



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Addie C. Morris Children's School

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

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

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

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Addie C. Morris Children's School

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated: Addie C. Morris Children's School, Inc

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

Name of contact person: English Bradshaw

Title/Relationship to nonprofit: Chair, Board of Directors

Mailing address: 1629 E. Third Street, #306B
Winston Salem NC 27101

Primary telephone: 727-560-1390 Alternative telephone: 727-560-1390

E-Mail address: englishbradshaw@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:

County: FORSYTH

LEA: 340-Forsyth County Schools

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

No:

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Addie C. Morris Children's School, Inc

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	189
Second Year	K,01,02,03,04,05	210
Third Year	K,01,02,03,04,05	231

Fourth Year	K,01,02,03,04,05	252
Fifth Year	K,01,02,03,04,05	252
Sixth Year	K,01,02,03,04,05	0
Seventh Year	K,01,02,03,04,05	0
Eight Year	K,01,02,03,04,05	0
Ninth Year	K,01,02,03,04,05	0
Tenth Year	K,01,02,03,04,05	0

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

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

addie014
Signature

Chairman, Board of Directors
Title

addie014
Printed Name

02/20/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

The mission of ADDIE C. MORRIS CHILDRENS SCHOOL is to create a challenging curriculum and learning environment for students that encourages high expectations for success. This will be accomplished through implementing an innovative STEM curriculum that blends the Socratic Method of Inquiry of direct instruction and digital literacy while addressing the NCSCS/NC Common Core Standards and performance-based assessments to create an active learning environment and life-long learning for students success in a global society.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Target Population: Winston-Salem LEA serves more than 53,000 students, of which 25,088 attend 42 elementary schools. District-wide, 44 percent of the students are white; 29 percent are African-American; 21 percent are Hispanic; 4 percent are multiracial; 2 percent are Asian; and less than 1 percent of students are American Indian. AMCS will target recruitment at specific populations in the community including those at-risk students residing in the eastern areas of Winston Salem LEA who have an historical experience of socioeconomic disadvantage. The information below shows 3 elementary schools in the target area with marginal student achievement - one of which made AYP in Reading with Safe Harbor in 2011-12. (See Appendix A for further demographics)

School: Ashley Elementary

All Students:

Reading Not Met:

Math Not Met

African American: Reading Not Met: Math Not Met

Hispanic: Reading Not Met

Economic Disadvantaged: Reading Not Met: Math Not Met

School: Latham Elementary

All Students:

Reading Not Met:

Math Not Met

African American: Reading Not Met: Math Not Met

Hispanic: Reading Not Met: Math Met with Safe Harbor

School: Ibrahim Elementary

All Students:

Reading Not Met:

Math Not Met

African American: Reading Not Met: Math Not Met

Hispanic: Reading Not Met

Economic Disadvantaged: Reading Not Met: Math Not Met

Source: WS/FCS Website: 2011-2012 Demographics, Downloaded 11/21/2012

2. *What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?*

The projected enrollment for AMCS will be 252 at capacity and reflects .0048% of the LEAs ADM.

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

As an alternative to traditional educational pedagogy which offers a prescriptive curriculum that makes originality a constant challenge, AMCS will provide a different choice. We all know that use of technology in instruction is progressively heading this way, and NC is setting the pace. As part of this trend, AMCS will provide a unique opportunity for students to learn how to think critically and understand technological utilization and to apply them to real life situations at an early age beginning with kindergarten.

The school will be technology-rich with a challenging curriculum supported with user-friendly software systems and scalable state-of-the-art equipment to implement a blended integrated instructional approach.

Curriculum Integration : Although charter schools are not currently obligated to implement the newly adopted Common Core Standards, AMCS teachers will work to develop an integrated curriculum that requires students to investigate big ideas through a variety of disciplinary lenses as required by CCS. Our teachers will present students with problems that will require critical thinking and the application of skills across different subject areas. Our curriculum integration will occur when components of the curriculum are connected and related in meaningful ways by both the students and teachers. Our goal is to facilitate our students abilities to develop and understand how information gained in one subject can help them to problem solve in another, thus creating an opportunity for seamless integration and mastery of subjects and an increasing depth of knowledge.

4. *In the appendices (Appendix A), 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).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

Addie C. Morris will implement a program of study consistent with the educational and behavioral needs of the students and with the North Carolina educational goals of the State Board of Education as specifically addressed in the NC charter school statute GS 115C-238.29A and the schools mission and operations contained in this charter.

Legislative Purposes of Charter School: In view of the fact that North Carolina has adopted a statewide STEM Education Strategic Plan, the purpose of which is to close the achievement gaps among elementary student groups (K-5) in the STEM disciplines, these purposes are embedded in our operations and curriculum. AMCS will endeavor to maintain North Carolinas high number of statewide STEM education initiatives through our innovative Socratic epistemological learning model which challenges our students to demonstrate "How They Know What They Know". This model can be used at any grade level and is an effective problem-solving method. It offers students who are identified as at risk of academic failure or academically gifted an opportunity to develop their critical thinking skills and to engage in analytic discussion and use inter-active technology integration as a challenge based learning tool.

For teachers, the school will offer employment opportunities focused on assisting students to master skills and knowledge defined by NCCC and Essential Standards in K-5 Mathematics and K-5 English Language Arts. Teachers will acquire skills in Smarter Balanced Assessments in these core content subject areas. In addition, the school will offer teachers the opportunity to effectively demonstrate "Blended Curriculum Approaches" which integrate the use of both innovative technologies and traditional direct instructional approaches in K-5 lessons. The School will collaborate with colleges and Universities in the region to provide professional development and graduate education.

Goals for the Proposed Charter School:

1. *How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

Growth measures will be in accordance with NC Expected Growth or Reasonable Growth standards. All goals and objectives will be measured annually and

reported in our Annual Report and School Improvement Plan. Progress Monitoring will measure our on-going academic goals at regular intervals throughout the year to ensure annual goals and objectives are reached. Our first year will be used to establish baseline data based upon previous assessments and pre-testing to establish developmental scale scores to measure student future growth. Starting in Years 2 - 5, student performance on assessments will increase at least three percent each consecutive year for students who are "proficient" at Level III achievement or above.

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

AMCS will use the following metrics to monitor and measure the needs of students and the extent to which goals and performance standards are being met. Our efforts will include:

I. Quantitative Academic Achievement Goal Areas: Summative assessment and accountability measures will use standard scores, mean developmental scale scores, percentile ranks in each achievement level, grade equivalents, normal curve equivalents, stanines and standard deviations, and growth scale values in the following academic areas.

Mathematics
Reading
Science
Writing
Technology acumen

II. Qualitative Non-Academic Achievement Goal Areas:

Attendance
Behavior
Life skills
Citizenship

III. Qualitative School Operations:

Effective Board of Directors
Feedback from school advisory committee
Compliance with federal, state, and local requirements
Educational Leadership: facilitating the mission
Full Enrollment: enrollment will be at or above 90% of capacity.
Manage Expenses: maintain a balanced-budget or positive fund balance on a yearly basis.
School Climate welcoming, SAFE and productive school faculty
Engage Parents: annual parent satisfaction survey with > 85% of parents responding favorably.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

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.

Instruction will be a blended combination of direct instruction, critical thinking teacher-led discussions in whole group sessions, small groups, and individualized classroom sessions along with state of the art digital software-based technology. This strategy is designed to achieve the depth of knowledge that is the foundation of the Common Core and NC/Essential Standards. Innovative technologies will be used to complement the use of books and collaborative group activities. This use of technology will support AMCS curricular goals and objectives in a variety of learning activities including:

Full Integration of Technology: As we move away from paper-based resources and textbooks, and with the steady increase in affordable technology, AMCS will find new ways to engage students in learning especially ways to assess student knowledge quickly and use that information in real time to drive instruction and incorporate them into our teaching and learning system.

Student-centered Learning: The focus of activity will shift from teacher to learners by implementing Active Multi-media Learning, Cooperative Learning, Inductive and project-based learning. Our multimedia learning environment will allow student to improve their IT skills as well as their creative presentation and communication skills. This approach will help students develop the metacognition that will lead them to life-long learning.

Budget Considerations: Paying for digital technology for Common Core and on-line testing will take creative redistribution of resources. In our first two years, our students will begin testing online alongside pencil and paper in concert with NC adoption of PARCC/Smarter Balanced Assessments. With expansive E-Rate resources, we will reallocate funds used for textbooks and examine our legendary software and technology purchases to build an infrastructure capacity to ensure that the products (computers, interactive white boards, student response system) can be used for multiple purposes, such as online teaching as well as online testing.

K-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

General instruction will be in classroom settings not exceeding 21 students in grades K-3 and 25 students in grades 4-5. Students needing small or individual instruction will be assisted in pull-out small and individual setting. Students will attend technology lab for intensive technology instruction.

Each child in grades 3-5 will have their own laptop for use. Each K-2 classroom will have a minimum of 10 student stations for laptop computers. This, coupled with Smart interactive whiteboards in every classroom, will take learning out of the books, and bring it to life. These technologies will interface with software that is user-friendly, easy-to-use and designed to work seamlessly together.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The curriculum framework will be in keeping with our mission as a STEM school. Accordingly, AMCS interest is to start the school as soon as possible with technology integrated NCCCS and Smarter Balanced/PARCC Assessments for online assessments. We will commit time and budget to technology and teacher training to achieve this end. Our technology curriculum will employ the instructional resources of Learn3.com and NCCCS/Essential Standards while also focusing on reading.

See Depth of Knowledge, <http://vimeo.com/42788913>
; www.aps.edu/rda/documents/resources/

Core Curriculum: (See Appendix B)

Kindergarten: Offers an environment in which children are encouraged to question, explore, and draw conclusions about who they are and how they fit into the world around them. This curriculum includes a strong English/Language Arts emphasis including letter recognition, print/book awareness, phonological and phonemic awareness, phonics and fluency, writing and grammar; math; physical education. Social studies and science concepts are presented through units of study that integrate various areas of the curriculum around a unifying theme. Primary technology skills are introduced.

First Grade: Provides students with a supportive transition into even more formal instruction in Language Arts and Mathematics. As in kindergarten, Language Arts will emphasize phonemic awareness; phonics; fluency; in addition to vocabulary and comprehension; writing, grammar, and spelling. The Math program will be grounded in the sequential acquisition and application of basic skills. Primary technology skills are continued.

Second Grade: The second grade resonates with the new sense of growing independence that is a developmental characteristic of this age group. Students will take responsibility for their learning through inquiry, discussion, and reflection. Students will build on the literacy skills acquired in first grade and become fluent readers with strong comprehension skills. Cross-curricular readings will occur in the areas of science, social studies and math. Increased technology skills are introduced.

Grades 3-5: In addition to inculcating the above attained skills in previous grades, teachers in grades 3-5, will emphasize reading at this gateway level. Chess classes are introduced and increased technology skills are continued using digital learning programs and assessments.

Balanced Reading Curriculum (See Appendix B)

Concomitant with math, science and technology, reading is a primary focus of AMCS and much time will be devoted to explicate its importance. AMCS will make it clear that our reading process be taught with an understanding that reading is applicable in all subject areas and not be relegated to textbooks only. As stated, the curriculum will be guided by CCS with increased critical thinking and word-solving problems for math. Accordingly, we will emphasize that all teachers understand the foundations of literacy instruction outlined by the National Reading Panel (2000), and how reading foundations influence courses across the curriculum. We will emphasize and communicate to parents that students in grade three may be retained if they fail to achieve proficiency on the EOG.

Digital Storytelling In order to build school-wide coherence into our writing curriculum, beginning with grade three, each grade will use online templates for digital storytelling using Wikis, Skype, Moodle and Wordle focusing on one Essential Question which represents significant aspects of life? The questions will be generative and may present complexity, ambiguity, contradiction and multiple perspectives which invite inquiry rather than suggesting ready answers, for instance: What is Identity? What is Change? They are designed to get students to ask questions about the world around them and about themselves, and they call for an understanding of more than one

3. 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.

Relationships to Other Areas of Study:

Rather than making STEM education a stand-alone mission, students will benefit from an integrated program that can help them make connections between the concepts and skills of the (3Rs) & (4Cs communication; collaboration, critical thinking, creativity). Our teachers will emphasize this cross-curricular learning by coordinating the teaching of related content in other subjects. To that end, matriculating students will come to know:

The Importance of Technology: In our global tech-based economy, technology has transformed almost every human institution including work, communication, healthcare, entertainment et al. Many students are already using sophisticated technologies in their homes; however, technology use in schools is sporadic and rarely integrated into instruction. Digital literacy has the potential to change how students learn, what they learn and with whom they learn.

The Importance of Science: Science is not only a body of knowledge but is also a way of knowing. Scientific investigation involves exploration, experimentation, observation, measurement, analysis and dissemination of data. Today's students need to know how to acquire knowledge, analyze and evaluate information, explore, draw conclusions and test theories.

The Importance of Mathematics: A global and technology-based society requires individuals who are able to think critically and learn mathematics in a way that will serve them well throughout their lives. Students need classroom experiences that will help them develop mathematical understanding; develop the ability to apply the processes of mathematics; and acquire a positive attitude towards mathematics.

Teachers will use the game of chess, Web-based curricula, Blooms Revised Taxonomy and the Socratic Method of inquiry in connection with the NCCCS to spur critical thinking.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

At the time of this writing, the LEA has not issued a school calendar for the year of the schools opening. A copy will be furnished SBOE and posted on our website when issued. However, as stated in G. S. 115C-84.2 the school calendar will have a minimum of 185 days and 1,025 instructional hours; Cover at least nine calendar months; Have a minimum of 10 annual vacation leave days; Have the same or an equivalent number of legal holidays occurring within the school calendar as those designated by State Personnel Commission for State employees; Not have Sunday as an instructional or staff work day; Not have Veterans Day as an instructional or staff work day.

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

Special Programs and "At-Risk" Students: (See Appendix H)

Students Performing Below Grade Level AMCS will provide one-on-one in-class assistance opportunities throughout the year to ensure all grade expectations are met. Intervention for struggling students will occur for students scoring at Levels I and II on the EOG Test. These students will receive an individualized instruction plan based upon locally determined assessments or statewide assessments immediately following the identification of the deficiency.

Progress Monitoring will also be used to ensure that Level I and II students receive specialized instruction and intervention. Progress monitoring will be based on data from assessments such as EOG, formative and core program assessments and teacher observation. Data from these assessments will be used to develop an Individualized Learning Plan (ILP) to determine strategies for intervention. Teachers are required to update the ILP a minimum of once per quarter.

Needs of Tier 1, 2, 3 and At-Risk Student Subgroups

Tier 1 Students: (approximately 80-85% of student enrollment)

Any student not on grade level.

- * Intervention (i) will take place.
- * Progress monitoring is ongoing.
- * Small group instruction.

Tier 2 Students: (approximately 15-20% of student enrollment)

Any student not on grade level driven by diagnostic assessment data.

- * Immediate Intervention (ii) will take place
- * A reduced teacher/student ratio.
- * Small and/or individualized instruction.
- * Assessment will be on-going and administered on a weekly basis.
- * Students will be eligible for tutoring services or an extended school day.

Tier 3 Students: (approximately 5-10-15% of student enrollment)

Any student not on grade level driven by diagnostic assessment data.

- * Immediate Intensive Intervention (iii) will take place.

- * Individualized instruction.
- * Assessment will be on-going and administered on a daily/weekly basis.
- * Students will be eligible for tutoring services or an extended school day/year.
- * Students will be provided with a core curriculum different from the previous year.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Every non-English speaking student who enters AMCS is administered a home language survey. If a student indicates that a language other than English is spoken in the home, the students English-language abilities are assessed utilizing the WAPT/WIDA assessment.

All ELL students enrolled are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students will have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English proficient (non-ELL) students.

LEP students will take the ACCESS assessment annually to measure their improvement in English language ability. Students are eligible to remain in the program until their English ACCESS scores indicate they are sufficient in English.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Any student attending AMCS who has qualified for gifted services (using K-TEA Assessment) will be provided the appropriate services required by that student. In the event that one or more gifted students enroll at AMCS, a certified teacher with a gifted endorsement will be employed to meet their specialized and individualized needs. Prescribed programming decisions may include accommodations; modified curriculum to add challenge to the course; extend or compact courses; and/or alternate curricular courses above and beyond the grade level offerings of the curriculum. UNC Charlotte has an On-line, Distance learning program in gifted instruction.

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)* Amendments of 2004 (20 U.S.C. 1400 et seq.), 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 educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. 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.
2. 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.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

In accordance with G.S. 115C-238.29F(g)(5) and (20 U.S.C. 1400 et seq, the school will direct its concerted efforts to serve students with disabilities whose needs can be reasonably met in a regular classroom setting with the provision of enriched curriculum and reasonable supplementary supports and services in a least restrictive environment. If, after enrollment, those students whose needs are so severe or unique that they cannot be met within the schools program will be appropriately referred and work with external resources including the school district to ensure the needs of those students will be met in the most appropriate setting.

Methods of Identifying Students: If a teacher, parent or any other school personnel has a concern or suspects a student may have special needs, information will be collected and considered to determine the need for educational interventions. AMCS will work cooperatively with the medical community and agencies providing services to children, including Forsyth County Health Department and other community programs including Head Start programs to identify eligible students identified in Project Child Find. WSSU has a MAT program with a concentration in special education, AMCS will collaborate with this program to provide professional development to our teachers and effective instruction to our students

Management of Records of SWD and 504 Accommodation Plans:

Record Confidentiality (on site): Federal law and regulations require that education records, including almost all school records which relate directly to a student, must be held in confidence. School and SBE personnel who have a legitimate need to see student records will be allowed access. The (IDEA) Act also requires access of student records to juvenile delinquency, law enforcement officials and emergency medical personnel. When a student withdraws or transfers, the school will forward the students records to the LEA and a copy to the receiving school when the student enrolls in the school upon written request.

Record Compliance (on site): AMCS will manage school records in a trustworthy manner that ensures their authenticity. Records will be stored in a safe (fire-proof) file with certified proper specifications in a stable and secure manner including Cloud. Only those with the proper authority to have access to conduct disposition and compliance with FERPA and HIPAA regulations will have access to the records.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

The following approaches will be provided for this student population:

Academic Pullouts: For students who require extra services or instructional assistance for tutoring by a certified special education teacher. The amount of pullout and the specific content area will be determined as part of the IEP.

Consultation and Collaboration: Students who do not require "pull-out" services but require some assistance in small group settings per the IEP will receive extensive monitoring;

Speech & Occupational Therapy: These will be contracted services according to students IEP;

Enriched Curriculum: Accommodations/modifications will be provided as necessary to permit access to technology-based learning and the related services required on the students IEP and 504 Plan. The adaptations will include, but are not limited to Least Restrictive Environment (LRE); Adapted curriculum assignments; Test modifications; Computer pacing and remediation; Alternative Assessments which will be included in the IEP and 504 Plan.

504 Plans and IEP Monitoring:

504 Plans and IEP monitoring will include a system that is focused, clearly defined and when completed, will ensure meaningful educational programs for students with special needs. IEPs and 504 Plans will be reviewed annually and complete reevaluation will be at least every three years.

4GL Spectrum K12 ENCORE SYSTEM

AMCS will use the Spectrum K12's ENCORE to help the school to automate and streamline data collection and management of IEPs. This data-driven decision making in the provision of appropriate education and related services will ease the staff's burden of paperwork and compliance so they will be able to refocus on the most important part of their job: teaching their students. This system will also assure compliance with state and federal special education regulations. The System has electronic forms that pre-fill data and eliminate redundant data entry, built-in compliance checking for forms and timelines, automatic assembly of forms packets for meetings, and automatic meeting scheduling. These features will make it easy for our staff to write complete, comply with IEPs requirement and to hold meetings and deliver services on time.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.
2. 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.
3. 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.

4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Charter School Goals:

Growth measures will be in accordance with NC Expected Growth or Reasonable Growth standards. Our first year will be used to establish baseline data based upon previous assessments and pre-testing to establish developmental scale scores to measure student future growth. Starting in Years 2 - 5, student performance on assessments will increase at least three percent each consecutive year for students who are "proficient" at Level III achievement or above. The chart below illustrates the percentage of Expected or Reasonable Growth of students achieving or exceeding mastery on identified educational goals per year in each grade level.

STUDENT PERFORMANCE STANDARDS FOR THE SCHOOL AS A WHOLE.

AYP: Entire school will meet or exceed all state and AYP targets in reading and math including growth expectations in subgroups.

Participation: 100% of enrolled students will take the state assessment.

Goal Area 1: Academic Achievement

Students will demonstrate basic competence in literacy, math, science and technology.

For students who do not demonstrate grade competency upon enrollment and are enrolled at least one full quarter, the percentage demonstrating annually progress will be at 75% or above;

For students who do demonstrate competency upon enrollment and are enrolled at least one full quarter, the percentage demonstrating annually progress will be at 78% or above;

Students must be tested using the K-2 Literacy and Math, EOG or an appropriate alternate assessment for (ELL) and SWD population.

Goal Area 2: Attendance

Students will improve attendance.

For students enrolled 30 or more days: the monthly ADA rate will be 85% or higher;

For students enrolled 30 or more days: the percent of students average daily (ADA) will improve over the last school attended by 65% or higher

Goal Area 3: School Operations

Organizational.

The Governing Board will complete governance training and include locally appointed community members;

The School will maintain sound fiscal and management responsibility to promote the academic integrity of the school;

The School will sustain a SAFE ENVIRONMENT that promotes safety, professional growth and student learning;

100% of teachers will maintain certification in the area in which they are assigned to teach;

100% of faculty and staff will engage in ongoing professional development.

Assessment Strategy:

Students will take all state and federal assessments as mandated by the NC State Board of Education and No Child Left Behind legislation. AMCS will implement a range of on-going formative individualized assessments throughout the year and summative evaluations at the end of the year to monitor student achievement. These assessments will range from NWEA, EVAAS, IXL Math, EOG, K-2 Literacy, K-2 Math Assessment, CPAA, ClassScape, Study Island and DIBELS. Students will also be provided multiple opportunities to demonstrate their learning through project based-projects and presentations. Students who have not attained proficiency or mastery of standards do not move on until standard proficiency and/or mastery is attained.

Student Conduct:

Provide a brief narrative that disseminates 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.

Provide a draft copy of the student handbook within the appendices (Appendix C).

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 regards 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.

Student Conduct and Discipline: (See Appendix C)

AMCS will have a strict discipline policy for students who engage in bullying, fighting or other aggressive behavior as outlined in the school Code of Conduct. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately.

Rights of Students with Disabilities:

ESE students will be disciplined according to state and federal ESE guidelines and the behavior intervention plan prescribed in their IEP. Within 10 days from the beginning of a disciplinary action that exceeds 10 days, AMCS, the parents and relevant members of the student's IEP team will meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to the students disability.

Level System:

School Wide Positive Behavior Interventions and Support (SWPBIS) and a progressive behavior management Level System will be utilized to motivate and reward students for positive behaviors, participation, and progress. The Level System is an organized framework designed to shape students' social, emotional, and academic behaviors. It is a structure within which various interventions may be applied.

Preliminary List of Offenses.

Level I: Disruptive behavior. breaking school/class rules, disrespect of any kind, dress code violation.

Intervention: PBIS/RTI

Level II: Gambling, stealing, gang activity, profanity, pornography, disrespect of any kind.

Intervention: PBIS/RTI

Level III: Repeat of Level I and Level II offenses, bullying, simple assault, consensual sexual misconduct, vandalism, theft.

Intervention: PBIS/RTI

Level IV: Possession of weapons, aggravated assault, starting a fire, verbal or written threats to kill. Intervention: Mandated 6-8 day suspension

Level V: Assault involving use of a weapon, making false 911 calls, possession of weapons, use of alcohol/drugs

Intervention: Mandated 6-8 day suspension

Level VI: Possession of explosive, bomb threat, terrorist threat, assault on teacher or grownup

Intervention: Mandated 6-8 day or Long Term suspension

Level VII: Commission of a felony, robbery, arson, hazing, use/sale of drugs

Intervention: SBE mandated expulsion from school

BULLYING

AMCS will have a zero tolerance policy regarding bullying. Our policy will include the three major types of bullying, i.e., physical, verbal, and relational aggression. Of the three major types of bullying, relational aggression, has been the latest and least studied, both because it involves less visible, immediately dangerous behavior than fighting or verbal abuse, and in part because it involved more nuanced relationships among the bullies, victims, and bystanders.

Definition of Bullying:

Bullying is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical, or sensory disability or impairment, or by any other distinguishing characteristic.

Acts of Bullying: intimidation of others by acts such as (but not limited to) the following:

- * threatened or actual physical harm;
- * unwelcome physical contact
- * threatening or taunting verbal or written or electronic/digital communications;
- * taking or extorting money or property;
- * damaging or destroying property;
- * blocking or impeding student movement.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Addie C. Morris Children's School, Inc

Mailing Address: 1629 E. Third Street

City/State/Zip: Winston Salem NC 27101

Street Address: 306B

Phone: 727-560-1390

Fax:

Name of registered agent and address: English Bradshaw
1629 East Third St, #306B
Winston Salem, NC 27101

FEDERAL TAX ID: 45-5627491

Tax-Exempt Status 501 (c)(3)

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

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

NOTE: If the non-profit organization has yet to obtain the 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.

Governance and Organizational Structure of Private Non-Profit Organization:

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

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Mona Covington	Member	FORSYTH	Financial Manager

Delena Hudson, BA	Member	FORSYTH	Asst. Mgr. NonProfit Organization
Virginia Newell, Ph.D.	Member	FORSYTH	Retired Educator
Priscilla Quinn, Ed.D	Member	FORSYTH	Retired Educator
Dennis Lynch, Ph.D.	Member	FORSYTH	School Psychologist
Trina Wilson, Secretary	Secretary	FORSYTH	Physical Therapist
Paula McCoy, MSW, MA	Treasurer	FORSYTH	Operations Mgr NonProfit Organization
Cecilia McDaniel, Ed.D.	Vice Chair	FORSYTH	Education Consultant
English Bradshaw, Ph.D.	Chair	FORSYTH	Education Consultant

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

1. *A description of 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 NCSBOE is charged with supervising and administering "the free public school system and the educational funds provided for its support. The North Carolina Department of Public Instruction The NCDPI is the agency charged with implementing the State's public school laws and the State Board of Education's policies and procedures.

FOUNDING MEMBERS AND TRANSITION TO GOVERNING BOARD OF DIRECTORS

The Founding Members of the school will convene to organize themselves to become an appropriate permanent Governing Board for the school. The Members select and approve a slate of officers and Members including its Chairman to manage the affairs of the School. Founding Members currently serving may be included in the slate of nominees to serve on the permanent Board to execute the Charter and govern the school pursuant to all applicable laws, its bylaws and the mission of the school. The Board will be responsible for hiring and supervising the Principal. The daily activities of faculty, staff, parents, volunteers and students will be supervised by the Principal. The Advisory Board will work with the Principal and School Improvement Team on professional development and school improvement plan.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Board Profile: AMCS will solicit the community for local board members via past and personal relationships and accomplishments, recommendations of experts and completion of an informational profile portraying their qualities and vision as a policymaking body for an educational institution. Complete Board information can be found in Appendix E.

The Board will use the following matrix to measure educational and operational success of the school and school leader:

EDUCATIONAL LEADERSHIP

- * Facilitating the Mission
- * Site Management
- * Instructional Leadership
- * Community Collaboration
- * Ethical Role Model

CHARTER CONTRACT EDUCATIONAL GOALS

- * Achievement Assessments
- * Data Analysis (Standardized Tests, Classroom Assessments)
- * Common Course Assessments
- * Process Data
- * Demographic Data
- * Storage/Retrieval of Data

CURRICULUM, INSTRUCTION AND CLASSROOM ASSESSMENT(FOR LEARNING)

- * Written, Aligned Curriculum
- * Data-driven Academic Goals
- * Measurable Instructional Strategies
- * Best Practices in Instruction
- * Instructional Technology
- * Assessment for Learning
- * Scoring Guides

SPECIAL EDUCATION

- * Referral procedures
- * Evaluation procedures
- * Qualified staff
- * IEP Procedures
- * Programs and services
- * Reporting

Legend:

- (1= Meets Standard)
- (2= Approaching Standard)
- (3= Needs Improvement)
- (4= Deficient)

Specific Duties of Board by Statute and Contract will include:

Establish mission and program direction of school; Approve goals and objectives designed to achieve those ends; Formulate and interpret policies; Make decisions on budget matters; Make a continuous appraisal of the educational plan, governance and administrative process; Assess compliance in achieving educational and other outcomes agreed to in the charter contract; Hire supervise Principal.

Additionally, Board Members must:

Develop and implement a Financial Plan including: Budget forecast for each year of contract; Develop and implement an Educational Program that will provides students with a quality education and one years worth of learning for one years worth of instruction.

Contract with SBE to:

Execute contract to operate school; Ensure that school facilities meet health and safety standards; Maintain insurance coverage per contract terms; Ensure employees pass criminal background checks and fingerprinting; Hire certified and licensed instructors and professionals; Ensure the School is non-sectarian; Conduct meetings in accordance with NC Open Meeting Law; Provide access to public records; Conduct statewide tests of student achievement; Follow state policies for student suspension, expulsion and removal; Comply with rules for employers.

3. *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?*

Board Recruitment:

A well functioning Board is crucial and we made this our main concern in developing our Board. This is evidenced in our deliberative approach to recruit the best qualified individuals to serve on the Board. We start with a small group of local dedicated Founding Board members, then evolve into a permanent board as we are able to secure the best qualified individuals.

Vacancies (See Bylaws Section 5):

Any vacancy occurring on the Board will be filled by the Directors at the next meeting of the Board or within sixty (60) days, whichever occurs first.

4. *How often will the board meet?*

Regular Board meetings will be monthly. Special Board meetings as needed

5. *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 (Board Policies Draft: Appendix H).*

Board Training (See Appendix H)

Every member of the Board will participate annually in governance training on or before August 1 of each calendar year. Training will include a minimum of four (4) hours of instruction focusing on NC Open Meeting Law, Conflicts of Interest, Ethics, and Financial responsibility

6. *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.*

Conflicts Of Interest (See Sec. V of Bylaws and Appendix H)

Board members will abide by all legal requirements governing conflicts of interests including G.S. 55A-8-31.

Summary of Conflict of Interest Policy:

There exists a fiduciary duty between all stakeholders which carries with it a broad and unbending duty of loyalty. The decision makers have the responsibility to administer the affairs of the school honestly and prudently, and to exercise their best care, skill and judgment for the sole benefit of the school.

Persons Concerned:

This policy is directed not only to Directors and officers, but to all

employees who can influence the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel" and all who have proprietary information concerning the school.

Disclosure:

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

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

(1) Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will be recused from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.

(2) The Chair of the Board will appoint a disinterested person or committee to investigate alternatives to the proposed transaction.

(3) After exercising due diligence, the Board will determine whether the school can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction is not reasonable, the Board will determine whether the transaction is in the schools best interest. The Board will make its decision as to whether to enter into the transaction in conformity with such determination.

(5) The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.

To further promote and facilitate the full disclosure of potential and actual conflicts of interest, each decision maker will complete the Annual Conflicts of Interest Questionnaire upon appointment to the Board and at least once each year thereafter.

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

Decision-making Processes.

The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) in monthly regular or special meetings open to the public regarding the schools operation and compliance with Federal, State, local laws and Regulations and Authorizers contractual requirements.

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

Advisory Committee: An Advisory Committee will work with the Principal and School Improvement Team to advise on professional development, the annual Progress Monitoring and Accountability Plan and/or School Improvement Plan. This Committee will include outside curricula specialists and members of the

School Advisory Board.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

9. 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).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. 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 (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.

Recruiting:

AMCS will recruit only those teachers with a clear commitment and dedication to our mission of propelling high student achievement. We will advertise locally and nationally for persons to fill administrative and instructional positions and locally for persons to fill clerical, non clerical, paraprofessional and other positions. If necessary, teacher recruiting strategies will include payment of fees associated with the DPI subject area exam (if required by the individual to gain certification), or payment of

bonuses or incentives to teachers.

AMCS will not knowingly hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

Relationship Between School Employees and the Board: In accordance with good personnel practice, staff participation in the development of educational and personnel policies is encouraged and facilitated. As enumerated in Article V, Sec 1-2 of our bylaws and HR policies, the Board will minimally define the separate roles and responsibilities of Board Members. Individual Members may not act singularly regarding school activities unless authorized by the Board. Unless otherwise specified by the Board, all communications to the Board from employees will be submitted through the Principal. However, this will not be construed as denying the right of any employee to appeal any action or decision of the Principal to the Board and that it is processed in accordance with the school's policy on complaints and grievances.

Restriction on Employment of Relatives: The Principal is the only person directly hired by the Board, who in turn will hire remaining staff and the employment of relatives policy will apply to board members and all school personnel.

Full Disclosure of Identity and Kinship Relationships: As delineated in the bylaws, AMCS will provide full disclosure of kinship of board members and school employees to the NCDPI.

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

The first step in the hiring process is the advertising of a vacancy. Before a teacher's application is approved, the teacher's certification is preliminarily screened to see that the applicant meets the school and state requirements for qualified instructional personnel and that all appropriate documentation is on file. This documentation includes transcripts or teaching certificates and references. Applicants must certify that all information provided on the application is true and correct and understand that failure to disclose information could lead to discharge.

The school will have a bias for the promotion and retention of internal candidates to open positions when the individual employee is the best qualified candidate for the job. The school will post for open positions in the faculty lounge and all offices. Interested and qualified employees are strongly encouraged to apply for open positions. The school will commit substantial financial resources for the public recruitment of qualified candidates. All positions will have a written job description which are continuously reviewed within the processes indicated by the Board.

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

Salary Range and Employment Benefits: AMCS is dedicated to having an exemplary Family of Teachers and Learners. We will grow our staff to achieve their greatest potential and reap concomitant rewards. Salaries and benefits are competitive with other employers in the marketplace in a way

that will be motivational, fair and equitable. We will also use an annual bonus system, tuition reimbursement for teachers seeking advanced degrees or specialized certification and possible advancement to recruit and retain quality individuals.

5. Provide the procedures for employee grievance and/or termination.

Termination Procedure:

Employee receives interim and yearend evaluations with ratings of DOES NOT MEET STANDARDS. Must be given during the same school year. (See Appendix L)

(1) Employee warned of termination based on DOES NOT MEET STANDARDS performance

(2) Principal recommends to the Board for termination.

(3) If Board approves, teacher receives a letter of notification of intent of dismissal from the Principal

(4) Teacher has 10 school days to meet with the Principal to review the decision.

(5) If termination decision remains unchanged, Principal notifies teacher of the termination decision.

Grievance Procedure:

(1) Identify Problem: (written Complaint Registered by Grievant)

Within 5 days of occurrence, grievant states perceived grievance in writing with suggest proposed solution.

(2) Response: informal meeting between party respond within 5 days to accept or offer alternative solution

(3) Mediation: If unable to resolve - jointly appoint a mediator

(4) Resolution: Upon resolution both parties develop written resolution

(5) Legal Remedies: If all efforts to resolve within a reasonable time, parties seek arbitration.

ALL EMPLOYEE AND GRIEVANCE PROCEDURES ARE FULLY EXPLAINED IN AMCS EMPLOYEE HANDBOOK

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

Position: ESOL Teacher/Co-teacher

Funding Source: Title I Part D, Title III Part A Sec.2123(a)(3)(A)

Position: Special Ed/RTI Coordinator

Funding Source: Title I, Part A, Sec. 3111(a)(26)(A); State ESE

Reading Coach/Gifted:

Funding Source: Title I Part B&D; Title V Part A Sec.2123(a)(3)(A)

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

Qualified Staffing For ELL And Gifted Students:

ELL teachers will be highly qualified and certified in core academic subject with ESOL Endorsement. AMCS will solicit State Universities and NAGC's Career Center to find qualified gifted education applicants.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Roles, Responsibilities, Qualification and Appropriate Licenses of Staff:

Teacher Certification: Teachers employed by or under contract with the school will be certified or qualified as required by NC law. The school may

employ or contract with skilled, non-certified personnel to provide instructional services or to assist instructional staff as teachers aides in the manner set forth in NC law or as otherwise allowed by law.

Maintaining Licensure Requirement:

All licensed educators and Special Service personnel including administrators, student services personnel, and instructional support personnel will obtain and maintain Standard Professional Educator's License. Teachers of all core academic subjects as defined by the No Child Left Behind and the North Carolina Course Code Directory must maintain and be highly-qualified and must, at a minimum, hold a bachelors degree, full North Carolina certification appropriate for courses taught, and have demonstrated a passing score on an applicable subject area examination approved in NC for all courses taught.

Staff Evaluation and Professional Development

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

All licensed educators and Special Service personnel including administrators, student services personnel, and instructional support personnel will obtain and maintain Standard Professional Educator's License.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

Overview of Staff Training, Retention and Evaluation of staff:

AMCS will implement a Professional Development Plan that is:

- * Aligned with rigorous state student academic achievement standards and school improvement goals;
- * Conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- * Facilitated by a well-prepared Principal and/or professional development experts, mentors, master teachers, or other teacher leaders, and
- * Engages established learning teams of educators in a continuous cycle of improvement that:

The Plan will also analyze student, teacher, and school learning needs through a thorough review of data on teacher and student performance. This will include:

- * Defining a clear set of teacher learning goals based on the rigorous analysis of the data;
- * Achieving teacher learning goals by implementing coherent, sustained, and evidenced-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;
- * Providing classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom; and,
- * Regularly assessing the effectiveness of the professional development plan in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards.

Additionally, teachers will be cognizant of how AMCS interrelates their achievement and professional growth in the overall achievement of the

school. They will have a clear vision and understanding of the components of the AMCS Technology Plan which include the following:

- * Clear goals and realistic strategy for using telecommunications and information technology
- * A professional development strategy to ensure that staff knows how to use these new technologies
- * An assessment of the telecommunication services, hardware, software, and other services needed.
- * A sufficient budget to acquire and support the nondiscounted element of the plan; the hardware, software, professional development, and other services that will be needed to implement the strategy.
- * An evaluation process that enables the school to monitor progress toward the specific goals.
- * Acceptable Use Policy

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

AMCS will develop a professional development plan developed by the School Improvement Team as it relates to the School Improvement Plan and NC Teacher Evaluation and Common Core Standards. The Plan will include teacher identified individual professional learning goals: a comprehensive, sustained, and intensive approach to improving our teachers, and administrative staff effectiveness in raising student achievement. It will review teacher certification needs, classroom level disaggregated student achievement and behavioral data related to content area skills, school initiatives, school improvement plan, and school and team goals. Specifically, the plan will focus on effectiveness and based on:

Student Data:

Student achievement (EOG, Formative MiniAssessments)
School Discipline Data
Adequate Yearly Progress (AYP)

Teacher Data:

Professional Growth
Performance Appraisals

The Measures of Student Learning (MSL) are common exams in selected subjects and grades that are not part of the state testing program, or assessments used in promotion decisions for students. For AMCS, this will be Technology. The MSL will be an additional tool the school will utilize as one part of the evaluation process for our teachers.

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

Preopening Training will include the following:

New Teacher Training:

(A) Socratic Method of Inquiry; (B) Serving Students w/Special Needs;(C) Supporting Students in Virtual Learning; (D) Using Assessment Data to Inform Instruction & Developing Educational Programs; (E) Student Goal Setting; (F) Test Taking Strategies.

On-going Areas of Training:

Teachers will be trained for the online curricula included the Open Court for Reading and Saxon Math Programs. Consultants from Learning3.com will conduct on-sight training for EasyTech Technology, Aha!Math, Ah!Science courses and PARCC/Smarter Balanced Assessment. Teachers will complete and continue PBIS on-line courses. ClassScape, NCWISE

Technology Standards and Performance Indicators

To Facilitate Leadership And Vision:

The Principal will inspire a shared vision for comprehensive integration of technology and foster a STEM environment and culture conducive to the realization of that vision. Principal will:

- * maintain an inclusive and cohesive process to develop, implement, and monitor the dynamic, long range, and systemic technology plan to achieve the vision.
- * foster and nurture a culture of responsible risk taking and advocate policies promoting continuous innovation with technology.
- * use data in making leadership decisions.
- * advocate for research based effective practices in use of technology.
- * advocate for funding opportunities that support implementation of the school Technology Plan.

To Facilitate Learning And Teaching:

Teachers will ensure that instructional strategies, and learning environments integrate appropriate STEM technologies to maximize learning and teaching. Teachers will:

- * identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards based curriculum leading to high levels of student achievement.
- * facilitate and support collaborative technology enriched learning environments conducive to innovation for improved learning.
- * provide for learner centered environments that use technology to meet the individual and diverse needs of learners.
- * facilitate the use of technologies to support and enhance instructional methods that develop critical thinking, decision making, and problem solving skills
- * take advantage of professional learning opportunities for improved learning and teaching with technology.

To Facilitate Productivity And Professional Practice:

Teachers will apply technology to enhance their professional practice to increase their own productivity and others. Teachers will:

- * model the routine, intentional, and effective use of technology.
- * employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- * create and participate in learning communities that stimulate, nurture, and support technology for improved productivity.
- * engage in sustained, job related professional learning using technology resources.
- * maintain awareness of emerging technologies and their potential uses in education.

To Facilitate Assessment And Evaluation:

Teachers will use technology to plan and implement comprehensive digital literacy systems of effective assessment and evaluation. Teachers will:

- * use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- * assess knowledge, skills, and performance in using technology and use results to facilitate quality professional development.

5. 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.

Training Schedule:

(1) Teachers will be required to attend weekly staff meetings as well as a two week preparation period for staff development days before the school year starts. During this time teachers will be trained in pullout sessions by IT consultants and technology vending training staff. (2) Teachers will receive 3 days of curriculum planning and PARCC/Smarter Balanced training by Learning3.com. (3) The Principal and staff will be trained in the use of NCWISE and Renweb LMS in July before school opening. (4) In addition to curriculum and systems training, teachers will receive two days of training including child abuse reporting, sexual harassment, fire and safety procedures, health issues, and team building activities.

Enrollment and Marketing:

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

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-238.29F(g)(5)).

Enrollment And Marketing: (See Appendix R Timeline and Planning)

AMCS will initiate an aggressive campaign to publicize the school to a broad audience in order to foster a student body that is representative of the local community. AMCS will also utilize targeted publicity/recruitment efforts to specific populations to help ensure representation from various constituencies. The following steps will be taken beginning in April 2014:

May June 2013: A series of public relations endeavors to develop general community awareness using print and electronic media to engage the community at large.

February June 2014: Develop school Website and other social media including FaceBook for school opening and student enrollment information.

Sept Oct 2013: Direct mailing to households in zip codes 27101 and conterminous zip codes.

July November 2014: Local newspaper and radio, including minority media in the area.

May 2013 Ongoing: To ensure an appropriate match between AMCSs mission and the educational and personal needs of applicants, AMCSs will initiate a series of targeted marketing efforts aimed at students who have the greatest potential to be successful. Additionally, as provided by NC Law, AMCS may request lists from the school system containing students names, addresses and grades in school to tell students and parents about the charter school.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Parental Involvement:

In support of strengthening student academic achievement, we will use Title I, Part A funds to develop and distribute to parents of participating children our written parental involvement policy that contains information required by ESEA. This policy establishes the schools expectations for parental involvement and describes the strategy the school will use to implement effective parental involvement, and is incorporated into the schools plan.

Student-parent Compact. AMCS will work with parents to develop a school-parent "compact" outlining the responsibilities for improved student achievement to be shared among parents, AMCS staff, and students.

Community Involvement

Community Service: The current terminology is "giving back," but the concept is ageless. AMCS wants its students to feel that they are not only from the community but also of the community. Students will learn early their responsibilities as fellow citizens and well being of the community as a whole. Third, fourth and fifth graders will conduct a community service project each year.

Mentoring: All adult staff at AMCS will be mentors including teachers, administrators, secretary, lunch room aides, maintenance, or other adults. Hence, AMCSs mentoring program will be considered an "inclusive instructional" method within the school.

Tutoring: Tutoring will include peers within AMCS or community-based tutoring programs (such as SES) conducted after school on campus, in neighborhood centers and area churches.

Community Partnerships

Maya Angelou Institute for the Improvement of Child and Family Education (MAI) AMCS will partner with the Winston-Salem State University Maya Angelou Institute in collaboration with the WSSU School of Education & Human Performance to promote and develop trusting, supportive, and empowering relationships between fourth-grade girls and their mothers.

WSSU Simon G. Acres Community Garden: AMCS will participate in WSSU urban community garden which serves as an exercise in empowerment, community-building and will be a source for producing healthy foods for the school and scientific exploration for students.

Forsyth County Cooperative Extension Services: AMCS will utilize the

services and resources of the Forsyth County Cooperative Extension Services to examine environmental science and develop science projects including greenhouse seed germination and hydroponics regarding year-round gardening and vegetation.

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *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 withdraws and transfers.*

Admissions Policy:

Tentative Dates for Application Period. AMCS will announce the opportunity to apply for enrollment in January and February by advertising on the schools website, newspapers and neighborhood organizations that provide services to youth. Admissions applications will be due in April. If full enrollment for kindergarten is not reached by the deadline date, AMCS will continue to receive applications for that grade as long as necessary to complete full enrollment. Applications received after the deadline date will be enrolled in order of receipt.

Lottery Policies and Procedures:

AMCS will follow the steps outlined below to ensure this procedure is equitable to all applicants. The lottery will be conducted by an individual who is not an AMCS employee. Name cards will be generated from an admissions spreadsheet prepared from each application. A card with each applicants first and last name will be contained in grade-specific envelopes. The names from each envelope will be placed into a large tumbler and selected one at a time to fill each class roster. After the total number of students to be accepted has been reached, all remaining names will be drawn and the order of students on the waiting list will be recorded according to the order in which names are drawn.

Enrollment Preferences:

Enrollment preference is first given to currently enrolled students. If a student is applying to kindergarten and has a sibling already enrolled in a higher grade, the kindergarten sibling will automatically be admitted. Next preference is given to the following ordered categories of applicants. In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 10 students, whichever is less; children of the school's employees and siblings of currently enrolled students who were admitted to the school in a previous year. Current AMCS students will not need to re-apply for admission, but they are required to submit a commitment letter for the following school year.

Procedures for Student Withdraws and Transfers:

When students withdraw or transfer from AMCS, student records are sent to

the receiving school electronically or hard copy ONLY when students report to the receiving school. Reciprocal actions will be taken when enrolling students at AMCS. When enrolling transfer students, AMCS considers (1) Student Discipline, (2) Attendance (3) Academics. Student withdrawals are documented in the NCWISE system.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Forsyth County Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000
Kindergarten	42	0		42	0		42	0		42	0		42	0	
Grade 01	42	0		42	0		42	0		42	0		42	0	
Grade 02	42	0		42	0		42	0		42	0		42	0	
Grade 03	21	0		42	0		42	0		42	0		42	0	
Grade 04	21	0		21	0		42	0		42	0		42	0	
Grade 05	21	0		21	0		21	0		42	0		42	0	
	189			210			231			252			252		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

Transportation will be provided consistent with the requirements of G.S. 115C.238.29F(h) which stipulates charter schools may provide transportation for students enrolled at the school. In this light, AMCS will explore various transportation options in an effort to remove barriers that may inhibit student access to the school. AMCS will develop the following four options to provide transportation services to students. These options will be consistent with G.S.115C238.29F(h).

Transportation Options:

As a first choice, parents will drop-off and pick up their children to and from school.

As a second option, AMCS will sign a contract with the LEA to develop a transportation plan to provide transportation services to our students.

As a third option, AMCS will negotiate with the LEA to secure one or two buses from its fleet of equipment. The fourth option will be utilization of a car pool system. Once students are enrolled a scatter plot of addresses will be developed to determine the proximity of students to one another and the school.

In particular cases of hardship for students who may live in outlying areas, the school will establish safe staging areas and contract for transportation services to students. To the extent possible, transportation will be provided for the following category of students:

- * whose Individual Education Plan (IEP) or 504 Plan stipulate so;
- * who are subject to hazardous walking conditions; and
- * certain other students not specified above at the schools option.

School Lunch Plan:

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.

School Lunch Plan:

Despite the myth that charter schools do not provide lunch services, nutritious hot lunches will be provided daily. Students may also bring their own lunch. A monthly calendar will be posted to the website containing the menu. Parents are welcomed to eat lunch with their child. Depending on lunch plan options listed below, AMCS will use the affordable LUNCHbuilder software service from Orgs.OnLine to manage school lunches and reporting requirements.

Lunch Options:

AMCS will examine four options for our food service operations. First Option: During our first year, contract with LEA to become an additional

drop off site to provide school lunch. Second Option: Contract with off-site commercial caterer to provide drop off food services. Third Option: Depending on facility capability: engage an onsite caterer (Subway, Wendys) to provide food services on a space rental basis and a percentage of food sales for revenue generation for the school. Fourth Option: Depending on facility capability: participate in and complete required US Department of Agriculture National School Lunch Program (NSLP) training and become our own food service sponsor. AMCS will participate in NSLP in all food service options.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$6,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,400.00
Property Insurance	\$250,000		\$1,200.00
Motor Vehicle Liability	\$1,000,000		\$850.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$1,100.00
Other	\$0		\$.00
Total Cost			\$10,550.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) 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.

addie014 02/20/2013

(Board Chair Signature)

(Date)

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.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

Facility Acquisition and Learning Environment:(See Appendix C: School Safety)

Building as Teacher While focusing on safety and security, the facility will aim to incorporate learning and the schools mission into the building. The state of the art facility will be transformed into a "Building as Teacher." We will extend environment and the culture of STEM throughout the building. From the sustainable elements to the careful use of materials, all of the elements will work together to be the life of the school and engage children. Its playfulness will be both appropriate and welcome while making it engaging and fun, and to inspire curiosity. The interior of our permanent facility will be known as (Nerdland Melissa Harris-Perry MS/NBC) with designated areas:

Principals Office: aka The Browser

Assistant Principal Office: aka The Hard Drive

Parents/Volunteers Office: aka The Monitor

Hallways: aka Internet Highway

Cafeteria: aka The Megabyte

Music Room: aka The Keyboard

Bathrooms: aka MySpace

Classrooms: aka Twitter

Technology Room: aka Apps

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.*

Facility Contingency Plan

In the event facility acquisition for a permanent location is not finalized when school is scheduled to open, AMCS will reduce staffing and student enrollment while ensuring economical viability and permit quality instruction in concert with our mission at a temporary site to facilitate opening as scheduled. Or, contract with local school district for co-use of existing facility or use of a closed facility.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2014-15

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE
PROPOSED
CHARTER
SCHOOL**

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 340 - Forsyth County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,670.36	189	\$882,698.04
Local Funds	\$1,850.00	189	\$349,650.00
Federal EC Funds	\$3,743.48	18	\$67,382.64
Totals			\$1,299,730.68

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$67,383	\$78,603	\$86,089	\$93,575	\$93,575
-Local Per Pupil Funds	\$349,650	\$787,500	\$866,250	\$945,000	\$945,000
-Other Funds*	\$5,650	\$6,300	\$6,930	\$7,560	\$7,560
-State ADM Funds	\$882,698	\$980,700	\$1,078,770	\$1,176,840	\$1,176,840
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,305,381	\$1,853,103	\$2,038,039	\$2,222,975	\$2,222,975

***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 statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Principal	1	\$65,000	\$65,000	1	\$66,300	\$66,300	1	\$67,626	\$67,626	1	\$68,979	\$68,979	1	\$70,358	\$70,358
Assistant Principal	1	\$60,000	\$60,000	1	\$61,200	\$61,200	1	\$62,424	\$62,424	1	\$63,672	\$63,672	1	\$64,946	\$64,946
Business Manager	1	\$45,000	\$45,000	1	\$45,900	\$45,900	1	\$46,818	\$46,818	1	\$47,754	\$47,754	1	\$48,697	\$48,697
Core Content Teacher(s)	9	\$39,000	\$351,000	10	\$39,780	\$397,800	11	\$40,575	\$446,325	12	\$41,386	\$496,632	12	\$42,213	\$506,556
Para Educator(s)	2	\$20,000	\$40,000	2	\$20,400	\$40,800	2	\$20,808	\$41,616	2	\$21,224	\$42,448	2	\$21,648	\$43,296
Esol Teacher	1	\$39,000	\$39,000	1	\$39,780	\$39,780	1	\$40,575	\$40,575	1	\$41,386	\$41,386	1	\$42,213	\$42,213
Ese Rti Coord	1	\$39,000	\$39,000	1	\$39,780	\$39,780	1	\$40,575	\$40,575	1	\$41,386	\$41,386	1	\$42,213	\$42,213
Physical Ed	1	\$29,000	\$29,000	1	\$29,580	\$29,580	1	\$30,171	\$30,171	1	\$30,774	\$30,774	1	\$31,389	\$31,389
Contracted Maint	1	\$30,000	\$30,000	1	\$30,600	\$30,600	1	\$31,212	\$31,212	1	\$31,836	\$31,836	1	\$32,472	\$32,472
Transportation Staff	1	\$3,000	\$3,000	1	\$3,000	\$3,000	1	\$3,000	\$3,000	1	\$3,000	\$3,000	1	\$3,000	\$3,000
Data Management	1	\$35,000	\$35,000	1	\$35,700	\$35,700	1	\$35,700	\$35,700	1	\$37,142	\$37,142	1	\$37,884	\$37,884
Technology Mgr/Teacher	1	\$39,000	\$39,000	1	\$39,780	\$39,780	1	\$40,575	\$40,575	1	\$41,386	\$41,386	1	\$42,213	\$42,213
Reading Coach/Gifted	1	\$39,000	\$39,000	1	\$39,780	\$39,780	1	\$40,575	\$40,575	1	\$41,386	\$41,386	1	\$42,213	\$42,213
Contracted Personnel	1	\$35,000	\$35,000	1	\$35,700	\$35,700	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Pt Food Service Staff	1	\$20,000	\$20,000	1	\$20,400	\$20,400	1	\$20,808	\$20,808	1	\$21,224	\$21,224	1	\$21,648	\$21,648
Pt Time Speech Therapist	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Total Personnel	25	\$557,000	\$889,000	26	\$567,680	\$946,100	26	\$546,442	\$973,000	27	\$557,535	\$1,034,005	27	\$568,107	\$1,054,098
Benefits:															
	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total

Addie C. Morris Children's School

Disability	22	\$821	\$18,062	23	\$877	\$20,171	24	\$935	\$22,440	25	\$995	\$24,875	25	\$1,015	\$25,375
Health Insurance	22	\$1,200	\$26,400	23	\$1,200	\$27,600	24	\$1,200	\$28,800	25	\$1,200	\$30,000	25	\$1,200	\$30,000
Life Insurance	22	\$821	\$18,062	23	\$877	\$20,171	24	\$935	\$22,440	25	\$995	\$24,875	25	\$1,015	\$25,375
Medicare	22	\$821	\$18,062	23	\$877	\$20,171	24	\$935	\$22,440	25	\$995	\$24,875	25	\$1,015	\$25,375
Retirement Plan	20	\$781	\$15,620	21	\$836	\$17,556	22	\$894	\$19,668	23	\$953	\$21,919	23	\$972	\$22,356
Social Security	22	\$821	\$18,062	23	\$877	\$20,171	24	\$935	\$22,440	25	\$995	\$24,875	25	\$1,015	\$25,375
Total Benefits	130	\$5,265	\$114,268	136	\$5,544	\$125,840	142	\$5,834	\$138,228	148	\$6,133	\$151,419	148	\$6,232	\$153,856
Total Personnel Budget	155	\$562,265	\$1,003,268	162	\$573,224	\$1,071,940	168	\$552,276	\$1,111,228	175	\$563,668	\$1,185,424	175	\$574,339	\$1,207,954

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

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$1,500	\$2,500	\$3,000	\$3,250	\$3,250
	Curriculum/Texts	\$37,000	\$42,000	\$47,000	\$50,000	\$50,000
	Instructional Materials	\$25,000	\$30,000	\$32,000	\$32,000	\$32,000
	School Supplies	\$2,500	\$3,500	\$5,000	\$7,000	\$7,000
	Testing Supplies	\$15,000	\$18,000	\$22,500	\$25,000	\$27,000
Human Resources Costs	Legal Counsel	\$10,000	\$2,000	\$2,500	\$2,500	\$2,500
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$3,000	\$3,500	\$3,500	\$4,000	\$4,000
Other	Food Plan	\$10,000	\$20,000	\$21,500	\$25,000	\$25,000
	Insurances	\$10,500	\$9,500	\$10,500	\$10,500	\$10,500
	Marketing Plan	\$4,000	\$4,000	\$5,000	\$5,000	\$5,000
	Transportation Plan	\$3,000	\$5,000	\$7,000	\$8,000	\$8,000
	Travel Expenses	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Rents and Debt Services	Custodial Supplies	\$2,000	\$2,000	\$3,000	\$3,250	\$3,500
	Extermination	\$500	\$500	\$500	\$500	\$500
	Facility Lease/Mortgage	\$50,000	\$50,000	\$60,000	\$60,000	\$60,000
	Maintenance	\$1,500	\$3,000	\$3,000	\$3,500	\$3,500
	Rent of Equipment	\$0	\$0	\$0	\$0	\$0
	Security/Alarm	\$3,500	\$3,500	\$4,000	\$4,000	\$5,000
Technology Hardware	Instructional Software	\$75,000	\$76,250	\$80,000	\$82,000	\$85,000
	Network/Internet	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
	Office Software	\$7,000	\$7,000	\$10,000	\$12,000	\$12,500
	Other	\$5,000	\$10,000	\$10,000	\$12,000	\$12,000
Utilities	Electric	\$0	\$0	\$0	\$0	\$0
	Energy	\$19,000	\$21,000	\$21,750	\$22,000	\$27,000
	Phone	\$4,800	\$4,800	\$5,000	\$5,000	\$5,000
	Water/Sewer/Trash	\$890	\$1,000	\$1,000	\$1,000	\$1,000
Total Operations		\$300,190	\$328,550	\$367,250	\$387,000	\$398,750

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,003,268	\$1,071,940	\$1,111,228	\$1,185,424	\$1,207,954
TOTAL EXPENDITURE (OPERATIONS)	\$300,190	\$328,550	\$367,250	\$387,000	\$398,750
TOTAL EXPENDITURES	\$1,303,458	\$1,400,490	\$1,478,478	\$1,572,424	\$1,606,704
TOTAL REVENUE	\$1,305,381	\$1,853,103	\$2,038,039	\$2,222,975	\$2,222,975
ANNUAL NET PROJECTIONS	\$1,923	\$452,613	\$559,561	\$650,551	\$616,271

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

- Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

Personnel: Yr 1: 24 personnel including 2 P/T positions. Add: 1 classroom teacher in Year 2,3,4 w/2% pay increase each year w/20% benefits for additional teacher in Year 2,3,4. Custodian services are contracted w/out benefits and Curriculum Consultant Contracted Services for Year 1-2 w/out benefits. P/T Lunch Assist w/health benefits and P/T Speech Therapist w/out benefits.

Furniture Fixtures & Equipment: Office and Classroom furniture

Staff Development: Technical assistance provided by digital consultants and curriculum vendors.

Instructional Materials: Saxon Math Books , manipulatives, consumables; on-line Assessments; Open Court Imagine It with On-line Reading and Assessments, First Move Chess Curriculum

Testing Materials: Childrens Progress Academic Assessment (CPAA); Title I and IDEA Funds; EOG; K-2 Literacy Tests, IXL Math Assessment

Interactive Technology Classroom Equipment: Mimio Classroom; Promethean Short-throw Smart Boards, Digital Cameras; Projectors.

E-Rate: Internet Connectivity and Priority I telecommunications equipment

Computer Equipment: CDW-G discounted ACER laptops; discounted Mimio wireless tablets; Mobile Laptop Carts

Student/Personnel Information System: RenWeb LMS; LUNCHbuilder; Quickbooks

Computer Software And License: MacKiev Digital Storytelling; ThinkQuest, ESE software; Easy Tech; Aha! Math and Science; Wordle; Moodle, MimioStudio.

Transportation: As required by IEP, field trips;

Building Security: Rapture Security System, Interior/exterior cameras, monitors, electronic access

2. *Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

Bookkeeping and Financial Services Consultant:

AMCS will seek to engage the services of Thomas & Gibbs CPAs at 6114 Fayetteville Rd, Durham, NC to provide general accounting services and to provide reports and records per the requirements of the NCDPI and the charter school Board. These services will include processing of accounts payable, payroll, payroll taxes, and payroll tax benefits based upon the following assumptions:

- * Invoices processed for payment twice per month
- * To the extent possible, electronic payments to vendors,
- * Monthly payroll and employees paychecks on direct deposit.
- * Compilation of monthly financial statements.
- * Monthly budget monitoring and reporting.
- * Allotment management, tracking functions and budget revisions and amendments.
- * Monthly maintenance of financial records in compliance with the UERS requirements.
- * Record accounting transactions utilizing the iSIS general ledger and payroll systems.
- * Assistance in developing an action plan to address any findings and recommendations from oversight agencies.

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

AMCSs Spending Priorities: The schools spending priorities are based on the need to provide quality education at the most efficient cost. These priorities are aligned with AMCSs academic goals including:

- * Attracting and retaining highly-qualified staff that will engage students and help them to improve their learning.
- * Securing, renovating, and maintaining an appropriate school facility.
- * Employing a first-rate, technology-enhanced, mastery-based curriculum.
- * Marketing and recruiting initiatives designed to attract and retain our target student population.

The most significant expenditures during the start-up phase of operations will include:

- * Facility Lease and Renovation
- * Staffing and Employment
- * Furniture, Technology, and Software
- * Marketing and Student Recruitment
- * Teacher training and Professional Development

4. *Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

AMCS does not currently have access to anticipated funding. However, we have established a relationship with the Keystone Capital Funding Corp. in St.

Petersburg, FL for short-term factoring assistance if needed. (See Appendix P).

5. *Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

Break-Even Point for Planning:

The basic business formula for break-even analysis is as follows: $[BEQ = FC / (P-VC)]$: where BEQ = Break-even quantity; FC = Total fixed costs; P = Average price per unit; and VC = Variable costs per unit]:

2014-2015

25%Enrollment @47 Stud=\$416,120
50%Enrollment @95 Stud=\$832,240
75%Enrollment @141 Stud=\$1,248,360
100%Enrollment @189 Stud=\$1,305,381
BREAK-EVEN:\$1,273,456

2015-2016

25%Enrollment @53 Stud=\$463,275
50%Enrollment @105 Stud=\$926,551
75%Enrollment @157 Stud=\$1,389,827
100%Enrollment @210 Stud=\$1,853,103
BREAK-EVEN:\$1,321,901

2016-2017

25%Enrollment @58 Stud=\$509,509
50%Enrollment @95 Stud=\$1,019,019
75%Enrollment @116 Stud=\$1,528,529
100%Enrollment @231 Stud=\$2,038,039
BREAK-EVEN:\$1,233,058

2017-2018 (2018-2019)

25%Enrollment @63 Stud=\$555,743
50%Enrollment @126 Stud=\$1,111,487
75%Enrollment @189 Stud=\$1,667,231
100%Enrollment @252 Stud=\$2,222,975
BREAK-EVEN:\$1,414,739

6. *Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.*

Budgetary Contingency Projections:

AMCS will establish a contingency plan to meet any unexpected funding shortfall to include engaging a reputable factoring company to factor vendor invoices accounts for a reasonable service fee; 60-90 day net from vendors for accounts payable; restructured lease agreement to include a 30-60 day lease vacation; partnering with sponsors and foundations; beta marketing for discounted manufacturing products.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The Board of Directors will establish an Audit Committee to conduct a year end audit for submission to the Governance Board and the Local Government Commission (LGS) prior to October 31st of the current year. The Audit Committee will:

Establish factors to use for the evaluation of audit services to be provided by a certified public accounting firm duly licensed by the State of North Carolina;

Issue public request for proposal to interested firms;

Evaluate proposals provided by qualified firms; and

Rank and recommend to Board in order of preference no fewer than three firms deemed to be the most highly qualified to perform the required services.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

AMCS will seek to engage the services of Thomas & Gibbs CPAs at 6114 Fayetteville Rd, Durham, NC to provide general accounting services and to provide reports and records per the requirements of the NCDPI and the charter school Board. These services will include processing of accounts payable, payroll, payroll taxes, and payroll tax benefits

VI. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of Addie C. Morris Children's School (*name of non-profit corporation or individuals submitting application*). 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.

Print/Type Name: addie014

Board Position: Chairman, Board of Directors

Signature: _____

Date: 02/20/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.