resign from his or her office at any time by giving written notice to the Board chairman or Board secretary. The resignation will take effect on the date indicated in the written notice. If no date is given, the resignation will be effective immediately.

Section 6. VACANCIES. An office vacated for any reason will be filled by a majority vote of a quorum at any annual, regular, or special called meeting.

Section 7. DUTIES. Officers will execute their assigned duties in good faith and diligence to law, statutes, the school charter, and these by-laws. If an officer is absent during a meeting, the Board may vote to temporarily reassign the officer's duties to another Board member.

Section 8. BOARD CHAIRMAN. The Board chairman shall be the executive officer in charge of overseeing the business of the Corporation and its Board. The Board chairman will conduct the proceedings of whole Board meetings. The Board chairman will sign his or her name as the chief representative for all Corporation documents, unless prohibited for any reason. The Board chairman will perform any other duties as assigned by the Board.

Section 9. BOARD VICE CHAIRMAN. At the request, absence, disability, or refusal to act of the chairman, the Board vice chairman shall perform the duties of the Board chairman. In such an event, the vice chairman will have all the powers and restrictions of the Board chairman. The Board vice chairman will perform any other duties as assigned by the Board.

Section 10. BOARD SECRETARY. The Board secretary will record the minutes of the Board meetings. The Board secretary will issue proper notice of Board meetings in accordance with these by-laws and NC Open Meeting Laws. The Board secretary will be in charge of the keep and organization of all Corporation documents, including meeting minutes, certificates, and reports. The Board secretary will perform any other duties as assigned by the Board.

Section 11. BOARD TREASURER. The Board treasurer will manage the funds, securities, receipts, and disbursements of the Corporation. The Board treasurer will prepare financial reports for review at Board meetings. The Board treasurer will perform any other duties as assigned by the Board.

Section 12. COMMITTEE CHAIRMEN. At times, the Board will have special committees tasked with researching and preparing information to be reviewed by the whole Board or to perform certain duties. Committee chairmen will be current Board members and will be agreed upon by a majority vote of a quorum. The committee chairmen will perform any duties assigned by the Board. The committee chairmen will hold the office for the length of time required to complete the committee's task. The committee chairmen are subject to removal and replacement as with any other officer.

ARTICLE VIII Financial Transactions

Section 1. FISCAL YEAR. The fiscal year of the Corporation will be from July 1 to June 30 of the following year.

Section 2. CONTRACTS. In accordance with these by-laws, the Board may authorize any of its officer(s) or agent(s) to enter into any contract or to execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific transactions.

Section 3. LOANS. The Board must authorize in advance any borrowing of funds and the issuance of evidence of indebtedness by the Corporation. Authorization will occur via a majority vote of the Board. After authorization, an officer so authorized by the Board may sign for the loan or advance on behalf of the Corporation.

Section 4. CHECKS. All checks, drafts, or other payments of money issued in the name of the Corporation will be signed by at least two officers or staff as authorized by the Board, unless otherwise dictated by a fiscal policy adopted by the Board.

Section 5. DEPOSITS. All funds of the Corporation shall be deposited to the credit of the Corporation into bank or trust accounts selected by the Board. Deposits may be made by an officer or agent authorized by the Board.

Section 6. GIFTS. In accordance with these by-laws and other applicable regulations, the Board may accept any gift or grant for the benefit of its educational purposes.

ARTICLE IX Miscellaneous

Section 11. INDEMNIFICATION. The Corporation shall indemnify its Directors, Officers, and employees to the fullest extent permitted by the provisions of North Carolina General Statute Sections 55A8.50-.58 and 55A-16-21, inclusive, the terms of which are hereby incorporated by reference.

The indemnification provided by this Section shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, or employee, and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 12. INSURANCE. The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, or employee of the Corporation against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of this Article.

Section 13. BY-LAW AMENDMENT. The Board may amend these by-laws by a supermajority vote ($\frac{2}{3}$) of the Board during any regular or special meeting, so long as there has been written notice of the proposed amendment in the notice of the meeting. Upon Board approval, the proposed change will be submitted to the North Carolina State Board of Education for approval. Upon notice of NC SBE approval, the amendment will be in use.

Section 14. GENDER. References to masculine and feminine genders in these by-laws are considered gender-neutral.

Section 15. RULES OF ORDER. Except where there may be a conflict with the Articles of Incorporation or Bylaws of the Corporation, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the Corporation.

Infinity STEAM Academy, Inc., Inc.
(“Organization”)
Conflict of Interest Policy
April 24, 2023

Article I
Purpose

The purpose of the conflict of interest policy is to protect this Organization’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, 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 Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization 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 Organization 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. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
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 directors and members of committees 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, he/she shall leave the governing board 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 governing board or committee meeting, but after the presentation, he/she 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 governing board 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 governing board or committee shall determine whether the Organization 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 governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization'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 governing board 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 governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board 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 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.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization 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 Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board 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 Organization 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.

Article VII Periodic Reviews

To ensure the Organization 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 Organization'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.

Article VIII

Use of Outside Experts

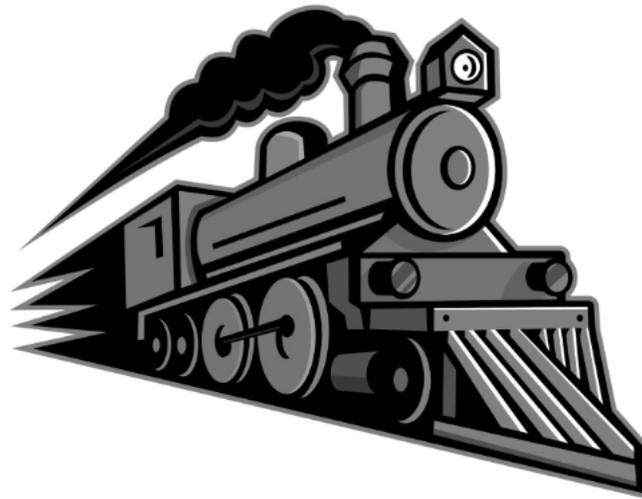
When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Appendix H

Charter School Board Member Information Forms

and

Board Member Resumes



Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Infinity STEAM Academy
2. Full name: Pamela Sue Johnson

Home Address: 385 Cling Johnson Road, Wilkesboro, NC, 28697

Business Name and Address: Winston-Salem Forsyth County Schools, 475 Corporate Square Drive, Winston-Salem, NC 27105

Telephone No.: 336-902-4450

E-mail address: braveontheat@gmail.com

3. Brief educational and employment history. I possess an A.S. degree from Mitchell Community College, a B.S. degree in biology from UNC Charlotte, a B.A. degree in chemistry from UNC Charlotte, an M.A. degree in curriculum and instruction from Appalachian State University, and a graduate certificate in school administration from Appalachian State University.

I taught high school science for 17.5 years. I was an instructional coach for 3 years. Currently I teach online 5th grade through Winston-Salem Forsyth County Schools.

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

No: X

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I am the founder of the school. I want to do my part to see that the mission and the vision are fulfilled. The dire situation of at-risk children of Statesville has long weighed on my conscience. I firmly believe that this type of education can lift children out of poverty.

6. What is your understanding of the appropriate role of a public charter school board member? The role of a public charter school board member is to make sure that the school and employees are operating within state and federal law and within the terms of the charter. They are to gather information (through training, advice of others, etc.) and make well-informed decisions regarding the operation of the school. They are to do what's best for students based on their understanding.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am a 21-year veteran of public education. I have worked with both children and adults during this time. I also have a deep knowledge of effective curriculum and instruction. I possess a master's degree in curriculum and a school administration degree. As founder, I am deeply aware of the school's mission and vision, and I have thoroughly researched charter school law.

8. Describe the specific knowledge and experience that you would bring to the board. As stated, I have many years of experience in the public education classroom, as well as three years working specifically with teachers. I know what engaging instruction looks like, as well as how to design it. I have an immense science background. Both of my undergraduate degrees are in science fields, I taught high school science (and now elementary science), and I am a fellow of the NC Science Leadership Association Program. Through my research, I am well aware of public school law and charter school law.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of the school aims to provide an engaging education that is anchored in problem solving and real life application. One of the cornerstones is the desire to bring this kind of education to students of all backgrounds. If students see the value in their education, they are more likely to show higher achievement levels.

The mission of the school is as follows: "to provide equitable, engaging, integrated learning opportunities to help students of all backgrounds persist and reach their fullest potential in their chosen career pathway and become productive citizens."

2. What is your understanding of the school's proposed educational program?
There are three domains of instruction for ISA. The first is core content, which will be taught in integrated units as much as possible and include problem solving, engineering design, etc. The second domain is "future ready." In this domain, students will develop skills needed for any career choice in the future, such as persistence, critical thinking, and communication. The other part of this domain is career exploration and counseling. The third domain will be social and emotional learning.
3. What do you believe to be the characteristics of a successful school? One characteristic of a successful school is students being highly engaged in learning within the classroom. Another characteristic is good relationships (among students, parents, employees, and supervisors). Finally, a successful school has a positive culture and climate. Students are excited about school and staff enjoy being there.
4. How will you know that the school is succeeding (or not) in its mission? I would measure the success by achievement, relationships, and opportunities. The achievement will be measured by NC assessments. With this type of school, it is also important to measure achievement through the lens of future-ready skills. Teachers will use rubrics to measure these skills. The relationships will be measured by surveys, conversations, etc. Education is a people business, and it is important that all stakeholders feel valued. Since ISA vows to reduce the opportunity gap that sometimes holds back low-income families, this needs to be measured as well. This will be measured using the NC STEM School Rubric. A successful school will score the rating of a "model" school according to the rubric.

Governance

1. Describe the role that the board will play in the school's operation.
The school board collect relevant information to make decisions about the overall operation of the school. They ensure that the school is operating according to its charter and within the scope of state and federal law.
2. How will you know if the school is successful at the end of the first year of operation?
The school will be considered successful if the operations of the school are running smoothly and the school is operating within its budget. It will be successful if all stakeholders (parents, community, students, employees) are satisfied with the operation of the school. It will be successful if students are engaged and are eager to return to ISA for the next year. It will be successful if the school has addressed learning gaps of students.
3. How will you know at the end of five years of the schools is successful?
All of the qualities of question #2 apply. The school should be showing that it is producing good achievement scores. If the school is not a B school, it should be making strides to get there. The school should be a "model" school by the end of year 5.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Listen to stakeholders and build relationships with parents and the community. Make sure the school is financially responsible and it is operating in compliance with regulations. Hire quality leaders and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would go to the board chair with my concern. The board chair can then seek legal advice from the board lawyer. They will decide if a called board meeting is necessary. If it is the board chair, I would consult with the lawyer, and if needed, call the meeting. Of course, the person would have ample opportunity to defend themselves against the accusation.

*Please include the following with your Information Form

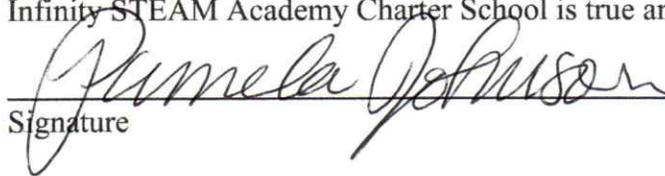
- a one page resume

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

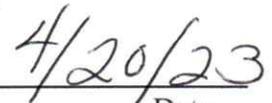
Certification

I, Pamela Johnson 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 Infinity STEAM Academy Charter School is true and correct in every respect.

Signature



Date



Pamela Johnson

(336) 902-4450

braveontheat@gmail.com

Work Experience

- **5th Grade Virtual Math and Science Teacher (WS/FCS)** January 2023 - present
- **High School Science Teacher (North Iredell H.S.)** 2001 - 2003; 2004 - 2015; 2019 - 2022
- **Virtual Chemistry Teacher (Iredell-Statesville Schools)** 2018 - 2022
- **Instructional Facilitator/Secondary Science Content Coach (I-SS)** 2016 - 2019
- **High School Science Teacher (Wilkes Early College H.S.)** 2015 - 2016

Education

- **Online Course in Spanish for Educators** 2022
- **Post-Bacc Course in Teaching Elementary Math (UNCC)** 2022
- **Early Literacy Badge (NCCAT)** 2022
- **Graduate Certificate in School Leadership Program (App State)** 2021
- **Masters Degree, Curriculum Specialist (App State)** 2015
- **Fast Track Teaching Licensure Program (UNCC)** 2005
- **BS in Biology; BA in Chemistry (UNCC)** 2000
- **Associate in Science (Mitchell Community College)** 1997

Certifications and Other

NCDPI Licensure

- Comprehensive Science (grades 6-12) with the designation of “highly qualified”
- Curriculum Specialist
- School Administrator

National Board Certified Teacher

2010 - present

NCSLA Science Leadership Fellow

2018-2020

Community Work

Cofounder of Beyond the Building Ministries

- Tutoring
- Food insecurity
- Community Events

Member of Statesville Branch NAACP

Charter School Board Member Information Form

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

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

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

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

Background

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

Infinity STEAM Academy

2. Full name: Teresa B Evans

Home Address: 479 Vaughn Mill Rd

Business Name and Address:

Telephone No.: 878-578-1149

E-mail address: tbelleevans@gmail.com

3. Brief educational and employment history.

Started working in Iredell Statesville Schools in 1991 and retired in 2019. Worked briefly in Forsyth, Mooresville and Davie during that time period.

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

No: X Yes:

5. How were you recruited to join this Board of Directors? I was asked by Pamela Johnson if I would be interested. Why do you wish to serve on the board of the proposed charter school? I would like to continue being involved in an educational facility that provides a safe and nurturing environment for students to learn.

6. What is your understanding of the appropriate role of a public charter school board member?
A school board member provides collaborative input in short term and long term decisions on resources and curriculum for the charter school All decisions should be to provide an education for ALL students and provide competent teachers, admin and support personnel

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I served as an assistant principal for 3 years and as a principal for 10 years. While serving as a principal, I was responsible for the safety of all students and personnel, curriculum, hiring and recruiting of qualified personnel, and budget.

8. Describe the specific knowledge and experience that you would bring to the board.
I would bring 30 years of experience in a school system. My background is in business administration, technology and curriculum. I petitioned the Iredell Statesville School Superintendent to start an Early College at North Iredell High School. I helped with the application and approval process.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The academy will provide an educational experience which will spark student's curiosity and encourage engagement in their unique learning experience.

2. What is your understanding of the school's proposed educational program?
The educational plan centers on the whole child: Emotional, Social,

3. What do you believe to be the characteristics of a successful school?
 - a. Student centered
 - b. Clean
 - c. Safe
 - d. Organized
 - e.

4. How will you know that the school is succeeding (or not) in its mission?
School Improvement Plan and Board Meeting Minutes

Governance

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

The ISA board of directors will act in accordance with state and federal law. NC General Statute

115-218.15 (d) states that “the board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.” Duties of the board of directors include, but are not limited to:

- Ensure that the school is fulfilling its mission and vision
- Approve the school improvement plan developed by the school improvement team and monitor the progression towards the goals therein, including academic achievement goals
- Meet with the school leader and SIT chair to discuss the progress of the school
- Attend regularly scheduled monthly board meetings
- Recruit, hire, and evaluate the school leader
- Approve all other hiring decisions
- Ensure that the school is operating in a fiscally responsible manner for the benefit of all students
- Approve third party and contracted services
- Attend to student and parent grievances that go beyond the principal level to ensure due process
- Vote on suspensions of more than ten (10) days
- Participate in necessary training in order to understand school law
- Participate in professional development in order to understand the school mission
- Make decisions within the terms of the school’s charter and educational law
- Form a network of community partnerships for the benefit of students and their families
- Recruit students and families for enrollment

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

- a. Balanced Budget
- b. Full Enrollment
- c. School Improvement Plan
- d. Board Minutes
- e. Federal, State, and Local guidelines met.

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

Projected enrollment will be satisfied and there will be a waiting list. Students will be successful as defined by the School Improvement Plan. The school will have met all federal, state and local requirements.

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

The school will maintain a school improvement plan. Admin will collaborate with the school board on a schedule outlined by the school improvement plan.

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

First step, I would ask for advice from the school lawyer. Next step, call a board meeting to discuss the issue. If the issue becomes illegal.... report to the appropriate official.

*Please include the following with your Information Form

- a ***one page*** resume

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

Certification

I, Teresa Evans,, 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 Infinity Charter School is true and correct in every respect.



Signature

Date: April 14, 2023

Teresa Evans
(828) 578-1149

479 Vaughn Mill Road, Statesville, NC 28625
tbellevans@gmail.com

Education

- Doctor of Educational Leadership, Gardner-Webb University, Expected graduation date: Pending
- Post Masters-School Admin Certificate, Gardner-Webb University, 2008
- Master of Education, UNC Charlotte, 2002; Major: Instructional Systems Technology
- Bachelor of Science: Catawba College, May 2000; Major: Business Administration Management
- Associate in Pre-Liberal Arts, May 1994, Mitchell Community College

Professional Experience

- Principal, North Iredell High School, 2009 – Retired 2019
- Assistant Principal, North Iredell High School, 2007 - 2009
- Assistant Principal, Davie High School, 2006-2007.
- Program Specialist/Lead Teacher/NC WISE Training Coordinator, WS/FCS, 2004-2006.
- Business Education Teacher, Woods Adv Tech & Arts Center, 2003-2004.
- Business Education Teacher, North Iredell High School, 2001-2003.
- Network Administrator; Iredell/Statesville Schools; 1999 – 2001.
- College Instructor (part-time); Mitchell Community College; 2000.
- High School Finance Officer; North Iredell High School; 1998-1999.
- Student Information Management Technician; North Iredell High School; 1995-1998.
- Teacher Assistant; Harmony Elementary School; 1992 – 1995.
- Teacher Assistant; Cool Spring Elementary; 3rd/4th grade; 1991.

Additional Education

- NC WISE Symposium: 2005 - 2006.
- NCAect Technology Conference, 1999-2005.
- Certiport, Internet and Computing Core Certification, 2002.
- Isothermal Community College, Reading and Writing Methods, 2001.
- SIMS Symposium; 1996-1998.
- Coursework in Networking; 520 IntranetWare; NetWare 4.11 Administration, IKON Technology Services: 1999.
- Coursework in Networking; NetWare 5.0 Administration, NWRESA, 2000.

Professional Organizations and Honors

- NCHSAA Board Member, 4 years.
- Alpha Delta Kappa International Honorary Sorority for Women Educators, Since 2008.
- North Carolina Principals and Assistant Principals Association, Since 2007.
- North Carolina Association of Educators, Since 2005
- Graduated Magna Cum Laude; University of North Carolina at Charlotte 2002.
- Kappa Delta Pi, Education Honor Society; University of North Carolina at Charlotte 2001-2003.
- Graduated Cum Laude; Catawba College 1999.
- Harmony Elementary Teacher Assistant of the Year 1993-1994.

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Infinity Steam Academy
2. Full name: Jennifer Trent

Home Address: 415 E. Broad Street, Apt. A3, Statesville, NC 28677

Business Name and Address:

Telephone No.: 3364141790

E-mail address: trentjenn0624@gmail.com

3. Brief educational and employment history.
 - *Bachelor's Degree in Psychology/Minor in Sociology
 - *Bachelor's Degree in Special Education and High School Science
 - *Master's Degree in School Counseling
 - *Master's Degree in Mental Health Counseling
 - Worked for Department of Social Services, Foster Care
 - Supervisor Juvenile Justice
 - Case Manager Crossroads Behavioral Healthcare CAP/MRDD
 - Part-time direct care Children's Homes of Iredell County
 - Special Education teacher 5 years
 - high school science teacher 5 years
 - High School Guidance counselor 7 years
 - pending licensure for LCMHCA

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

No: X Yes:

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

Invited by a former educational colleague. I thoroughly believe in this charter school and what it can do to educate children and remove barriers for them.

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

My role is to support the school and ensure the bylaws are followed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I do not have prior experience serving on a school board.

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

I have the knowledge and experience of the mental health, academic, differentiated needs of the different populations of students. I have worked to support children and families in the community and can serve in the capacity of special education, leadership in special education, school guidance counseling, as well and other community resource and experience.

School Mission and Program

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

That all students, regardless of culture, social standing, race, and differentiated needs will receive a fair and balanced education, with barriers removed.

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

The curriculum will be based on STEM and students will be taught critical thinking skills.

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

Ethical, equitable, all students taught based on their individual needs. Responsibility as well as professionalism and providing families what they need for their children.

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

Students will be engaged, they will thrive, and they will learn.

Governance

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

Follow the bylaws and ensure the school is fulfilling it's mission and vision, as well as actively participating.

2. How will you know if the school is successful at the end of the first year of operation?
Students will learn and be engaged, stakeholders will be pleased.

3. How will you know at the end of five years of the schools is successful?
Students will learn, families will be engaged. The school will grow.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Ensuring we meet all state standards for a public charter and providing ethical and equitable support.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would go the board chair and bring the matter before the board to be followed up on immediately.

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Jennifer Trent, 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 Infinity 5th Grade Academy Charter School is true and correct in every respect.

Jennifer Trent 4-23-23

Signature
Date

JENNIFER TRENT 336-414-1790/trentjenn0624@gmail.com

Experience

Licensed School Counselor, North Iredell High School	July 2015 to present
Direct Care and Social Worker, Children's Homes of Iredell County	July 2007 to 2015
Science and Special Education Teacher North Middle School, North Iredell High School	July 2002 to present
CAP/MRDD Case Manager, Crossroads Behavioral Healthcare	July 1999 to July 2002
Supervisor and Senior Case Manager Department of Juvenile Justice, Florida	July 1994 to 1999

Education

***Currently pending licensure in Master's Degree of Counseling, Liberty University, LCMHC
Licensure: LCMHCA**

Master of Arts : Master's Degree in School Counseling, Liberty University

Bachelor of Science : Secondary Science/Special Education, UNC Charlotte **2006**

Bachelor of Arts : Psychology/Sociology, Southeastern University, Florida **1993**

Skills/Qualifications

- Certified in Crisis Intervention Training
- Trained in MAR medication administration
- Active participation in direct care services
- Experience with special needs and multi-culturally diverse students
- Experienced case manager
- Skilled in working with all stakeholders: students, family members, community partners
- Skilled educator in teaching, tutoring, and mentoring

Certifications and Affiliations

- Licensed to teach Special Education and Secondary Science – 2006 to present
- Licensure in School Counseling in Virginia and North Carolina
- Pending Licensure for LCMHC practice in North Carolina
- Member of the American School Counselor Association (ASCA)
- Member of the American Counseling Association (ACA)

Charter School Board Member Information Form

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Background

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

2. Full name: Leon F. James Infinity STEAM Academy
Home Address: 130 Jordon Crest Lane, Stone Point, N.C 28678

Business Name and Address:

Telephone No.: 704-880-5033
E-mail address: leonjames@earthlink.net

3. Brief educational and employment history:
NC. A. & T. STATE UNIVERSITY
ReZmed

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

No.

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
asked I am interested, my interest in educating children in underserved populations

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

To serve underserved population

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Coach Football (High School)

Guardian Ad Litem

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

Wzy Football Coach 22 Statesville High School

School Mission and Program

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

To serve primarily underserved community

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

To start 2 K-2

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

a place where children can get a good education that will be useful for their future endeavors

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

By measured results

Governance

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

The board will provide oversight

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

Results that are measured

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

The effectiveness of the students and their ability to meet the requirements

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

By communicating with school leadership

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

By having conversation with those who might be detrimental to the school

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Leon F. James, 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 Infinity STEAM Academy Charter School is true and correct in every respect.

Leon F. James

Signature

Date

4-27-23

Leon Ijames
leonijames@earthlink.net

130 Jordan Crest Lane, Stony Point, NC 28678
704-880-5033

Education:

North Carolina A & T University	B.A. in History	1966
Mitchell Community College	Real estate	1976
CPCC and Rowan Tech	insurance licensure	1992

Work Experience:

Janitor at a family janitorial company	
Technician at Western Electric Company	
Salesman at BF Goodrich Company	
Microwave Radio Operator/Repairman in the U.S. Army	1966-1968
Relocation Supervisor and Administrative Assistant for the City of Statesville	1971-1985
Convenience Store Owner/Contractor for BP Oil	1987-1997
Pre-Need Counselor at Bunch Johnson Funeral Home	1999-2005
Agent at Western Southern Insurance	2005-2006
Agent at General Insurance	2006-2007
Founder and Agent at Alliance Insurance	2007-2018
Sports Director at WAME, WSIC, and WFMX	

Community Involvement:

Founder and Vice President of Piedmont Veterans Assistance Council	2011-present
VFW	2006-2008
Vice President of the Statesville NAACP	2009-present
Auditor and board member of United Way	
Iredell County Salvation Army Board of Directors	
Statesville Jaycees	
Chairman of the board of iCare	
Membership Chair of Fourth Creek Rotary Club	

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: *Infinity Star Academy*

2. Full name: *Kenneth E Wallace*

Home Address: *3027 Hickory Highway Statesville NC*

Business Name and Address:

Telephone No.: *704 253 2577*

E-mail address: *WallaceKenneth51@gmail.com*

3. Brief educational and employment history.

*MANAGEMENT CLASS Course RETAIL + RESTAURANT + MANUFACTURING
Taught Mgmt. and HR CLASS.*

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

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *SAW on line. and was interested. I feel that every child Deserve opportunity to learn in a STAY environment and Be ready for a job.*

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

Be the example and help in any Area I can TO Better each child.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the knowledge of running a Business and helping High School child to get a job and ~~responsibility~~ responsibly

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

I have managed 60+ employees.

~~Trauma~~ - Counsel with children 16 to 18 years

School Mission and Program

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

All child all Background To Be Successful

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

Career ed. Science Technology

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

Leadership. Everyone to meet the child's interest first ABOVE ALL THING.

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

The Inter-acts with each child

Governance

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

MAKE OVER ALL DECISIONS. The school is Financially Stable

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

The success of each child's learning.

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

The # of students on grade level.

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

The right people in the right position

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

Take to the Board head and discuss with them then bring in the person and if not solve bring in the rest of the Board

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Kenneth Wallace, 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 Infinity STEM Charter School is true and correct in every respect.

Signature

Date

Kenneth Wallace
4.27.23

Kenneth Wallace
wallacekenneth@gmail.com

3027 Hickory Hwy, Statesville, NC 28677
704-253-2577

Education:

Job Training and Seminars

1991-2002

Including business management, personal management, supervision, equipment, safety, customer service, advertising, marketing, logistics, quality, race relations

U.S. Army

1979-1991

Including mathematics and reading, German orientation, race relations, basic leadership, communications, advanced leadership, noncommissioned officer, drill sergeant school, armor subcourse, counseling, taking charge, safety officer, German language, personal finance, instructor training, Second Brigade reception and interrogation, infantry mortar platoon

Work Experience:

Funeral Home Assistant

present

Assistant Manager at Wendy's/Wilco-Hess

2008

Operations Manager at Petco

2007-2008

Manager at Wendy's Tarheel Inc.

2005-2007

Receiver/Shipper and Forklift Operator at Service Partners

2003-2004

General Manager at Jersey Mike's Subs

2002-2003

Design Consultant at La-Z-Boy Furniture

2001-2002

General Manager at McDonalds

1991-1996

1997-2002

Assistant Manager at Eckerd Drug

1997

E-5 Sergeant in the U.S. Army

1979-1995

Community Involvement:

Pastor at Providence Church of the Living God

2020-present

Volunteer at Journeys and Aquarius Nursing Homes

2018-present

Community Outreach working with Beyond the Building Ministries and Cochran St Bible Church

Organizer of a Reboot Trauma course



Infinity STEAM <infinitysteamacademy@gmail.com>

Application Fee Received

1 message

Melanie Rackley <Melanie.Rackley@dpi.nc.gov>

Mon, Apr 24, 2023 at 1:40 PM

Cc: Ashley Baquero <Ashley.Baquero@dpi.nc.gov>, Anita Holbrook <Anita.Holbrook@dpi.nc.gov>

Good afternoon,
Your payment for the 2023 charter application fee has been received by our office.
Thank you,
Melanie

Melanie Rackley***Education Program Consultant II***

Office of Charter Schools

Division of Standards, Accountability, and Research

NC Department of Public Instruction

P: (984) 236-2712

melanie.rackley@dpi.nc.govFollow us: [Facebook](#), [Twitter](#), [Instagram](#), and [YouTube](#)

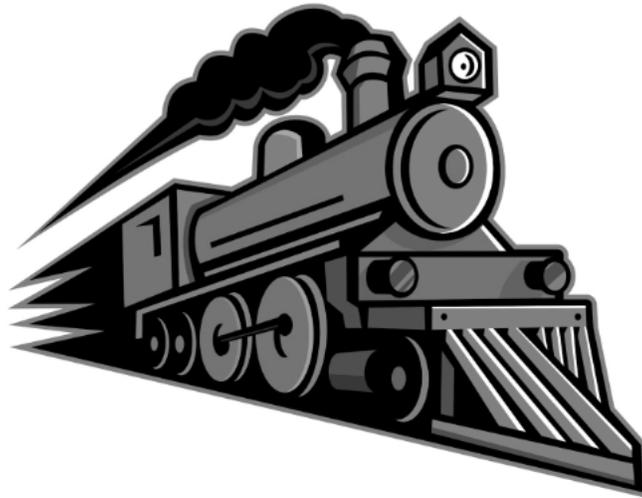
Visit us on the web at <https://dpi.nc.gov> . All e-mail correspondence to and from this address is subject to the North Carolina Public Records Law, which may result in monitoring and disclosure to third parties, including law enforcement.

Appendix B

Sample Curriculum Outlines for Integrated Science Units of Study

and

NC Standards for Math



Rationale

The majority of classroom instruction will take place in the form of integrated units, supplemented by explicit math and ELA instruction and special courses (art/music, health/PE, computers/coding). We feel that this approach to education is far superior to teaching subjects in isolation. This is where students see the application of reading, writing, and math. These units will be strategically crafted, centered around STEAM concepts and skills. These units will be taught through problem-based learning and engineering design approaches. When needed, the integrated units will focus on other subjects such as social studies with possible STEAM concepts incorporated. Instruction in the special courses will align with the regular classroom instruction as much as possible.

ISA will choose a curricular program to support this type of integration. The following charts break down state science standards for a representative grade level in each grade span and identify a sample of other standards that can be included into integrated units. The integration lists are not exhaustive.

Grade Span K-2 Kindergarten Example

Essential Standard	Sample Integration
<p>K.P.1 Understand the positions and motions of objects and organisms observed in the environment.</p> <p>Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.</p> <p>Give examples of different ways objects and organisms move (to include falling to the ground when dropped): • Straight • Zigzag • Round and round • Back and forth • Fast and slow</p>	<p>Reading for Literature: <i>Giraffes Can't Dance</i> by Giles Andreae and Guy Parker-Reese</p> <p>Reading for Informational Text: <i>Motion: Push and Pull, Fast and Slow</i> by Darlene Ruth Stille</p> <p>Math Standard NC.K.CC.5: Given a number from 1-20, count out that many objects. (Students can choreograph their own dance by counting how many steps forward, backward, etc.)</p> <p>Social Studies Standard K.B.1 2: Compare cultural practices of people in local communities and around the world. (Students can compare the movements of different types of dances throughout the world.)</p> <p>PE Standard PE.K.MC.2.1 Understand the meaning of words and terms associated with movement.</p> <p>Art Standard K.DM.1.5 Use directions, levels, and pathways in general space.</p> <p>Career Exploration: Dancer</p>
<p>K.P.2 Understand how objects are described based on their physical properties and how they are used.</p> <p>Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).</p> <p>Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper,</p>	<p>Reading for Literature: <i>If I Built a School</i> by Chris Van Dusen</p> <p>Reading for Informational Text: <i>Touch It: Materials, Matter and You</i> by Adrienne Mason</p> <p>Math Standard K.G.5.: Model shapes in the world by: ○ Building and drawing triangles, rectangles, squares, hexagons, circles. ○ Building cubes, cones, spheres, and cylinders.</p> <p>Social Studies Standard K.G.2.1 Explain ways people around the world use natural resources. (Students explore what is natural and what is not and what the natural materials can be used for.</p>

<p>etc) from which objects are made and how they are used.</p>	<p>Art Standard K.V.3.2 Use a variety of media to create art.</p> <p>Career Exploration: Interior design</p>
<p>K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.</p> <p>Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.</p> <p>Summarize daily weather conditions noting changes that occur from day to day and throughout the year.</p> <p>Compare weather patterns that occur from season to season.</p>	<p>Reading for Literature: <i>Come On, Rain</i> by Karen Hesse, <i>May I Come In</i> by Marsha Diane Arnold</p> <p>Reading for Informational Text: <i>Fly Guy Presents: Weather</i> by Tedd Arnold</p> <p>Math Standard NC.K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (Compare weather measurements like rainfall.)</p> <p>Social Studies Standards K.G.2.2 Explain how the environment influences people to move from place to place.; K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.</p> <p>Career Exploration: Meteorologist</p>
<p>K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things</p> <p>Compare different types of the same animal (i.e . different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p> <p>Compare characteristics of living and nonliving things in terms of their: • Structure • Growth • Changes • Movement • Basic needs</p>	<p>Reading for Literature: <i>Who is Knocking: A Book About Animal Traits</i> by Vladimir Stanisic, <i>Midnight at the Zoo</i> by Faye Hanson</p> <p>Reading for Informational Text: <i>How Are They the Same?</i> By Bobbie Kalman</p> <p>Math Standard NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Career Exploration: Zoo Keeper</p>

Grade Span 3-5
Third Grade Example

Essential Standard	Sample Integration
<p>3.P.1 Understand motion and factors that affect motion.</p> <p>Infer changes in speed or direction resulting from forces acting on an object.</p> <p>Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.</p>	<p>Reading for Literature: <i>Henry Heckelbeck and the Race Car Derby</i>, by Wanda Coven</p> <p>Reading for Informational Text: <i>Forces Make Things Move</i>, by Kimberly Bradley</p> <p>Writing: Name 2-3 things you have ridden in or on. Rate them from slowest to fastest. Tell why you think they are slow vs. fast.</p> <p>Math Standards NC.3.MD.1: Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour; NC.3.MD.2: Solve problems involving customary measurement; NC.3.OA.7: Demonstrate fluency with multiplication and division with factors, quotients and</p>

<p>Explain the effects of earth’s gravity on the motion of any object on or near the earth.</p>	<p>divisors up to and including 10. (All of these concepts can be applied to calculating speed.)</p> <p>Social Studies Standard 3.G.1.3: Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.</p> <p>Career Exploration: Driver</p>
<p>3.P.2 Understand the structure and properties of matter before and after they undergo a change.</p> <p>Recognize that air is a substance that surrounds us, takes up space and has mass.</p> <p>Compare solids, liquids, and gases based on their basic properties.</p> <p>Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.</p>	<p>Reading for Literature: <i>Joe-Joe the Wizard Brews Up Solids, Liquids, and Gases</i> by Eric Mark Braun</p> <p>Reading for Informational Text: <i>How Did That Get in My Lunchbox? The Story of Food</i> by Chris Butterworth; <i>What Is the World Made Of? All About Solids, Liquids, and Gases</i> by Kathleen Weidner Zoehfeld; <i>Melting Matter</i> – Amy S. Hansen</p> <p>Writing: Write your very own unique recipe.</p> <p>Math Standard NC.3.MD.2: Solve problems involving customary measurement.</p> <p>Health Standards 3.NPA.1.1: Use MyPlate to eat a nutritious breakfast each morning.; 3.NPA.2.1 Identify the sources of a variety of foods.</p> <p>Social Studies Standard 3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.</p> <p>Career Exploration: Chef</p>
<p>3.P.3 Recognize how energy can be transferred from one object to another.</p> <p>Recognize that energy can be transferred from one object to another by rubbing them against each other.</p> <p>Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.</p>	<p>Reading for Literature: <i>Ice Boy</i> by David Ezra Stein</p> <p>Reading for Informational Text: <i>World Book’s Building Blocks: Heat</i> by Midthun and Hiti</p> <p>Math Standard NC.3.MD.3: Represent and interpret scaled picture and bar graphs. (Compare temperatures of objects before and after heat transfer.)</p>
<p>3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.</p> <p>Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.</p> <p>Recognize that changes in the length and direction of an object’s shadow indicate the</p>	<p>Reading for Literature: <i>Sun and Moon</i> by Lindsey Yankey</p> <p>Reading for Informational Text: <i>Shadows and Reflections</i> by Daniel Nunn</p> <p>Writing: Write a creative story about your shadow.</p> <p>Math Standard NC.3.G.1: Reason with two-dimensional shapes and their attributes. (Work with objects’ shadows.)</p> <p>Art Standards 3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value; 3.CX.2.2 Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts. (Drawing and interpreting shadows)</p>

<p>apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.</p>	<p>Social Studies 3.B.1 Understand how values and beliefs of individuals and groups influence communities. (Cultures that center around the sun.)</p> <p>Career Exploration: Anthropologist</p>
<p>3.E.2 Compare the structures of the Earth's surface using models or three-dimensional diagrams.</p> <p>Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).</p> <p>Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.</p>	<p>Reading for Literature: <i>The Princess and the Warrior: A Tale of Two Volcanoes</i> by Duncan Tonatiuh</p> <p>Reading for Informational Text: <i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> by Jess Keating</p> <p>Math Standard NC.3.G.1 Reason with two-dimensional shapes and their attributes. (Recognize shapes found in Earth's forms.)</p> <p>Writing: Write a paragraph to convince travelers to visit a certain area. Include landforms, natural resources, etc.</p> <p>Art Standard 3.CX.2.2: Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts. (Making models of Earth's land features)</p> <p>Health Standard: 3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water.</p> <p>Social Studies Standards 3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities; 3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.</p> <p>Career Exploration: Tour Guide</p>
<p>3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.</p> <p>Compare the different functions of the skeletal and muscular system.</p> <p>Explain why skin is necessary for protection and for the body to remain healthy.</p>	<p>Reading for Literature: <i>Skin-vincible: A Story of a Superstar with Ichthyosis</i> by Andrea Rustad</p> <p>Reading for Informational Text: <i>The Skin You're In: The Secrets of Skin</i> by Melissa Stewart</p> <p>Writing: Write a poem about skin, movement, or any related topic.</p> <p>Art Standard 3.C.1.2: Exemplify connections between dance and concepts in other curricular areas.</p> <p>PE Standard 3.MC.2: Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.</p> <p>Health Standard 3.PCH.1: Understand wellness, disease prevention, and recognition of symptoms. (Washing hands, etc.)</p> <p>Career Exploration: Doctor; Physical Therapist</p>
<p>3.L.2 Understand how plants survive in their environments</p> <p>Remember the function of the following structures as it relates</p>	<p>Reading for Informational Text: <i>Plant Secrets</i> by Emily Goodman, <i>Farmer Will Allen and the Growing Table</i> by Jacqueline Briggs Martin</p> <p>Writing: Summarize the results of a plant growth experiment.</p>

<p>to the survival of plants in their environments:</p> <ul style="list-style-type: none"> • Roots – absorb nutrients • Stems – provide support • Leaves – synthesize food • Flowers – attract pollinators and produce seeds for reproduction. <p>Explain how environmental conditions determine how well plants survive and grow.</p> <p>Summarize the distinct stages of the life cycle of seed plants.</p> <p>Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.</p>	<p>Math Standards NC.3.MD.2: Solve problems involving customary measurement; NC.3.MD.3: Represent and interpret scaled picture and bar graphs. (In tandem with a plant growth experiment)</p> <p>Health Standard 3.NPA.1: Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.</p> <p>Social Studies Standards 3.E.1.2: Explain how the natural resources of a region impact the production and consumption of goods in local communities; 3.G.1.2: Explain how climate and physical characteristics affect the ways in which people live in a place or region .</p> <p>Career Exploration: Farmer</p>
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Grade Span 6-8
Sixth Grade Example

Essential Standard	Sample Integration
<p>6.P.1 Understand the properties of waves and the wavelike property of energy in earthquakes, light and sound waves.</p> <p>Compare the properties of waves to the wavelike property of energy in earthquakes, light and sound.</p> <p>Explain the relationship among visible light, the electromagnetic spectrum, and sight.</p> <p>Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound and hearing.</p>	<p>Reading for Literature: <i>Blackbird Fly</i> by Erin Entrada Kelly</p> <p>Reading for Informational Text: <i>Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought)</i> by Kathleen Krull</p> <p>Writing: Write a chorus that might have been sung by another civilization.</p> <p>Art Standards 6.MR.1.2: Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology; 6.CR.1.2: Understand the relationships between music and concepts from other areas.</p> <p>Math Standard NC.6.NS.5: Understand and use rational numbers to:</p> <ul style="list-style-type: none"> • Describe quantities having opposite directions or values. • Represent quantities in real-world contexts, explaining the meaning of 0 in each situation. • Understand the absolute value of a rational number as its distance from 0 on the number line to: <ul style="list-style-type: none"> - Interpret absolute value as magnitude for a positive or negative quantity in a real-world context. - Distinguish comparisons of absolute value from statements about order. <p>Social Studies 6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.</p> <p>Career Exploration: Musician</p>

<p>6.P.2 Understand the structure, classifications and physical properties of matter.</p> <p>Recognize that all matter is made up of atoms and atoms of the same element are all alike, but are different from the atoms of other elements.</p> <p>Explain the effect of heat on the motion of atoms through a description of what happens to particles during a change in phase.</p> <p>Compare the physical properties of pure substances that are independent of the amount of matter present including density, melting point, boiling point, and solubility to properties that are dependent on the amount of matter present to include volume, mass and weight.</p>	<p>Reading for Literature: <i>The Golden Goblet</i> by Eloise Jarvis McGraw</p> <p>Reading for Informational Text: <i>Stuff Matters: Exploring the Marvelous Materials That Shape Our Man-Made World</i> by Mark Miodownik</p> <p>Math Standard NC.6.EE.9: Represent and analyze quantitative relationships by:</p> <ul style="list-style-type: none"> • Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. • Analyze the relationship between quantities in different representations (context, equations, tables, and graphs). <p>Social Studies Standard 6.E.1.1: Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas. (as related to the trade of pure substances)</p> <p>Career Exploration: Materials Scientist, Stock Trader</p>
<p>6.P.3 Understand characteristics of energy transfer and interactions of matter and energy.</p> <p>Illustrate the transfer of heat energy from warmer objects to cooler ones using examples of conduction, radiation and convection and the effects that may result.</p> <p>Explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature.</p> <p>Explain the suitability of materials for use in technological design based on a response to heat (to include conduction, expansion, and contraction) and electrical energy (conductors and insulators).</p>	<p>Reading for Informational Text: <i>Science Lab: The Transfer of Energy</i> by Christine Zuchora-Walske; <i>The Boy Who Harnessed the Wind</i> (Young Readers Edition) by William Kamkwamba and Bryan Mealer</p> <p>Writing: Summarize why certain materials conduct heat or electricity.</p> <p>Math Standard NC.6.EE.9: Represent and analyze quantitative relationships by:</p> <ul style="list-style-type: none"> • Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. • Analyze the relationship between quantities in different representations (context, equations, tables, and graphs). <p>Career Exploration: Electronic/Electrical Engineer</p>
<p>6.E.1 Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.</p> <p>Explain how the relative motion</p>	<p>Reading for Literature: <i>Project Blastoff (Astrotwins Series #1)</i> by Mark Kelly</p> <p>Reading for Informational Text: <i>Astronauts: Women on the Final Frontier</i> by Jim Ottaviani and Maris Wicks</p> <p>Writing: Describe the technology and resources needed for humans to hypothetically settle on Mars. What would your life be like?</p>

<p>and relative position of the sun, Earth and moon affect the seasons, tides, phases of the moon, and eclipses.</p> <p>Explain why Earth sustains life while other planets do not based on their properties (including types of surface, atmosphere and gravitational force) and location to the Sun.</p> <p>Summarize space exploration and the understandings gained from them.</p>	<p>Social Studies Standard 6.G.1: Understand the geographical factors that influence human migration and settlement.</p> <p>Career Exploration: NASA Spotlight</p>
<p>6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.</p> <p>Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.</p> <p>Explain how crustal plates and ocean basins are formed, move and interact using earthquakes, heat flow and volcanoes to reflect forces within the earth.</p> <p>Explain how the formation of soil is related to the parent rock type and the environment in which it develops.</p> <p>Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship.</p>	<p>Reading for Literature: <i>Maribel Versus the Volcano: A Mount St. Helens Survival Story</i> by Sarah Hannah Gómez</p> <p>Reading for Informational Text: <i>Eruption!: Volcanoes and the Science of Saving Lives</i> by Elizabeth Rusch</p> <p>Art Standard 6.V.3.2: Create art using a variety of 2-D and 3-D media, including digital. (Creating 3D models of Earth’s layers and boundaries.)</p> <p>Math: Working with fractions to determine density</p> <p>Social Studies Standard 6.G.1.1: Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.</p> <p>Career Exploration: Volcanologist</p>

<p>6.L.1 Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.</p> <p>Summarize the basic structures and functions of flowering plants required for survival, reproduction and defense.</p> <p>Explain the significance of the processes of photosynthesis, respiration, and transpiration to the survival of green plants and other organisms.</p>	<p>Reading for Informational Text: <i>Ancient Ones: The World of the Old-Growth Douglas Fir</i> by Barbara Bash; <i>Trees, Leaves, Flowers and Seeds: A Visual Encyclopedia of the Plant Kingdom</i> by DK and Smithsonian Institution; <i>Nature's Treasures: Tales Of More Than 100 Extraordinary Objects From Nature</i> by Ben Hoare</p> <p>Art Standard 6.CX.2.2: Understand the connections between art and other disciplines. (Create a plant with various forms of adaptations.)</p> <p>Math Standard NC.6.EE.9: Represent and analyze quantitative relationships by:</p> <ul style="list-style-type: none"> • Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. • Analyze the relationship between quantities in different representations (context, equations, tables, and graphs). <p>Career Exploration: Landscape Designer, Botanical Scientist</p>
<p>6.L.2 Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.</p> <p>Summarize how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within food chains and food webs (terrestrial and aquatic) from producers to consumers to decomposers.</p> <p>Explain how plants respond to external stimuli (including dormancy and forms of tropism) to enhance survival in an environment.</p> <p>Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, Tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.</p>	<p>Reading for Literature: <i>One Small Hop</i> by Madelyn Rosenberg</p> <p>Reading for Informational Text: <i>The World that Feeds Us: Discover How Our Food Is Produced in a Sustainable Way</i> by Nancy Castaldo; <i>World Without Fish</i> by Mark Kurlansky</p> <p>Writing: Write a small report about how a selected resource can be sustainably harvested.</p> <p>Math Standard NC.6.EE.9: Represent and analyze quantitative relationships by:</p> <ul style="list-style-type: none"> • Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. • Analyze the relationship between quantities in different representations (context, equations, tables, and graphs). <p>Health Standard 6.NPA.1.3: Apply MyPlate meal-planning guides to ethnic and vegetarian choices.</p> <p>Social Studies Standard 6.G.1.1: Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.</p> <p>Career Exploration: Environmental Scientist</p>

In addition to integrated units, students will have explicit instruction in reading and math. This instruction will strictly follow the North Carolina Standard Courses of Study for reading and math. Daily remediation sessions and semiannual intercession periods will focus on student learning gaps related to these standards. The math standards for kindergarten, third grade, and sixth grade are attached below.

North Carolina Standard Course of Study K-8 Mathematics For Implementation in 2018-2019 Adopted June 2017

Kindergarten

Standards for Mathematical Practice

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. | <ol style="list-style-type: none"> 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
|---|---|

Counting and Cardinality

Abbreviation	Standard
Know number names and the counting sequence.	
NC.K.CC.1	Know number names and recognize patterns in the counting sequence by: <ul style="list-style-type: none"> • Counting to 100 by ones. • Counting to 100 by tens.
NC.K.CC.2	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
NC.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.
Count to tell the number of objects.	
NC.K.CC.4	Understand the relationship between numbers and quantities. <ul style="list-style-type: none"> • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).
NC.K.CC.5	Count to answer “How many?” in the following situations: <ul style="list-style-type: none"> • Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a scattered arrangement, identify how many.
Compare numbers.	
NC.K.CC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
NC.K.CC.7	Compare two numbers, within 10, presented as written numerals.

Operations and Algebraic Thinking

Abbreviation	Standard
Understand addition and subtraction.	
NC.K.OA.1	Represent addition and subtraction, within 10: <ul style="list-style-type: none"> • Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. • Demonstrate understanding of addition and subtraction by making connections among representations.
NC.K.OA.2	Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: <ul style="list-style-type: none"> • Add to/Take From-Result Unknown • Put Together/ Take Apart (Total Unknown and Two Addends Unknown)
NC.K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.
NC.K.OA.4	For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.
NC.K.OA.6	Recognize and combine groups with totals up to 5 (conceptual subitizing).
NC.K.OA.5	Demonstrate fluency with addition and subtraction within 5.

Number and Operations in Base Ten

Abbreviation	Standard
Build foundation for place value.	
NC.K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: <ul style="list-style-type: none"> • Using objects or drawings. • Recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Abbreviation	Standard
Describe and compare measurable attributes.	
NC.K.MD.1	Describe measurable attributes of objects; and describe several different measurable attributes of a single object.
NC.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Classify objects and count the number of objects in each category.	
NC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

Abbreviation	Standard
Identify and describe shapes.	
NC.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
NC.K.G.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.
Analyze, compare, create, and compose shapes.	
NC.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
NC.K.G.5	Model shapes in the world by: <ul style="list-style-type: none"><li data-bbox="363 524 1308 557">• Building and drawing triangles, rectangles, squares, hexagons, circles.<li data-bbox="363 557 1003 589">• Building cubes, cones, spheres, and cylinders.
NC.K.G.6	Compose larger shapes from simple shapes.

North Carolina Standard Course of Study K-8 Mathematics For Implementation in 2018-2019 Adopted June 2017

Third Grade

Standards for Mathematical Practice

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. | <ol style="list-style-type: none"> 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
|---|---|

Operations and Algebraic Thinking

Abbreviation	Standard
Represent and solve problems involving multiplication and division.	
NC.3.OA.1	For products of whole numbers with two factors up to and including 10: <ul style="list-style-type: none"> • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.
NC.3.OA.2	For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: <ul style="list-style-type: none"> • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.
NC.3.OA.3	Represent, interpret, and solve one-step problems involving multiplication and division. <ul style="list-style-type: none"> • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.
Understand properties of multiplication and the relationship between multiplication and division.	
NC.3.OA.6	Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.
Multiply and divide within 100.	
NC.3.OA.7	Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. <ul style="list-style-type: none"> • Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
Solve two-step problems.	
NC.3.OA.8	Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.
Explore patterns of numbers.	
NC.3.OA.9	Interpret patterns of multiplication on a hundreds board and/or multiplication table.

Number and Operations in Base Ten

Abbreviation	Standard
Use place value to add and subtract.	
NC.3.NBT.2	<p>Add and subtract whole numbers up to and including 1,000.</p> <ul style="list-style-type: none"> • Use estimation strategies to assess reasonableness of answers. • Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems. • Use expanded form to decompose numbers and then find sums and differences.
Generalize place value understanding for multi-digit numbers.	
NC.3.NBT.3	Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.

Number and Operations – Fractions

Abbreviation	Standard
Understand fractions as numbers.	
NC.3.NF.1	<p>Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;</p> <ul style="list-style-type: none"> • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models.
NC.3.NF.2	<p>Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.</p> <ul style="list-style-type: none"> • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.
NC.3.NF.3	<p>Represent equivalent fractions with area and length models by:</p> <ul style="list-style-type: none"> • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
NC.3.NF.4	Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

Measurement and Data

Abbreviation	Standard
Solve problems involving measurement.	
NC.3.MD.1	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.
NC.3.MD.2	Solve problems involving customary measurement. <ul style="list-style-type: none"> • Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit. • Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds. • Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.
Represent and interpret data.	
NC.3.MD.3	Represent and interpret scaled picture and bar graphs: <ul style="list-style-type: none"> • Collect data by asking a question that yields data in up to four categories. • Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. • Solve one and two-step “how many more” and “how many less” problems using information from these graphs
Understand the concept of area.	
NC.3.MD.5	Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.
NC.3.MD.7	Relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> • Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.
Understand the concept of perimeter.	
NC.3.MD.8	Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

Geometry

Abbreviation	Standard
Reason with shapes and their attributes.	
NC.3.G.1	Reason with two-dimensional shapes and their attributes. <ul style="list-style-type: none"> • Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. • Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

Middle School Mathematics Collaborative Instructional Framework

The following Collaborative Instructional Framework is meant to serve as a guide for teachers and districts as they organize the curriculum for the school year. Unlike traditional pacing guides, the instructional framework consists of clusters of standards that are meant to be adapted to various schools and contexts. The instructional framework used research on students' learning progression in mathematics to create and order clusters of standards that are taught together. While there is a strongly suggested order for teaching the clusters, we recognize that schools differ in their contexts and may wish to switch the order around. In those cases, we have given guidance regarding alternative clusterings; however, we note when certain clusters need to be taught in a certain order.

The Collaborative Instructional Framework was created over a five-month period, beginning in July. Twenty individuals from NC DPI, classroom teachers, district leaders, and university faculty worked together to a) read research about pacing guides, student learning progressions, and standards, b) determine the best clusterings per grade level based upon research, when possible, and c) wrote this draft of the framework. The members of this Middle School Framework Team include: Jen Arberg, Lisa Ashe, Stefanie Buckner, Caroline Butler, Chris Cline, Tara Costenoble, Dr. Deborah Crocker, Jill Hooley, Robert Leichner, Kim McCuiston, Dr. Katherine Mawhinney, Dr. Gemma Mojica, Nicolette Morgan, Joseph Reaper, Claudette Reep, Dr. Luke Reinke, Melanie Richey, Audrea Saunders, Patricia Shumaker, and Stacy Wozny. These mathematics professionals represent the four main regions of NC as well as urban, rural, and charter schools. Special thanks to Joseph Reaper and Lisa Ashe from NC DPI for providing guidance and checking for consistency among the framework and DPI resource documents.

Standards for Mathematical Practice

CCSS.MATH.PRACTICE.MP1

Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP2

Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3

Construct viable arguments and critique the reasoning of others.

CCSS.MATH.PRACTICE.MP4

Model with mathematics.

CCSS.MATH.PRACTICE.MP5

Use appropriate tools strategically.

CCSS.MATH.PRACTICE.MP6

Attend to precision.

CCSS.MATH.PRACTICE.MP7

Look for and make use of structure.

CCSS.MATH.PRACTICE.MP8

Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practice are critical ways of acting and communicating in classrooms that should be instilled in students throughout the school year. Whether students are learning to reason proportionally or statistically, they should be obliged to make sense of the problems posed (MP1) and create a mathematical solution that can contribute to their peers' and their own learning. When solving a problem, such as which company is the cheapest when comparing the prices of t-shirts, students should be able to create a viable argument for their choice, with mathematical evidence to defend their solution (MP3). Students should be able to move among various representations, reasoning quantitatively with symbols (MP2) and create models of both everyday and mathematical situations they encounter (MP4). Teachers should provide opportunities for students to reason with a variety of tools (MP5), including technologies that are specific to mathematics (e.g., calculators, Desmos, GeoGebra, etc.). Attending to precision (MP6) is a practice in which students attempt to present clear arguments, definitions, and meanings for symbols as they explain their reasoning to others. Finding patterns and structure is crucial throughout the standards as students attempt to mathematize complex problem situations (MP7). Finally, students should attempt to find regularity in reasoning, such as recognizing that the slope is the coefficient of the x term in a linear equation.

6th Grade Mathematics Clusters

The clusters are recommended using the progression below, but this is not the only possible progression teachers may use. Please look to the “Connections & Rationale” for notes about when one cluster must follow another, if another progression is desired. Also, continue to focus on how the Standards for Mathematical Practice can be incorporated with these content clusters.

A significant emphasis should be placed on building number sense related to the field of rational numbers, including decimals, fractions, ratios and integers and the interconnections among them. While it appears that much of 6th grade can be interpreted as learning several operations, we underscore that the procedures should follow students’ deep exploration of the quantities first.

Please pay attention to the “Supporting Standards” and “Connections & Rationale” portions of this recommendation. These tools should help to connect mathematical concepts across the units, and to highlight potential opportunities for revisiting previous units’ main ideas.

Recommended Order
Reasoning with Area and Surface Area Cluster
Reasoning with Factors and Multiples Cluster
Ratio Reasoning Cluster
Division of Fractions Conceptions Cluster
Making Sense of Decimal Computations Cluster
Integer and Rational Number Reasoning Cluster
Making Sense of Coordinate Planes Cluster
Reasoning with Algebraic Expressions Cluster
Reasoning with Algebraic Equations Cluster
Making Sense of Volume Cluster
Statistical Reasoning Cluster

6th Grade Mathematics Clusters

Standards/Cluster	Recommended Timeframe	Supporting Standards	Important Notes
<p><u>Jo Boaler’s Week of Inspirational Math - Week 1</u></p> <p style="text-align: center;">-Or-</p> <p>Other problem solving and environment-building activities</p>	<p>1 week</p>		<p>The intention of the first week(s) of class is to establish the mindset that math involves searching for interesting patterns and that the associated “struggle” can be productive and enjoyable. Also, use this time to establish norms of participating in a discussion-oriented classroom. These norms should be reinforced throughout the year.</p> <p>Day 1’s activity, 4 Fours, has students reviewing basic addition, subtraction, multiplication, and division, and exploring order of operations.</p> <p>Day 2’s activities explore factors and multiples.</p> <p>Day 3’s activities explore basic knowledge of area, squares, triangles, and fractional understanding,</p> <p>Day 4’s activities explore patterns in Pascal’s Triangle and triangular numbers.</p>

			<p>Day 5's activity explores a visual pattern that can lead to building a table.</p>
<p>Reasoning with Area and Surface Area Cluster</p> <p>NC.6.G.1 Create geometric models to solve real-world and mathematical problems to:</p> <ul style="list-style-type: none"> Find the area of triangles by composing into rectangles and decomposing into right triangles. Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles. <p>NC.6.G.4 Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>2 weeks</p>	<p>This cluster is a supporting standard for: NC.6.NS.1 NC.6.NS.2 NC.6.NS.3 NC.6.EE.7</p> <p>Geometric models provide contexts that can be used in the later clusters that contain these standards.</p>	<p>In this cluster, students explore area of parallelograms and triangles to explain why the formulas work, then compose and decompose composite polygons to find their area. Students also explore nets of right prisms and right pyramids to find the surface area of 3-dimensional figures.</p> <p>Connections: Within this cluster, the two standards are related because work with surface area in NC.6.G.4 builds from area work in NC.6.G.1.</p> <p>We recommend this cluster as a possible beginning point for 6th grade because students can review 5th grade computational standards and 4th grade geometry standards (NC.4.MD.3) while composing and decomposing polygons. Tasks requiring students to calculate the</p>

			<p>area of rectangles and triangles provide the opportunity to review multiplication of multi-digit whole numbers (NC.5.NBT.5), multiplication of decimals using models, drawings or place value strategies (NC.5.NBT.7), and multiplication of fractions using area models (NC.5.NF.4). Tasks where the areas are given and particular lengths are missing provide the opportunity to review division of whole numbers using various strategies (NC.5.NBT.6) and division of unit fractions by whole numbers and vice versa using area models (NC.5.NF.7). Many 6th graders struggle with multiplication and division of multidigit numbers, decimals and fractions, so reviewing these concepts at the beginning of the year using the context of area allows them to practice using visual and place value strategies before moving toward mastery of the more abstract, formal algorithms. Also, the mathematical practices related to problem solving can be reinforced through problems in this standard which involve visual decomposition.</p>
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			<p>Problems in which the area is known and students are asked to find a missing dimension should be limited to the types of values students have engaged with in 5th grade (see above). However, those problems can provide a relevant context in the Division of Fractions and Decimal Computation Clusters to explore division computation.</p>
<p>Reasoning with Factors and Multiples Cluster</p> <p>NC.6.NS.4 Understand and use prime factorization and the relationships between factors to:</p> <ul style="list-style-type: none"> • Find the unique prime factorization for a whole number. • Find the greatest common factor of two whole numbers less than or equal to 100. • Use the greatest common factor and the distributive property to rewrite the sum of two whole numbers, each less than or equal to 100. • Find the least common multiple of two whole numbers less than or 	<p>1 week</p>	<p>This cluster is a supporting standard for: NC.6.EE.1 NC.6.EE.3 NC.6.EE.4 NC.6.RP.3 NC.6.NS.1</p> <p>Use the later clusters containing these standards to review the ideas in this cluster.</p>	<p>Students explore multiplication, factors, and multiples to extend their number sense in preparation for building proportional reasoning, operating with fractions, and understanding the distributive property in later clusters.</p> <p>Connections: The content in this cluster offers the opportunity to introduce exponents, which appear for the first time in NC.6.EE.1, because exponential expressions can be used in writing prime factorizations. There are two possible approaches to consider: exponents can be introduced here as a way of denoting whole number powers within prime factorizations, or prime factorizations can be written without</p>

<p>equal to 12 to add and subtract fractions with unlike denominators.</p>			<p>exponents here, then revisited after introducing exponents in the Algebraic Expressions cluster later. Either way, NC.6.EE.1 should be introduced using connections between NC.3.MD.7 and NC.5.MD.5. so that students make the geometric connections between an exponent of 2 and "squares" and an exponent of 3 and "cubes". For example, the area of a square with a side length of 4 is 4^2 or 16 square units and the volume of a cube with a side length of 4 is 4^3 or 64 cubic units. Connections could also be explored between base-10 place value (NC.3.NBT.7). Using base ten blocks is a simple way to demonstrate geometric patterns and magnitude in "exponential growth."</p> <p>Students should have familiarity with using the distributive property to write equivalent numerical expressions from earlier grades (NC.5.OA.2). The idea can be revisited in the Algebraic Expressions cluster through the use of the distributive property to rewrite sums (NC.6.EE.3 and NC.6.EE.4).</p>
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			<p>Work with finding common factors and multiples is recommended here, before the Ratios cluster and the Division of Fractions cluster, because finding common factors and common multiples is a skill used in identifying equivalent ratios (NC.6.RP.3) and common denominators (NC.6.NS.1).</p>
<p>Ratio Reasoning Cluster</p> <p>NC.6.RP.1 Understand the concept of a ratio and use ratio language to:</p> <ul style="list-style-type: none"> • Describe a ratio as a multiplicative relationship between two quantities. • Model a ratio relationship using a variety of representations. <p>NC.6.RP.2 Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.</p> <p>NC.6.RP.3 Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by</p> <ul style="list-style-type: none"> • Creating and using a table to compare ratios. • Finding missing values in the tables. • Using a unit ratio. 	<p>5 weeks</p>	<p>NC.6.NS.4</p> <p>This cluster is a supporting standard for: NC.6.EE.9</p> <p>Use the later clusters containing these standards to review the ideas in this cluster.</p>	<p>In this cluster, through standards NC.6.RP.1, 2, and 3, students explore and solve problems using ratios, ratio tables, unit ratios, and proportional reasoning. They should explore tape diagrams and double number lines to help them understand the multiplicative relationships involved in ratio reasoning. They should explore the vertical and horizontal multiplicative relationships of ratio tables. They should connect the multiplicative relationships of double number lines and ratio tables. They should take double number lines and see how they can turn them into graphs on the coordinate grid. They should also contrast multiplicative reasoning with additive reasoning to help them develop proportional</p>

<ul style="list-style-type: none"> • Converting and manipulating measurements using given ratios. • Plotting the pairs of values on the coordinate plane. <p>NC.6.RP.4 Use ratio reasoning to solve real-world and mathematical problems with percents by:</p> <ul style="list-style-type: none"> • Understanding and finding a percent of a quantity as a ratio per 100. • Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity. • Finding the whole, given a part and the percent. 			<p>reasoning, which is very important in being successful in algebra.</p> <p>Connections: NC.6.RP.4 gives relevance to proportions by providing opportunities to explore percents as a ratio per 100. This context still allows practice and relevance for computations skill practice. Division of decimals and fractions could be addressed here using strategies learned in previous grades.</p> <p>Connections are made to NC.6.NS.4, as students multiply and divide both quantities by common factors to find equivalent ratios.</p> <p>Students should have familiarity with graphing in the first quadrant of the coordinate plane (NC.5.G.1), and this should be reviewed through NC.6.RP.3. Plotting related quantities on the coordinate plane is also addressed in NC.6.EE.9, which states that students use tables and graphs to analyze the relationship between two variables that change in relationship to one another.</p>
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			<p>Here, in this Ratio cluster, the relationship between the quantities is always multiplicative, and plotting pairs of values is limited to Quadrant I of the coordinate plane. We recommend introducing the idea of using a coordinate plane to visualize the relationship between two variable quantities within this cluster, then connecting back to this idea later in the Algebraic Expressions cluster.</p> <p>Also, note that the double number line can be introduced here as a representation used for modeling ratio relationships (NC.6.RP.1) and then plotting on the coordinate plane can build directly from the double number line. Connecting the proportional relationships modeled with double number lines to the same proportional relationships graphed on the coordinate plane helps students understand that the line connecting the points on the coordinate plane represents the "relationship" between the two quantities and that the coordinate</p>
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			<p>plane is a more mature diagram to analyze the steepness (slope) of the relationships. This double number line can also be revisited within the Division of Fractions cluster (NC.6.NS.1).</p>
<p>Division of Fractions Conceptions Cluster</p> <p>NC.6.NS.1 Use visual models and common denominators to:</p> <ul style="list-style-type: none"> • Interpret and compute quotients of fractions. • Solve real-world and mathematical problems involving division of fractions. 	<p>2 weeks</p>	<p>NC.6.NS.4 NC.6.RP.3 NC.6.G.1</p>	<p>This cluster provides the opportunity to review two interpretations of division: partitive division (equal sharing) which answers the question, "how many in each group?" and measurement division (repeated subtraction), which answers the question, "how many groups?"</p> <p>Students should explore division of fractions through concrete and visual models to help them make connections between division of whole numbers and division of fractions.</p>

			<p>Connections: Visual models used to address division involving unit fractions in fifth grade (NC.5.NF.7) are emphasized in this cluster.</p> <p>This cluster also presents the opportunity to revisit NC.6.G.1 using tasks that ask students to find the unknown dimensions of figures with fractional areas and side lengths.</p> <p>The use of common multiples to find common denominators connects to NC.6.NS.4.</p> <p>This cluster is also connected to NC.6.RP.3 through the use of a common visual model, the double number line.</p>
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<p>Making Sense of Decimal Computations Cluster</p> <p>NC.6.NS.2 Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.</p> <p>NC.6.NS.3 Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.</p>	<p>3 weeks</p>	<p>NC.6.G.1</p>	<p>To address NC.6.NS.2, students should have the opportunity to divide whole numbers using strategies from 5th grade but now with larger numbers; these strategies should form the conceptual foundation for understanding the standard division algorithm. Students should also explore the meaning of remainders in different contexts, including examples when determining the remainder is sufficient, examples when it makes sense to round down or up to the nearest whole number, and examples when it makes sense to represent the remainder as a fraction.</p> <p>When addressing NC.6.NS.3, students should make connections between previously developed strategies and standard algorithms, and can compare the various methods, identifying which are "easiest to understand", "most efficient" and "easiest to connect to the math of the context".</p> <p>Connections: NC.6.NS.2 connects division done in 5th grade with arrays, area models, repeated subtraction and partial</p>
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			<p>quotients (NC.5.NBT.6) to the standard division algorithm, which supports fluency with decimals in NC.6.NS.3.</p> <p>Connections to prior work with NC6.G.1 can be made using problems which provide the area of rectangles, triangles, or other polygons and asking students to find the length of particular unknown sides.</p> <p>This cluster was placed here, rather than at the beginning of the year, to avoid a focus on procedures and computational fluency early on and to provide the opportunity to review or possibly develop further those strategies that were the focus fifth grade before transitioning to a focus on the more abstract standard algorithms. Also, having covered quite a bit of geometry concepts and proportional reasoning allows for the use of geometric models and conversions as relevant contexts for practice in this cluster. Any modifications to the recommended order should carefully preserve the following principle: students' initial</p>
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			<p>experiences with multi-digit division and decimal computation in the 6th grade should draw on more informal methods of computation that were developed in 5th grade (see NC.5.NBT.6 and NC.5.NBT.7), because these models provide a conceptual foundation for the algorithms. Then, in this cluster, the focus should shift toward fluency with the standard algorithms, with connections made to the more informal, conceptually transparent strategies as much as is needed. The goal is for procedural fluency to be grounded in conceptual understanding.</p>
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<p>Integer and Rational Number Reasoning Cluster</p> <p>NC.6.NS.5 Understand and use rational numbers to:</p> <ul style="list-style-type: none"> Describe quantities having opposite directions or values. Represent quantities in real-world contexts, explaining the meaning of 0 in each situation. Understand the absolute value of a rational number as its distance from 0 on the number line to: <ul style="list-style-type: none"> Interpret absolute value as magnitude for a positive or negative quantity in a real-world context. Distinguish comparisons of absolute value from statements about order. <p>NC.6.NS.6 Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.</p> <p>a. On a number line:</p> <ul style="list-style-type: none"> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that 	<p>3 weeks</p>	<p>This cluster is a supporting standard for: NC.6.EE.7 NC.6.EE.8</p> <p>Use the later clusters containing these standards to review the ideas in this cluster.</p>	<p>In this cluster, students extend their understanding of the number line to include numbers that are below zero. They need ample time to explore, experience, and understand the location and relationships between rational numbers. A variety of real-world contexts can be used to help students make sense of negative numbers, including, for example, finance (assets, debts and net worth), altitude, and temperature.</p> <p>Connections The unifying representation in this entire cluster is the number line.</p> <p>We recommended that the idea of additive inverses (NC.6.NS.9) should be introduced in this unit using the number line as a conceptual aid then reinforced when additive inverses are used to solve equations (NC.6.EE.7).</p>
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<p>the opposite of the opposite of a number is the number itself.</p> <ul style="list-style-type: none"> Find and position rational numbers on a horizontal or vertical number line. <p>NC.6.NS.7 Understand ordering of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>NC.6.NS.9 Understand additive inverses when adding and subtracting integers.</p> <ul style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on the sign of q. Show that a number and its additive inverse create a zero pair. Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two 			
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<p>integers on the number line is the absolute value of their difference.</p> <ul style="list-style-type: none"> Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences. 			
<p>Making Sense of Coordinate Planes Cluster</p> <p>NC.6.NS.6 Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.</p> <p>b. On a coordinate plane:</p> <ul style="list-style-type: none"> Understand signs of numbers in ordered pairs as indicating locations in quadrants. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Find and position pairs of rational numbers on a coordinate plane. <p>NC.6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and</p>	<p>2 weeks</p>	<p>NC.6.NS.5 NC.6.NS.6a NC.6.NS.9</p>	<p>The core ideas of this cluster involve graphing points on the coordinate plane and finding the distance between points.</p> <p>Connections: The standards in this cluster connect to work done with a single number line in the Integers and Number Line cluster (NC.6.NS.5, NC.6.NS.6a, NC.6.NS.9), which students need to encounter prior to this cluster. Work with the coordinate plane involves simultaneously considering position on a horizontal number line and a separate vertical number line.</p>

<p>absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>NC.6.G.3 Use the coordinate plane to solve real-world and mathematical problems by:</p> <ul style="list-style-type: none"> • Drawing polygons in the coordinate plane given coordinates for the vertices. • Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. 			
<p>Reasoning with Algebraic Expressions Cluster</p> <p>NC.6.EE.1 Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.</p> <p>NC.6.EE.2 Write, read, and evaluate algebraic expressions.</p> <ul style="list-style-type: none"> • Write expressions that record operations with numbers and with letters standing for numbers. • Identify parts of an expression using mathematical terms and view one or 	<p>3 weeks</p>	<p>NC.6.NS.4</p>	<p>In this cluster, building students' understandings of algebraic expressions (NC.6.EE.2) from their work with numerical expressions (NC.6.EE.1) is of utmost importance. Algebraic expressions are used to generalize numerical expressions when one or more of the quantities varies. To emphasize this idea, algebraic expressions can be introduced at the conclusion of tasks that prompt students first to write numerical expressions to represent a particular situation, then repeatedly</p>

<p>more of those parts as a single entity.</p> <ul style="list-style-type: none"> Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems. <p>NC.6.EE.3 Apply the properties of operations to generate equivalent expressions without exponents.</p> <p>NC.6.EE.4 Identify when two expressions are equivalent and justify with mathematical reasoning.</p> <p>NC.6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.</p>			<p>adjust their expressions as one of the quantities varies.</p> <p>Clustering these standards together (and omitting work with solving equations in this cluster) allows for students to develop understanding of variables as symbols used to represent quantities that vary, as opposed to a more limited understanding of a variable only as a single unknown. Students need ample opportunity to read, write and evaluate numerical and algebraic expressions before solving equations relating two different expressions, so this cluster should come before the Algebraic Equations cluster.</p> <p>Connections: If exponents were introduced earlier as a way of notating repeated multiplication within prime factorizations (NC.6.NS.4) in the Factors and Multiples cluster, then instruction involving exponents in this cluster can build from that work. If exponents were not introduced previously, the opportunity to use</p>
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			<p>exponents to express the prime factorization of numbers should be provided here, connecting to NC.6.NS.4. Either way, NC.6.EE.1 should be introduced using connections between NC.3.MD.7 and NC.5.MD.5. so that students make the geometric connections between an exponent of 2 and "squares" and an exponent of 3 and "cubes".</p> <p>Work with the distributive property involving variables in NC.6.EE.3 should be connected to prior work with numerical expressions described in NC.6.NS.4.</p>
<p>Reasoning with Algebraic Equations Cluster</p> <p>NC.6.EE.5 Use substitution to determine whether a given number in a specified set makes an equation true.</p> <p>NC.6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form:</p> <ul style="list-style-type: none"> $x + p = q$ in which p, q and x are all nonnegative rational numbers; and, 	<p>5 weeks</p>	<p>NC.6.EE.2 NC.6.NS.9 NC.6.NS.1-3 NC.6.NS.6 NC.6.RP.3</p>	<p>In this cluster, students learn that finding solutions to both equations and inequalities involves finding values of the variable that make the relation true. Combining equations and inequalities in a single cluster allows a single context to be used to describe both equations and inequalities, which can help students see how the two types of relationships are related.</p> <p>Connections:</p>

<ul style="list-style-type: none"> • $p \cdot x = q$ for cases in which p, q and x are all nonnegative rational numbers. <p>NC.6.EE.8 Reason about inequalities by:</p> <ul style="list-style-type: none"> • Using substitution to determine whether a given number in a specified set makes an inequality true. • Writing an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. • Recognizing that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions. • Representing solutions of inequalities on number line diagrams <p>NC.6.EE.9 Represent and analyze quantitative relationships by:</p> <ul style="list-style-type: none"> • Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. • Analyze the relationship between quantities in different representations (context, equations, tables, and graphs). 			<p>A strong connection to NC.6.EE.2 is important so that students understand equations as statements of equality between the values of two expressions.</p> <p>Connections to NC.6.NS.9 involve the use of additive inverses to solve equations.</p> <p>Connections to NC.6.NS.1-3 can be made as students compute with fractions and decimals to solve equations.</p> <p>Connections should be made to NC.6.NS.6 when using the number line to represent solutions of inequalities (NC.6.EE.8).</p> <p>Tasks and lessons aligned to NC.6.EE.9 should connect proportional relationships represented by tables and graphs number lines (NC.6.RP.3) to equations (NC.6.EE.7). Understanding the connections supports concepts of direct variation that is learned in 7th grade.</p>
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<p>Making Sense of Volume Cluster</p> <p>NC.6.G.2 Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems.</p>	<p>2 week</p>	<p>NC.6.NS.1 NC.6.NS.3 NC.6.EE.1 NC.6.G.1 NC.6.G.4</p>	<p>In 5th grade, students should have explored the volume with physical or visual models of three dimensional figures packed with unit cubes. Instruction on the topic in 6th grade should begin with a review of this idea to provide the opportunity for students to connect the 6th grade work to their previous experiences. The 6th grade standard extends to figures with fractional edges. Physical or visual models can be used to help students understand that if the volume of a unit cube with sides measuring one unit is 1 cubic unit, then the volume of a cube with sides measuring $\frac{1}{2}$ unit is $(\frac{1}{2})^3$ or $\frac{1}{8}$ cubic unit. This provides the opportunity to develop students' understanding of powers with fractional bases.</p> <p>Connections: This cluster provides the opportunity to review and reinforce multiplication and division with fractions and decimals (NC.6.NS.1 and NC.6.NS.3)</p>

			<p>As students write expressions representing strategies for finding volume, connections can be made to NC.6.EE.1 and NC.6.EE.2. Tasks that require them to find an unknown side length provide the opportunity to write and solve equations, reinforcing NC.6.EE.7.</p> <p>Work with 3-dimensional figures also provide a chance to review area, surface area, and nets (NC.6.G.1 and NC.6.G.4).</p>
<p>Statistical Reasoning Cluster</p> <p>NC.6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p>NC.6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>NC.6.SP.3 Understand that both a measure of center and a description of variability</p>	<p>2 weeks</p>	<p>NC.6.NS.3</p>	<p>NC.6.SP.1 is extremely important in building an understanding for statistics. Students need time to explore and discuss why questions are or are not statistical questions to help them understand what a statistical question is.</p> <p>Students need to explore statistics and statistical questions through gathering data and analyzing it thoroughly. The vocabulary "measures of center", "variability", and "distribution" are unfamiliar, so they need many</p>

<p>should be considered when describing a numerical data set.</p> <p>a. Determine the measure of center of a data set and understand that it is a single number that summarizes all the values of that data set.</p> <ul style="list-style-type: none"> Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set. Understand the median as a measure of center that is the numerical middle of an ordered data set. <p>b. Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.</p> <p>NC.6.SP.4 Display numerical data in plots on a number line.</p> <ul style="list-style-type: none"> Use dot plots, histograms, and box plots to represent data. 			<p>opportunities to observe, compare, and contrast these ideas using data. To do so, students should make and explore characteristics of dot plots, histograms, and box plots and compare their attributes and information shown, discussing advantages and disadvantages of each. They need to analyze claims with supporting data and justify or disprove the claims using the various types of representations.</p> <p>Concrete and visual models should be used to help students understand conceptually why the mean can be found by summing the data then dividing by the number of data points.</p> <p>Students should also be given the opportunity to explore the variability of different sets of data with the same measures of center to understand what variability is as well as explore how outliers affect measures of center.</p> <p>Connections:</p>
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<ul style="list-style-type: none"> • Compare the attributes of different representations of the same data. <p>NC.6.SP.5 Summarize numerical data sets in relation to their context.</p> <p>a. Describe the collected data by:</p> <ul style="list-style-type: none"> • Reporting the number of observations in dot plots and histograms. • Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement. <p>b. Analyze center and variability by:</p> <ul style="list-style-type: none"> • Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations. • Justifying the appropriate choice of measures of center using the shape of the data distribution. 			<p>This unit can be used to review and reinforce operations with decimals (NC.6.NS.3).</p>
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Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	4	1%
Asian	12	3%
Black or African American	163	40%
Hispanic	82	20%
Native HI or Pacific Islander	1	0%
Two or More Races	8	2%
White	139	34%
EDS Subgroups	233	78%
Economically Disadvantaged Students	204	68%
Students with Disabilities	49	16%
English Language Learners	41	14%
Students Experiencing Homelessness	5	2%

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1	K-2	124
Year 2	K-3	168
Year 3	K-4	216
Year 4	K-5	264
Year 5	K-6	312

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Pamela Johnson	founder, chair	336-902-4450	braveonheat@gmail.com	Wilkes	teacher	NCDPI - elementary teacher, 6-12 science teacher, curriculum specialist, principal	NONE
Teresa Evans	member	828-578-1149	tbellevans@gmail.com	Iredell	retired	NCDPI - principal, curriculum specialist, instructional technology	NONE
Jennifer Trent	member	336-414-1790	trentjenn0624@gmail.com	Iredell	guidance counselor	NCDPI - special education, science teacher, guidance counselor; Other - LCMHCA (pending)	NONE
Leon Ijames	member	704-880-5033	leonijames@earthlink.net	Iredell	retired	real estate, insurance agent	NONE
Kenneth Wallace	member	704-253-2577	wallacekenneth51@gmail.com	Iredell	funeral home assistant	ministry, chaplain	NONE

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)

\$1,228
\$3,057
\$500
\$1,150
\$332
\$3,821
\$2,469
\$12,557

Signature Page

The foregoing application is submitted on behalf of Infinity STEAM 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.

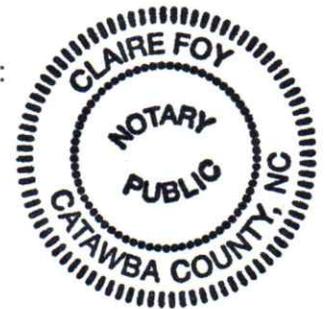
Print/Type Name: Pamela Johnson
Board Position: founder / chair
Signature: Pamela Johnson
Date: 4/17/2023

Sworn to and subscribed before me this 17 day of April, 20 23.

Notary Public: Claire Joy

Official Seal:

My commission expires: March 5th, 20 28.



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney: Lisa Valdez
- Date of Review: 4/20/23
- Signature of Board Members Present (Add Signature Lines as Needed):

Pamela Johnson
Jennifer Grant
Kevin Egan
Scott F. Jones
Kennd E. Wall

The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Rebekah Barr
- Date of Review: 4/24/23
- Signature of Board Members Present (Add Signature Lines as Needed):

Pamela Johnson
Jennifer Grant
Scott F. Jones
Kennd E. Wall
Kevin Egan

If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO:
N/A - Board does not have a CMO/EMO.
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):

If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact:
N/A - School will hire internal finance manager.
- Name of the Selected Financial Service Provider:
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):

If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact:
N/A - The School's data manager will operate
- Name of the Selected PowerSchool Service Provider: powerschool.
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):

I, Pamela Johnson, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Infinity STEAM Academy Charter School is true and correct in every respect.

Signature Pamela Johnson

Date 4/25/23