



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Central Arts Charter 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: Central Arts Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Central Arts Charter School*

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: *Selecia A. Miller*

Title/Relationship to nonprofit: *Board Chair/Founder*

Mailing address: P.O. Box 551403
Gastonia NC 28055-1403

Primary telephone: 980-229-5949 Alternative telephone: 704-396-6767

E-Mail address: *seleciamiller@gmail.com*

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

County: GASTON

LEA: 360-Gaston County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Central Arts Charter School

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

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	120
Second Year	K,01,02,03	160
Third Year	K,01,02,03,04	200

Fourth Year	K,01,02,03,04,05	240
Fifth Year	K,01,02,03,04,05	240
Sixth Year	K,01,02,03,04,05	240
Seventh Year	K,01,02,03,04,05	240
Eight Year	K,01,02,03,04,05	240
Ninth Year	K,01,02,03,04,05	240
Tenth Year	K,01,02,03,04,05	240

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.

seleciamiller
Signature

Founder/Board Chairperson
Title

seleciamiller
Printed Name

02/28/2013
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 Central Arts Charter School (CACS) is to create a unique learning environment for students focusing on individual learning needs, character education, with integration of visual and performing arts to enhance the learning experience of each child. Central Arts Charter School strives to be a school of collaboration between students, parents, staff, and the community working to develop and maintain a program of high quality for each and every unique student.

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.*

Central Arts Charter School seeks to enroll a diverse population of students in kindergarten through fifth grade. Students will begin in grades kindergarten through second grade and an additional grade will be added each year through fifth grade. Based on data from Quick Facts (<http://quickfacts.census.gov/qfd/states/37/37071.html>) Gaston County has a 16.6% poverty population. Based on information from Gaston County Schools Fast Facts (<http://www.gaston.k12.nc.us/parents/Documents/FastFacts.pdf>) Gaston County schools ethnic composition includes 20.3% African American, 64.7% Caucasian, 9.5% Hispanic, and 3.8% Multiracial in addition to less than 1% of other ethnic groups. Targeted efforts will focus on the southern and western areas of Gaston County. Within the 28052 and 28054 zip codes, several schools were identified as High Poverty School in the Gaston County School District with achievement gaps between the economically disadvantaged (E.D.) and non-economically disadvantaged (N.E.D) students or as schools with gaps between students who passed both the reading and math portions of the 2012 North Carolina End-of-Grade Tests (NC Report Cards 2011-2012) . Those schools are:

Chapel Grove Elementary (63.7% E.D. versus 78.4% N.E.D. students who passed both reading and math tests)

Forest Heights Elementary (47.9% E.D. versus 66.7% N.E.D. students who passed both reading and math tests)

Gardner Park Elementary (59.2% E.D. versus 81.5% N.E.D. students who passed both reading and math tests)

Hawks Nest Intermediate Elementary (Grades 4-5) (78.6% E.D. versus 94.8% students who passed both reading and math tests)

H.H. Beam Elementary (57.6% E.D. versus 67.6% N.E.D. students who passed both reading and math tests)

Lingerfeldt Elementary (56.5% E.D. versus 93.3% N.E.D. students who passed both reading and math tests)
Pleasant Ridge Elementary (51.5% E.D. versus 60.0% N.E.D. students who passed both reading and math tests)
Rhyne Elementary (41.2% E.D. versus 50.0% N.E.D. students who passed both reading and math tests)
Sadler Elementary (44.4% E.D. versus 44.0% N.E.D. students who passed both reading and math tests)
Sherwood Elementary (39.6% E.D. versus 81.6% N.E.D. students who passed both reading and math tests)
Tryon Elementary (60.7% versus 82.0% N.E.D. students who passed both reading and math tests)
Woodhill Elementary (30.0% versus 85.7% N.E.D. students who passed both reading and math tests)

Central Arts Charter School believes that both economically and non-economically disadvantaged students can excel if given curriculums that are rich in academic core materials and enhances the student's ability to demonstrate learning objectives. Students must be provided individualized instruction, on their level to increase their learning comprehension. When all students are grouped together and do not receive differentiated instruction, a larger learning gap occurs. The more students receive instruction in these settings, the larger the gap becomes. Central Arts Charter School seeks to provide students with an education based on Common Core and Essential Standards, yet provide individual learning opportunities for students to achieve academic success through the use of such texts as Core Knowledge and Saxon Mathematics. Central Arts Charter School will take on the responsibility to demonstrate that every child can learn regardless of their economical demographics.

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 will be 240 students in grades K-5 by the school's fourth year and thereafter. This number represents (240 of 14,233 students in Gaston County Schools) roughly 1.6% of the local LEA population of students in grades K-5.

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

The educational plan for Central Arts Charter School will be based on the North Carolina Common Core and Essential Standards and will provide students individualized instruction based on academic needs as evident by both formal and informal student testing data. Students will receive instruction using the Core Knowledge Curriculum series. This curriculum places strong emphasis on what students will know before progression to each subsequent grade. Core Knowledge also has an arts infused curriculum that will support our visual and performing arts integration into the curriculum. The Core Knowledge curriculum incorporates Visual Art, and Music into its curriculum. It has also been aligned to meet new Common Core and Essential Standards.

Central Arts Charter School will extend its instructional day by one hour longer than the local LEA school system. In addition to receiving individualized assistance throughout the instructional day, students will also receive additional individualized instruction during this hour of time.

Through the use of individual student data, teachers will prepare materials for students that will provide additional reinforcement. Each student will have an individualized plan in which to focus on during this time. Teachers, assistants, and volunteers will work with students in mastering those concepts which the student may have difficulty comprehending. Additionally, student will be provided enhanced materials in order to move towards progression of learning more objectives.

Students will participate in collaborative learning groups, peer learning, whole and small group instruction. Classroom instruction as well as instruction in the Special Arts classes will be taught using Howard Gardner's Multiple Intelligences Theory. According to Gardner (1991), "We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains." He also stated that, "Students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways."

In addition to traditional assessment methods, by incorporating visual and performing arts, into the curriculum, students will be able to use their creative intuitions (i.e. music, dance, drama, and art) to interpret and produce qualities of work that demonstrate their knowledge based on visual and performing arts concepts.

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.*
1. Create new professional opportunities for teachers, including the

opportunities to be responsible for the learning program at the school site.

Teachers will receive professional development regarding various instructional delivery methods that integrate Common Core, Essential Standards, Core Knowledge, Saxon Math, and Gardner's Multiple Intelligence Theory as well as Visual and Performing Arts instructional strategies. Teachers will choose the methods in which they deliver each individual lesson to students. They will be encouraged to incorporate instructional methods in relation to using known methodologies. Teachers will work with special area teachers to create project-based and inquiry-based learning lessons for their students. Special Arts teachers will work with classroom teachers to integrate the arts into their core subjects. They will also have access to technology and be encouraged to use technology to provide instruction to their students. This could be achieved through webquests, online virtual fieldtrips, etc.

2. Hold schools accountable for meeting measurable student achievement results.

Central Arts Charter School will be held accountable for meeting student achievement results through instructional and leadership practices. Teachers will be licensed for the areas in which they teach and will receive professional development opportunities to further their teaching abilities. Teachers will use formal and informal test data and classroom observations to aid in determining educational needs of students. Teachers, administrators, and school staff will attend professional development sessions on how to interpret testing data to increase student achievement. Since instruction will be based on Howard Gardner's Multiple Intelligence Theory, teachers and staff will receive professional development that focuses on how to incorporate this theory into educational curriculums. Administrators, teachers, and staff will be part of Professional Learning Communities that meet to discuss student performance and create ways in which to improve student achievement. Administration and board members will receive professional development on leadership practices and effective school management.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Gaston County only has one magnet school, which is a high school. Families of elementary students do not have any magnet school choices. Although Central Arts Charter School will not be a magnet school, families will be provided with expanded choices through the integration of creative arts into the curriculum. Students will attend music, art, dance, and drama classes each week and receive instruction from teachers who have specializations in their respective areas. These special arts teachers will work with the classroom teachers in their classrooms to incorporate each area into the current week's curriculum theme as well as into the school's monthly focused themes. Special Arts Teachers (Art, Music, Dance, Drama) will create and produce concerts, productions, and galleries in order for students work to be viewed by parents, school visitors and throughout the community.

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?

Central Arts Charter School will use the SMART System (Systemic, Measureable, Attainable, Realistic, Time Bound) to help accomplish the goals of its mission statement.

The board of directors will be able to determine whether Central Arts Charter School has attained the tasks stated in its mission statement by looking at each component identified in the mission statement individually, creating tools such as parent surveys, community surveys, and gathering data to indicate whether progress is being made toward each objective in a timely manner. Central Arts Charter School will incorporate family and community events as well as character education into our curriculum and hold school events that invite students, parents, staff, and the community to participate in building community involvement. The board will set realistic goals in obtaining the mission of Central Arts Charter School. Data will be reviewed monthly and quarterly at meetings.

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.*

Goal: Students will demonstrate growth in Reading:

I. Each year, seventy-five percent (75%) of students who began the year at CACS will demonstrate academic growth in reading as measured by MAP with a beginning of year baseline in the Fall, Winter, and Spring when the assessment is administered.

II. Each year, seventy-five percent (75%) of students in grades third through fifth who attended CACS consecutively for at least two years will meet student proficiency levels of 3 or 4 on the State End of Grade Reading Assessment.

Goal: Students will demonstrate growth in Math

III. Each year, seventy-five percent (75%) of students who began the year at CACS will demonstrate academic growth in math as measured by MAP with a beginning of year baseline in the Fall, Winter, and Spring when the assessment is administered.

IV. Each year, seventy-five percent (75%) of students in grades third through fifth who attended CACS consecutively for at least two years will meet student proficiency levels of 3 or 4 on the State End of Grade Math Assessment.

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.

Central Arts Charter School seeks to provide students with a collaborative learning environment consisting of school staff, parents, and members of the community that provide students with a unique educational experience focusing on individual learning needs, placing strong emphasis on character education while incorporating visual and performing arts into each core subject curriculum.

Instructional methods that will be integrated into classroom lessons include direct and indirect strategies such as; explicit teaching, demonstration, guided discussions, guided inquiry, learning labs, field trips, learning centers, independent study projects, and cooperative learning groups.

Classroom instruction will include the use of the Core Knowledge Series, this provides students with a highly integrated curriculum that focuses on advancing their knowledge and preparing them for each subsequent grade level with instruction in English/Language Arts, Mathematics, History/Geography, Science, Music, and Visual Art. Saxon Math provides many opportunities for review of math concepts and the use of manipulatives. Students review previously learned concepts in addition to learning new concepts. Teachers will incorporate various reading materials into the student's lessons in order to expose them to the various types of reading media. Stories that will focus on learning goals required by the Common Core objectives can be obtained through magazines, storybooks, online libraries, oral reportings or classical stories as included in the Core Knowledge series. Visual and Performing Arts components will be taught using North Carolina Essential Standards for Arts Education.

Assessment strategies to be used in addition to formal assessments such as MAP (Measures of Academic Progress), DIBELS, and Quarterly Benchmark Assessments, teacher created assessments, and End-of-Grade assessments include:

- * Scoring rubrics
- * Concept Maps
- * Student Portfolios (containing works that have been integrated with the fine arts program)
- * Cooperative Learning Assessments (peer, individual, and group)
- * Knowledge Surveys
- * Oral Presentations
- * Written Reports

Each child's academic level will first be determined through both formal and

informal assessments. Based on the results, students will then receive instruction at their current academic level need. The fine arts will be integrated into all core curriculum areas. Students will also receive instruction through inquiry-based and project-based learning. Students learn better when they are allowed to physically touch or manipulate objects. Students will have many opportunities to interact with objects and manipulatives that they may otherwise not have access to. This will provide students with unique learning experiences that will leave a lasting impression on them as they reflect on the activities used for instruction by their teachers.

There were ten elementary schools located within the 28052 and 28054 zip codes in Gaston County, nine of the schools are identified as high poverty schools by NC Schools Report Card website. When a child's family socio-economics affect his or her ability to achieve high academic standards, providing that child with character education can reduce the effects of his or her circumstances and reduce the possibility of students becoming at risk for drop-out, crime, and teen pregnancy. When students are taught responsibility, respect, cooperation, honesty, compassion, and perseverance, regardless of their socio-economic status, they can achieve high academic expectations. Central Arts Charter School seeks to provide students with character education that takes place both in their classrooms and at the school level to create a family atmosphere among students and staff that will allow student to be accepted for who they are and understand that they can achieve all goals and expectations that will be expected of them.

K-8 Curriculum and Instructional Design:

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

Instruction for students at Central Arts Charter School will consist of classrooms designed for effective learning utilizing the Core Knowledge, Saxon Math, and the NC Essential Standards for Arts Education. Classes at Central Arts Charter School will consist of at least 2-90 minute uninterrupted blocks for reading and math comprehension. Students will participate in whole-group, peer, small group, center/stations, one-on-one instruction with the teacher and individual learning environments adapted to the curriculum being taught. Special Arts classes will occur once daily, thus allowing teachers time to collaborate on instructional items. Class sizes at Central Arts Charter School will average 20 students per class. This low ratio ensures that teachers and assistants are able to spend individual time with students. Students will have work portfolios that will consist of materials that they need reinforcement or additional assistance in mastering. These portfolios will be used by students throughout the day as they complete other assignments as well as during the additional hour of the school day. Students may receive one-on-one assistance from the teacher or the assistant, who will provide mini lessons in order for the student to be able to complete the work independently.

Students in third and fourth grade will participate in transition classes, which will also be based on academic needs including accelerated classes and remedial classes.

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.

Ongoing, documented assessments for grades K-2 throughout the year and a summative assessment at the end of year will be implemented as required by the State Board of Education. These assessments will provide progression information to identify each students' instructional needs and also identify students who will need intervention plans. The assessments will provide subsequent teachers with information regarding the academic standing of each student. The information from the assessments will also be shared with parents to provide them with information on their child's academic progress through the school year. Finally, the information will provide Central Arts Charter School with information about the achievement status and progress of students.

Core Knowledge seeks to provide diversity for students of various backgrounds through the integration of cultural lessons within their sequences. Students will learn respect for cultural diversity by acquiring knowledge about their own cultures and then by learning to respect and appreciate the cultures of others. As students learn this through the use of the Core Knowledge series, they will be able to focus on their own learning styles and needs. Core Knowledge provides structure through sequence, however, allows for teacher to broaden students learning by individualizing instruction. Core Knowledge provides an alignment to the Common Core and Essential Standards. This ensures that all the subject matter that students will need to know is covered. If a specific skill is not covered within a particular grade level, then that information along with resources to find additional aids is provided. Science, History/Geography, Music, Visual Art, Language Arts/English instruction will be instructed through the use of the Core Knowledge Series.

Incorporating the arts into our targeted student population academic program will allow students to express themselves through other means than simply learning and testing. Students will learn history and relevant information about places and things that they otherwise would not have exposure to. Students will visit play productions, art galleries, and musical performances throughout the school year to enhance their learning.

The school's curriculum will align with the requirements tested in conjunction with the North Carolina Accountability Model. Teachers will follow the Common Core and Essential Standards objectives and goals by incorporating the goals and objectives with the Core Knowledge series, Saxon Math, and NC Essential Standards for Arts Education.

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.

Teachers will provide students instruction in a variety of instructional formats. The methods used will be based on the lessons being delivered. However, teachers are expected to use project and inquiry-based learning strategies, as well as direct, indirect and interactive strategies. Any of these teaching strategies could be utilized in various content areas. For reading instruction specifically, teachers will be expected to deliver instruction utilizing a balanced literacy approach.

The use of these strategies for students who have experienced difficulty with reading comprehension and mathematical competencies will benefit the students because he or she will have the ability to have his or her teacher work with him or her on a particular concept. Teachers will be expected to model all information to students and provide guided practice before requiring students to complete the lessons independently. Also, the varied instructional strategies that the teacher utilizes will allow the student several opportunities to master the concepts. Students will also be allowed to demonstrate mastery in various formats including written, portfolio, projects, and orally.

Fine Arts will be infused into our regular curriculum through instruction guided by the NC Essential Standards and the National Standards for Arts Education.

Teachers will be provided professional development opportunities before the start of the school year. Teachers will also receive professional development in implementing the Common Core and Essential Standards, Core Knowledge Series, Saxon Mathematics, Technology in the Classroom, Classroom Management, STAR Reading and Math Programs, and Accelerated Reader and Math. In addition, other professional development opportunities will take place throughout the school year in after-school workshops, webinars, presenters, and travel to presentations. Teachers may also request to go to professional development workshops independently to improve their own specific teaching skills.

Teaching assistants as well as Fine Arts area teachers will also participate in the professional development opportunities for core content teachers in an effort to allow for collaboration between the arts and regular instructional contents.

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.

In addition to students attending school for 185 instructional days, the school will operate a 7 and a half hour school day. This will be one additional instructional hour each day that is not an option at any of the district schools, which operate between 7:55a.m. until 2:30 p.m. This additional hour of instruction (8:00a.m. until 3:30p.m.) will provide students and teachers the opportunity to reinforce skills that the student may have had difficulty mastering or provide for lesson enrichments.

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.

Central Arts Charter School will implement the RTI (Response To Intervention) model to address academic concerns of all students. The RTI method will be used in determining and responding to the instructional needs of the students who are not meeting expected learning goals. Through utilization of the RTI model, the staff can ensure that it is providing high-quality instruction and intervention strategies to meet students needs. In order to implement RTI utilization effectively, teachers will screen all students at the beginning of the school year using specific reading and math assessments such as MAP, DIBELS, or STAR Reading and Math to determine which students may require further assessment. In Professional Learning

Communities, all testing results will be analyzed to find each students' deficiencies in reading and math concepts.

Students identified as having deficiencies will receive preference in individualized instruction in smaller settings with certified staff who can specifically design lessons to target student deficiencies. Students will be assessed weekly during each grading period in order to monitor and adapt their lessons accordingly. If during a grading period, a student is able to meet expected goals, then that student will be removed from the Intervention sessions and will continue to receive instruction with their classroom teacher. If a student does not demonstrate sufficient progress toward goals, he or she will be reassessed to ensure that their intervention plan is appropriate and/or he or she will receive additional intervention strategies. Student Services Management Teams will meet at interim grading periods to discuss students progress and parent notification. If a meeting is needed before an interim period, the team reserves the right to request such meeting. If after exhaustion of available intervention strategies, the student is still unable to meet academic goals, his or her parents will be contacted and the student may be referred for Exceptional Children services. This is to occur no later than the end of the second grading period. Any student can be assessed for additional intervention services at anytime as deemed by the classroom teacher or other certified teaching staff.

With the addition of one hour on the school day, teachers will be able to utilize that time to provide additional individualized instruction for students who are having difficulty. Summer activity camps will also be offered for students through the summer allowing students to continually reinforce learning that has occurred throughout the school year. The activity camps will be open to all students regardless of academic performance.

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.

WIDA (World-class Design and Assessment) assessments in oral language, written language, and spoken language will be used to identify students who will receive services from an ELL teacher to ensure that they are getting a solid foundation of the English language. Based on assessment results, an individualized plan will be developed to provide students with instruction according to individual needs. Students will receive instruction by certified staff, relevant to current educational objectives that are being taught in the classroom.

Based on individual goals, students will meet or exceed the objectives of the English Language Proficiency Standards. WIDA will be administered within the first semester of school and repeated to assess progression towards English Language Proficiency Standards. Teachers will receive professional development regarding the implementation of the WIDA program for students.

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.

During the second semester of a student's second grade year and based on teacher observations of student work, teachers will refer students for entry into the AIG program. Parents will be contacted to obtain permission to have the student assessed by a psychologist.

Students selected for the program will receive individualized instruction in smaller settings with certified staff who can specifically design lessons to challenge the student. Students will be assessed weekly during each grading period in order to monitor and adapt their lessons accordingly. If the student qualifies for services, an AIG teacher would be available each week to provide enhanced curriculums based on the student's plan developed by the SSMT team. If during a grading period, a student is able to meet expected goals, then that student will receive additional content from their instructor and their sessions will continue. If a student does not demonstrate sufficient progress toward goals, he or she will be reassessed to ensure that their intervention plan is appropriate and/or he or she will receive additional curriculum plans that continue to challenge, yet are not on the student's frustration level.

Information regarding lessons and student progress will be discussed weekly by teachers and notifications will be sent to parents to provide the parent with information on the students progress. Additionally, the Student Services Management Team (SSMT) will meet each grading period to discuss the students progression towards their goals.

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)

1. Students will be identified through the CECAS (Comprehensive Exceptional Children Accountability System). This system tracks student information across schools and district boundaries throughout North Carolina. This system is able to identify any previous Exceptional Children services the

child may have received and allows the current school to formulate learning plans for the students.

2. Through the use of Child Find, if a student is already identified that information is used to request records from the child's previous school. After examining the current records, a list is generated to determine the dates of last evaluations, how much longer the educational plan is effective, and the amount and type of services that have been provided to the student and when reevaluation is needed. Behavioral Specialists, Psychologists, Speech Therapists, etc. would be contracted to complete student evaluations and assessments.

3. The records of students that were previously receiving Exceptional Children's services at another school prior to enrollment at Central Arts Charter School records will be requested from the child's previous school. A form requesting their cumulative records as well as any additional services that the child was receiving will be forwarded to the child's last known school. The student's cumulative records folder should be received separate from his or her Exceptional Children's records and be marked as Confidential.

Onsite at the school, students cumulative records will be kept separate from any Exceptional Children's records. These records will be kept in a locked secure area accessible only to the Lead Administrator, Exceptional Children's teacher, and any consultants contracted to perform services. A key and sign in and sign out form will be provided to keep an accurate record of who has a student's record. Records will be returned by the end of each school day.

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.

1. Educational progress will be aligned with Common Core and Essential Standards. Services will be provided according to the students' identified need by licensed contracted personnel. These services will include but not be limited to; speech/language therapy, guidance counseling, behavioral services, occupational therapy, and physical therapy.

2. Students with disabilities will receive the services that will ensure their right to a Free & Appropriate Public Education (FAPE). Students that have been identified for specific services will have those services provided during their academic school day by licensed personnel. No child will be denied the right to education under Free & Appropriate Public Education act.

3. The IEP (Individualized Educational Plan) will be reviewed weekly by the Exceptional Children's teacher and regular education teacher. The student will receive weekly progress reports that will also be shared with parents. The IEP will also be evaluated at the end of each nine-week grading period with a progress report being shared with parents. Parent and student input will be considered before revisions to the IEP are implemented. Parents will be invited to a meeting to discuss their child's progress and educational needs.

4. Related services such as speech/language, physical therapy, occupational therapy, etc. will be provided as required in accordance with the student's Individualized Education Plans. If necessary, these services will be provided on a contracted basis through agencies such as Compleat Rehab of Gastonia, North Carolina or like agencies that provide similar services.

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.
1. All students that attend Central Arts Charter School will be expected to abide by all policies, procedures, academic standards, and behavioral standards. Students are required to participate in all programs that are offered by the school that enhance the student's learning opportunities. Students will be expected to meet all standard requirements of both formal and informal assessments in order to be promoted to the next grade level.
 2. All eligible students at Central Arts Charter School will be administered North Carolina End-of-Grade assessments.

Assessment and evaluation tools that will be used in addition to state or federal tests include MAP (Measures of Academic Progress). This computerized assessment is based on state standards and is individually driven by student responses. At the conclusion of the assessment, the program generates a report detailing each student's specific strengths, weaknesses, and provides a ranking based on students in the same grade level. The test also generates reports that show whether the student has made academic growth or progress since last taking the assessment. Additionally, reports are generated for parents that explain, in detail how their child is performing and the skills that the parents can work with the child on at home.

Another assessment that will be used is DIBELS (Dynamic Indicators of Basic Early Literacy Skills). It is an assessment that can be given computerized or in the traditional form of a running record for grades K-6. This assessment measures literacy skills through timed sessions. The data is then used to determine each child's current independent and instructional reading levels allowing teachers to plan instruction according to each student's ability.

To supplement instruction, teachers will administer STAR Reading and Math Assessments, which are assessment tools in which students complete short-timed assessments and results are available immediately for teachers to use to guide instruction as well as parent letters that detail the results of the student's assessments. Once the student's academic levels are determined, a progression of lessons is created for the student. The first lessons consist of practice lessons. Students must master a specific percentage of questions before moving on to additional lessons and finally onto assessment. The program allows students to work on their own level and at their own pace. Teachers will conference with the students once their work and results are given to assist the student with any skill that he or she may be having difficulty with. Teachers are also able to generate reports

that can be sent home for parents detailing the child's progress.

Central Arts Charter School will use assessments as a measurement of student growth throughout the school year and as an indicator that additional instructional strategies may need to be implemented for individual students. Assessment data will be used by teachers and staff to guide classroom instruction and the overall school instructional program.

3. Students will be promoted provided that they have met all objectives and goals of the core curriculum, attendance guidelines, shown growth through MAP testing and passed EOG assessments. Students with special needs will show academic progress in accordance with the goals and objectives stated on their Individualized Education Plans. If a child is in danger of not being promoted, the parent will be informed by the end of the first grading period (generally around January). By the middle of the third grading period (March) parent conferences will be held to discuss the possibility of retention. Parents will be contacted during the first grading period after teachers have analyzed their data from assessments. Parents and students will be asked to come in for a conference to discuss the child's progress. A teacher may request a conference with a parent anytime they have a concern regarding a student's performance.

4. Students must pass both the reading and math assessments of the North Carolina End-of-Grade tests. Additionally, students in fifth grade must be making satisfactory progress on grade level academics in order to be promoted to sixth grade. The final decision for promotion will be the responsibility of the Lead Administrator based on the teachers recommendations, parent communications, academic progress throughout the school year, student work, and attendance.

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.

The board of Central Arts Charter School will be responsible for creating a student behavior and expectations standards handbook. All staff of Central Arts Charter School will be responsible for ensuring that all behavior standards are implemented and adhered to by students. By implementing behavior expectations, students and teachers will be able to dedicate more of the instructional day on academic studies. Students will spend more time on task, which will result in higher academic achievements for all students. The school will establish a school-wide behavior expectations policy in which all students are to follow. This will include behaviors in the hallways, during lunch time, recess, while attending school events and functions, and character education. Teachers will also produce with their students, lists of expected classroom behaviors.

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: Central Arts Charter School

Mailing Address: P.O. Box 551403, Gastonia, NC 28055

City/State/Zip: Gastonia NC 28054

Street Address: 608 Armstrong Park Road

Phone: 980-229-5949

Fax: 704-396-6767

Name of registered agent and address: Selecia Miller
608 Armstrong Park Road
Gastonia, NC 28054

FEDERAL TAX ID: 46-2133742

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)
X 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
Vanessa Manning	Vice Chair	GASTON	Retired Exceptional

			Children's Teacher
Nicole Galloway	Community Liaison Officer	GASTON	Homemaker
Selecia Miller	Board Chair	GASTON	Teacher
Robert Hoffman	Treasurer	GASTON	Retired Human Services and Sales
Robin Boyce	Secretary	GASTON	School Data Manager

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.*

It is the responsibility of the governing board to ensure first and foremost that the mission of Central Arts Charter School is carried out in a way that promotes unique educational opportunities for students, creates community partnerships, and guides the creation of policies and procedures beneficial to the operation of the school. Additional functions of the school board include:

- * Providing governance over the educational and financial aspects of the school.
- * The board will hire, supervise and evaluate the Lead Administrator.
- * The board through majority vote will approve all personnel decisions.
- * The board will effectively lead meetings involving financial management, procedures and management of school operations.
- * Ensure meetings are held in accordance with Open Meeting Laws.

The board has selected a lead administrator. The board officially selected the individual to be the lead administrator through majority vote. The lead administrator will report directly to the board of directors.

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.*

The initial board of directors is comprised of five members. Selecia Miller is an educator with charter school experience. Robin Boyce, has charter school data management experience. Vanessa Manning, has charter school exceptional children's and administrative experience. Nicole Galloway represents the community in which Central Arts seeks to locate. Robert Hoffman, has experience working with youth in various human services positions and 20 years experience in sales. The board will add additional members with areas of expertise that would be beneficial to the success of Central Arts Charter School.

The current board expertise includes Selecia Miller an educator with over 9 years experience in charter schools as a teacher in various grades. Mrs. Miller has been at two charter schools during their initial start-up and through the addition of grades. Mrs. Miller is very familiar with rules,

regulations, and policies governing charter school accountability. She holds a Bachelors degree in Elementary Education, a Masters in Elementary Education, and is pursuing a Doctorate degree in Educational Leadership/Curriculum and Instruction.

Mr. Hoffman is a retired juvenile probation and mediator officer, has over 17 years experience in working with children in various capacities including; court services, life skills, rehabilitation, social services, as well as service on the advisory board of the Gaston County Schools. Mr.Hoffman also has 20 yrs. experience in the sales industry.

Robin Boyce has over 12 years experience as an Office and Data Manager of a charter school. She has extensive knowledge of NC WISE (PowerSchool)and of school operations including the USDA's school lunch program. Additionally, Mrs. Boyce served as a teacher assistant at a private school for 8 years.

Vanessa Manning has over 43 years experience in the field of education in public and charter schools including 30 years exceptional children's experience and over 10 years experience directing and coordinating school functions at the management level. She also holds a valid bus driver's license and is very active in the community.

Nicole Galloway has been very active and supportive in schools since her daughter started school over 18 years ago. Ms. Galloway has volunteered in school environments supporting children in charter schools, private schools and public schools settings. Ms. Galloway has been very instrumental in seeking support for Central Arts Charter School from the community. She will serve as our community liaison contact.

(A)The Board of Directors will ensure educational and operational success by ensuring effective organizational planning consisting of measurable goals that are consistent with the school mission and accountability standards. The board's knowledge of charter school operations gives it an advantage in knowing the proper procedures and policies that must be in place in order for the school to run successfully. The board will review and approve annual budgets submitted by the Lead Administrator. The board will monitor the budget through periodic financial reviews of the budget and guide in evaluating the school's programs and services.

(B) The board will continuously evaluate the success of the school and its school leadership. This will be done in the form of review of data, meetings, school visits,surveys and leadership evaluations. The board will always seek to ensure that the school is meeting current educational federal and state requirements. The board will also implement policies and procedures to ensure that the mission of Central Arts Charter School can be achieved.

(C) The board will consist of individuals with educational, administration backgrounds as well as business leaders, and members of the community who can provide assistance with promoting the school within the community and parents who will share activities and programs they would like the school to implement that would be beneficial for the students.

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?*

Founding board members were selected based on the knowledge needed to

effectively operate a charter school. Candidates with both public and charter school experience were sought out as well as members of the community and individuals with experience working with children in various settings related to school performance. Central Arts believes that these expertise will allow for the proper operational and compliance needed to be a successful charter school that offers students unique learning opportunities.

Central Arts Charter School will seek to maintain a board of 5 or more individuals. We believe that as we continue through the application process, we will be able to attract various candidates with other areas of expertise to be on the board of directors. Before Central Arts opens for its first day of school, we seek to have a complete board consisting of various talents that are essential to successful school operations. We will continue to seek candidates through meetings, and advertising of the school.

4. How often will the board meet?

The board will meet monthly and annually adhering to NC Open Meeting Laws.

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).

New board members will first attend a session on Central Arts Charter Schools operations, policies, and procedures including a look at the board by-laws, conflict of interest policies and overall school operations—all the information that was originally created and adopted by the original board members. All board members will participate in ongoing training opportunities through the NC Alliance for Public Charter Schools, NC Office of Charter Schools, National Charter School Resource Center, and other agencies that offer board training opportunities at minimal costs. These opportunities will enhance the boards ability to provide leadership and be responsible for the operations of Central Arts Charter School. Additionally, Central Arts will seek other board training opportunities that will allow for board members to attend and acquire knowledge on successful school operations including guest presenters, on-site workshops, and webinars. A plan for training and development is in Appendix H.

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.

The Board of Directors will ensure that the interest of our students and of the organization are always considered first in any decisions with regards to the operation of the school before personal interests. This responsibility will be communicated to any individual seeking a position and upon accepting a position on the board, each member must sign a statement of commitment that ensure understanding and compliance with all board governing policies to prevent any conflicts of interest.

There are no actual or potential conflicts of interest that exist within the Central Arts Charter School board.

Any person that is assumed to have a conflict of interest may present his or her case at a Board of Directors meeting. With the person who is assumed to have the conflict temporarily removed from the meeting, the board will discuss and vote on the issues that resulted in the conflict. The board will determine if it can obtain the services within a reasonable manner that will not give rise to a conflict of interest. If an alternative is available, the

board, by majority vote shall decide as to whether to enter into the transaction or arrangement.

Any member of the board who is assumed to have a conflict of interest must immediately make the conflict of interest known to the board so that the proper procedures to determining whether the conflict of interest, which are listed above exist. Any member who fails to disclose potential conflicts may be removed from the board.

Board members with potential conflicts of interest bear the responsibility of advising the Board of such conflicts. The member must remove himself or herself from any discussions or voting in regards to the matter.

Board members will not participate in any business or personal dealings with the school unless the potential conflict of interest has been communicated openly to the board. Decisions about such matters will be made only with a quorum (excluding the involved board member from voting) in the absence of the involved board member. The remaining board members have the right to ask the interest board member to be excused during discussions regarding business in which a conflict of interest may exist.

Deliberate and intentional violations of the Conflict of Interest Policy may result in the members removal from the board.

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

The Board of Directors and the Lead Administrator will work together to develop policies that will govern the operation of the school. This will include:

1. The board will work to create policy manuals dictating the functions of the school and policies and procedures for staff.
2. Create policies that can be used to govern all future instances of the issue.
3. Vote the policy into effect following board voting policies and procedures.
4. Hold meetings in which parents, staff and community members are allowed to have an active voice.

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.

The board reserves the right to dissolve or create committees as they would be beneficial to the operation of the school. Such committees may include:

*Advisory Committees-provide guidance on school related issues, seeking the best possible outcomes that will benefit the organization.

*Academic Committees-provide input on the curriculum and instructional matters as they relate to the effective teaching of the students.

*Fund-raising Committees-seek opportunities for raising and soliciting funds from community organizations and corporations.

*Student Services Management Team-provide structured leadership in the development of educational plans for students that receive special education services.

*Parent/Teacher Organization-provide opportunities for parent and teachers to collaborate and determine activities that will enhance the students learning experiences. Provide opportunities for fund-raising, organize and carry out school events that will generate parent involvement as well as community involvement.

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.*

The board will announce employment opportunities by advertising vacancy announcements in the newspapers (Gaston Gazette, Charlotte Observer, Shelby Star, Kings Mountain Herald), at job fairs held throughout the Charlotte area, college campuses (by contacting Student Services Departments), and through online websites such as Teachers-Teachers.com.

It is the mission and responsibility of Central Arts Charter School to provide students with a unique learning opportunity that differs from traditional district schools. In order to accomplish this, teachers and

staff must be highly qualified in their subject areas. To ensure that Central Arts Charter School has only the best teachers for its students, teachers will continually receive professional development to stay up-to-date on current educational trends as well as receive incentives through out the year for student performance. Teachers will also be paid competitive salaries and if budget permits, receive yearly increases based on student performance.

- 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.*

The Board of Central Arts Charter School will serve as the authority governing the business and functions of the charter school. The Lead Administrator will have final authority in the day-to-day operations of the school including personnel issues and curriculum matters

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

School personnel will be recruited and asked to submit an application for employment. The applications for any vacant positions will be reviewed, first by the Lead Administrator. Any recommendations for employment that the Lead Administrator has will be shared with the Board of Directors to ensure compliance with policies, procedures, and laws. The Lead Administrator will make the final hiring decision on candidates.

If it is necessary to dismiss an employee, the Lead Administrator will meet with the Board of Directors to discuss the possible termination. The Lead Administrator will provide written documentation as to just cause for the dismissal. If it is found that the termination is just, the Lead Administrator will proceed with the termination based on the Board of Directors approval.

All employees of Central Arts Charter School must pass a criminal background check. Minor violations will be reviewed on a per case basis to ensure there is no negative consequences relating to the charge that would negatively impact our school or students.

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

Central Arts Charter School seeks to offer comparable salaries to administrators, teachers, and staff based on experience and salaries of the local school district. Part-time employees will receive salaries based on experience and the local school district. Full-time employees will be offered benefits that would enhance their salaries, such as medical and retirement. Part-time employees are will be eligible to purchase health insurance, and may participate in some benefit packages. Contracted and or temporary personnel will not be eligible for employment benefits.

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

Central Arts Charter School will seek to provide resolutions to issues that may arise among or between members of our school by providing a grievance policy. When a grievance occurs, the disputing party should first seek to resolve the issue with the other party. If that attempt is unsuccessful, the disputing party may contact, in writing the Lead Administrator and request a meeting to discuss the issue. If the Lead Administrator is unable to remedy the issue, then the disputing party may appeal to the Board of Directors in writing. The Board of Directors will within a reasonable time schedule a meeting to discuss the issue with the disputing party. In any meeting,

either side may present evidence to support his or her position. However, once the issue reaches the Board of Directors, the board's decision will be final.

If it is necessary to dismiss an employee, the Lead Administrator will meet with the Board of Directors to discuss the possible termination. The Lead Administrator will provide written documentation as to just cause for the dismissal. If it is found that the termination is just, the Lead Administrator will proceed with the termination.

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

It may be necessary to ask an employee to act in another role. This may include, substituting, filling in for cafeteria staff or if the staff member has a valid bus driver's license, driving the bus. Staff must meet the same criteria for the dual role they will perform. The source funding for each position that the member is asked to perform will be the personnel salary expenses accounts.

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.*

These positions will be filled based upon the students that come to Central Arts Charter School that require these services. In the operations portion of the budget the need for providing special needs teachers, as well as ELL or Gifted teachers has been accounted for. These services can be contracted through such agencies as Compleat Rehab of Gastonia or other Professional Education Services utilized by the local school district.

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).*

Lead Administrator

Qualifications

- * NC Licensure in Education or related field
- * Masters Degree in educational leadership, school administration, or curriculum and instruction or ability to receive licensure
- * Seven or more years successful experience as a teacher
- * Instructional leadership and administrative abilities

Major Responsibilities

- * Ensure that the mission of Central Arts Charter School is implemented.
- * Provide leadership in establishing goals, assists in the development of comprehensive programs, effectively communicates with staff and community and in the planning for professional development of self and staff.
- * Coordinates, facilitates, manages and supervises activities of staff
- * Assists board in developing and coordinating personnel policies and procedures and organizes the recruitment and employment of personnel.
- * Monitors the budget and administers the budget in accordance with policies and procedures.
- * Provides the board with data and reports related to the operation of the school.
- * Maintains inventories of equipment, materials, and supplies in accordance with required procedures.
- * Observes and evaluates teachers and staff.
- * Maintain teacher licensure information.
- * Ensures all policies and procedures are followed.

Assistant Administrators

Qualifications

- * NC Licensure in Education or related field
- * Five or more years successful classroom experience
- * Instructional leadership and administrative abilities

Major Responsibilities

- * Ensure that the mission of Central Arts Charter School is implemented.
- * Assists in implementation of school policies and procedures.
- * Provides assistance in daily operations of school
- * Assists in coordinating activities of staff and students.
- * Assist in recruitment efforts and interviews.
- * Ensures testing compliancy.
- * Supervises transportation and food services.
- * Observes and evaluates staff and teachers.
- * Ensures all policies and procedures are followed.

Teachers

Qualifications

- * Bachelors Degree and Standard Professional License in Education or related field as it relates to the position from an accredited college or university.
- * Ability to develop lesson plans and implement teaching strategies that will ensure student growth.
- * Prior classroom experience preferred

Major Responsibilities

- * Ensure that the mission of Central Arts Charter School is implemented
- * Adheres to the policies and procedures as outlined in the employee handbook.
- * Plans for and provides guidance for students in the learning process to help students achieve academic goals.
- * Implements and maintains behavior standards for students.
- * Administers and uses diagnostic results to guide instruction for students individually
- * Use effective instructional strategies and materials
- * Establishes a nurturing educational environment for students.
- * Maintains regular communications with parents.
- * Participates in professional growth activities as required.
- * Seeks professional development opportunities individually
- * Participates in Professional Learning Community
- * Maintains accurate attendance, progress, and student records.

Teacher Assistant

Qualifications

- * Bachelors Degree in education related field or equivalent experience in education field.
- * Ability to assist with classroom instruction and monitoring behavior.
- * Prior classroom experience preferred.

Major Responsibilities

- * Ensure that the mission of Central Arts Charter School is implemented.
- * Adheres to the policies and procedures as outlined in the employee handbook.
- * Assist teacher in providing guidance for students in the learning environment.
- * Ensures behavior policies are followed by students.
- * Assist in administration of assessments.
- * Work with individual and small groups of students as identified by the

teacher.

- * Ensures a nurturing learning environment.
- * Participates in professional growth activities as required.
- * Seeks professional development opportunities individually
- * Participates in Professional Learning Community
- * Maintains accurate attendance, progress, and student records.

Bus Driver

Qualifications

- * Must hold valid NC Class B or Class C license (CDL)
- * Must have at least six month driving experience, preferably commercial class vehicles.
- * Hold School Bus Drivers Certificate

Major Responsibilities

- * Ensure that the mission of Central Arts Charter School is implemented.
- * Safely transport children to and from school.
- * Maintain accurate records of children boarding/departing times as the bus reaches each designated stop.
- * Ensures children are safely secured while being transported.
- * Posts and enforces safety rules at all times while children are transported.
- * Frequently monitors the condition of the bus to ensure safe operations and to report repairs as needed.
- * Ensures that proper vehicle maintenance is scheduled and that pre-trip and post-trip inspections of the bus are done and if necessary, report any problems immediately.
- * Inspects the bus to ensure that all students have departed from the bus.
- * Immediately reports all accidents and/or injuries to proper authority and prepares all required reports as necessary.
- * Complete daily inspection checklist
- * Keeps CDL and required endorsements current with required laws.
- * Makes administration aware of all moving violations, tickets, etc. received during transporting of students and when not transporting students.

School Nutrition

Qualifications

- * High school diploma
- * 3 years in food service industry, preferably cafeteria or school setting.
- * Knowledge of addition, subtraction, division, multiplication, and measurements.
- * Knowledge of current school nutrition laws.
- * Certified Serv Safe preferred.

Major Responsibilities

- * Ensure that the mission of Central Arts Charter School is implemented.
- * Maintains conditions of sanitation and safely makes needed corrections.
- * Observes operation of total food service performance.
- * Prepares food as needed.
- * Stores food and supplies in appropriate area.
- * Conducts inventory.
- * Ensures compliance with school nutrition records maintenance.
- * Ensures that all meals meet USDA requirements.
- * Ensure knowledge of policies and procedures for quality standards.
- * Coordinates maintenance and repair of equipment.

Staff Evaluation and Professional Development

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

professional development.

The Lead Administrator is responsible for maintaining teacher licensure requirements and ensuring that teachers submit renewal applications in a timely manner before expiration of their teaching certificates.

- 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.*

Teachers with three years or less experience will receive mentoring from other staff teachers who have completed mentoring training and are eligible to mentor. Central Arts looks to retain its staff from year to year by providing staff with professional development opportunities that enhance their specific area of expertise. Providing teachers and staff with new innovative ways to enhance student learning will give teachers and staff a sense of pride in knowing that their learning has a direct impact on student learning. Teachers must maintain their teaching credentials and renew their licenses as required. Teachers must meet the highly qualified status of the No Child Left Behind mandate and will continuously be evaluated using the Teacher Evaluation System. Teachers will receive feedback and professional development opportunities throughout the school year that match their professional development plans that are created at the beginning of each year.

- 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.*

Teachers will attend professional development that relates specifically to teaching, enhancing student learning, and creating effective learning environments, integrating technology, and courses related to the specific texts to be used by the school. Teachers will receive some professional development sessions internally through the use of texts, webinars, or speakers. Teachers who find courses that would have a direct impact on their ability to improve their teaching will have opportunities to take these courses on an individual basis. The teacher will be required to present information that they have obtained once they have completed their course. This information may be beneficial for another teacher in providing ideas or knowledge that will also enhance their teaching experiences. Central Arts Charter School will look to partner with the County for its staff to attend professional development seminars that are offered at a reasonable cost. Funds have been set aside in the budget for staff development opportunities.

- 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.*

In the school calendar, five days have been set aside for mandated teacher workdays. These days will be used for professional development opportunities.

- Day 1-Teaching At A Charter School/Central Arts Charter School Curriculum
- Day 2-Teacher Evaluations/Professional Development and Lesson Planning
- Day 3-Classroom Management/School-Wide Behavior/Character Education
- Day 4-State Assessment Requirements/Charter School Testing Accountability
- Day 5-Professional Learning Communities/Parent Involvement

By providing teachers with training on the curriculum that Central Arts will

use, teachers will be able to create effective lessons for their students. All staff will participate in the professional developments and will be knowledgeable of all aspects of the schools operations to ensure formality when interacting with students, staff, and school visitors. During Day 1, staff will work in groups with each special arts area teacher to begin creating a foundation for integrating arts into each core area.

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.

In addition to the five mandated teacher workdays, the school calendar also contains up to six more days (three workdays and three early dismissal days if no conferences are scheduled) for professional development. Staff will also have one hour on Tuesdays after school for staff meetings in which professional development may occur. Teachers will have an opportunity to meet with their grade levels during the instructional day while students are at lunch or attending a special arts class or immediately after students are dismissed.

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 reflects 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)).

Upon approval by the State of North Carolina, the Central Arts Charter School shall open as tuition- free North Carolina public charter school in Gastonia, North Carolina. The charter school will provide individualized instruction with an integrated visual and performing arts curriculum. The school will meet or exceed the needs of all students in which it seeks to serve.

The mission of Central Arts Charter School is to create a collaborative learning environment for students consisting of licensed school teachers, staff, parental and community involvement. The curriculum will be based upon each student's unique educational experience focusing on individual needs, placing strong emphasis on character education while simultaneously incorporating visual and performing arts into each core subject curriculum. Central Arts Charter School recognizes that each students learning style is unique and tailors its educational delivery to meet those unique needs. The synergy is that students learn through different vehicles while learning is reinforced with a greater amount of learning, practical application, and greater retention.

Central Arts Charter School will open its doors to all students and will accept applications for admissions without regard to race, gender, economic status or disability. Initial enrollment is projected to be 120 students with all seats being filled through a lottery process.

Public Relations

To build awareness and reach students in the community it serves, Central

Arts has embarked upon creating interest surveys and distributing the surveys to respondents in the community where the school will be located. Churches, recreational centers, public libraries and other public outlets have had brochures and surveys handed out and left on informational bulletin boards to build awareness and interest in the school.

Central Arts Charter School will also use print media, social media, internet and radio advertisements to make the public aware of its educational offerings.

Currently, during the application process, Central Arts Charter School has setup (3) information sessions in the month of February, 2013 at the Gastonia Public Library to pass out brochures and field questions that interested persons may have and also seek members for its board of directors. Open Houses will also be offered at later dates within the year of 2013. Students and parents will have many opportunities to inquire about enrollment and will be better suited to make a decision to see if the school fits their needs.

Brochures and interest surveys have been passed out in the Gaston County area at public recreational facilities, shopping malls, churches, community bulletin boards, and apartment complexes information boards.

Print Media

Central Arts Charter School will use print media such as the Gaston Gazette, Charlotte Observer, Kings Mountain Herald, and Greater Gaston magazine to announce open house meetings and give information to the public about the school. These newspapers will allow the school to reach a greater population in the surrounding counties and have a large readership.

Internet

Central Arts Charter School has also established a website that interested persons can review that gives online access to the Central Arts Charter Schools mission, vision, curriculum, and key events. The website will offer grade level activity calendars, curriculum details, tips and insights on homework assignments, teacher and staff credentials. The website will also offer school announcements, admissions information, school policy, safety, rules and regulations.

Radio

Central Arts Charter School has reached out to (3) radio stations in the Charlotte area that has the capability to deliver advertisements and announcements about the upcoming enrollment and projected start date for the school to open its doors to the public.

All of these marketing avenues will reach various audiences ensure the school's diversity of students.

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.*

1. Weekly events will be held in which Central Arts Charter School will seek community involvement. We will use newspapers, radio, internet outlets, and word-of-mouth strategies to recruit members of the community to become part of our school family. Not only as a means to raise funds, but also as community gathering events and socials generating support for our school and its programs. Once Central Arts receives final approval, the school will begin to communicate continuously with prospective families and community

members. Additionally, efforts will begin to acquire parental support and partnerships for our schools. Parents will be instrumental in our school being successful.

2. Central Arts Charter School knows that parents are an invaluable tool in the educational setting. Parents will be sought to participate in the education of our students. Some parents may not have adequate means to visit the school often, however they can participate in other ways such as preparing educational materials for teachers, creating folders for student work, etc. Additionally, those parents who can visit the school more often will find numerous opportunities to assist in the school. As part of the survey of questions, parents were asked if they would be interested in volunteering and if so, in what capacity or what skill did they have that would be useful in our educational environment. Many parents and community members stated that they have some fine arts experience that could be shared in the learning environment with students.

Central Arts Charter School will seek to establish a Parent/Teacher Organization in which parents can provide input to administration on activities or program they would like offered. Additional parent committees will be formed as the school year progresses, once parents have had an opportunity to familiarize themselves with our learning environment and determine what other programs they feel would benefit our students.

Parents will be invited to participate in workshops, attend special educational events created by the staff, and visit galleries of our students work. Additionally, workshops to provide parents with information regarding how to better assist their child will be provided. Likewise, we will offer family nights where families can come and enjoy games and other activities together.

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.*

1. Contingent upon Central Arts Charter School receiving approval from the State Board of Education, we propose the following outline for applications, and enrollments.

December 2013-January 2014 State Board of Education Final Approval
January 2014 Marketing plan begins to notify community school has received approval and will open in the Fall.

March 2014 Open Enrollment begins

April 1, 2014 Open Enrollment will end

April, 2014 Lottery will be held. Students will be notified if accepted into the school. Students will be notified if they were placed on the waiting list.

April 2014 If additional openings are available without the use of a waiting list, the school will continue marketing strategies to fill the vacancies.

2. Central Arts Charter School will enroll students according to the policies below:

- * Determine the number of openings available.
- * Employ marketing strategies to encourage parents to complete applications for enrollment.
- * From the number of applications received, it will be determined how many openings per grade level can be filled.
- * Families will be invited to attend the Enrollment Lottery in April 2014.
- * Once the allotted openings are filled, a waiting list will be created.

Students of the Lead Administrator and teachers will have preference in student enrollment at the school during the school's first year.

3. When a waiting list occurs, students names will be selected randomly from a pool of applicants for that particular grade. The names will then be listed in the order they are picked and placed on a numbered waiting list for that grade level. As openings become available due to "no-shows" or parents deciding not to enroll their children, waiting list applicants will be contacted regarding the opening and given the opportunity to accept the opening. If the family declines the opening, the next family on the waiting list will be contacted and the same procedures followed until the opening is filled.

Current families will not need to re-enroll their children each year.

Families that choose to re-enroll in Central Arts Charter School after withdrawing their child will go through the application process again. If a waiting list has been created for the students individual grade level, the child will be placed on the waiting list.

4. Central Arts Charter School will accept all students eligible to attend North Carolina Public Schools. No pre-admission activities will be required for enrollment.

5. Students who withdraw or transfer from Central Arts Charter School will have their student records forwarded to their new school. Parents will enroll their child in the new school and will sign a release of student records. This request will be sent to Central Arts, who will then forward the child's information to the new school. Students that withdraw or transfer from Central Arts Charter School records will be sent to their new school location within one week of receiving the request from the new school for their records. Any special services information that the child was receiving will be sent separately from their cumulative records and marked CONFIDENTIAL.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Gaston 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 360	LEA 000	LEA 000	LEA 360	LEA 000	LEA 000	LEA 360	LEA 000	LEA 000	LEA 360	LEA 000	LEA 000	LEA 360	LEA 000	LEA 000
Kindergarten	40	0		40	0		40	0		40	0		40	0	
Grade 01	40	0		40	0		40	0		40	0		40	0	
Grade 02	40	0		40	0		40	0		40	0		40	0	
Grade 03	0	0		40	0		40	0		40	0		40	0	
Grade 04	0	0		0	0		40	0		40	0		40	0	
Grade 05	0	0		0	0		0	0		40	0		40	0	
	120			160			200			240			240		

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.

Central Arts Charter School will ensure that all of its students are able to attend school without the restriction of transportation. Our first year, we seek to have students walk to our location, have parents provide transportation, carpool or use public transportation. Central Arts Charter School has set money aside in the budget to assist parents in getting their students to school. Parents will receive assistance based on need. No child will be denied enrollment based on their families inability to provide transportation within the targeted areas of our student population. In the second year, the school will purchase a bus and hire a bus driver to provide transportation for its students who need transportation.

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.

Central Arts Charter School will follow the USDA's National School Lunch Program. Funds have been set aside in the budget to assist with this program should additional funds be needed to ensure every child has a meal. CACS will serve lunches that meet Federal requirements and offer free or reduced prices to eligible children determined through household income data reports. The lunch program will be open to all students. Students that require special nutritional diets as prescribed by a physician will receive the substitution at no additional charge. Students will also have the option of bringing their own lunch to school.

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	\$3,600.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$.00
Property Insurance	\$250,000	\$600.00
Motor Vehicle Liability	\$1,000,000	\$181.00

Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$4,639.00
Total Cost			\$9,352.00

*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.

seleciamiller 02/27/2013

(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).

Central Arts will utilize the services of a realtor in locating a facility adequate for our school needs within our targeted area. Once a location has been identified, the board will proceed with necessary inspections etc., in order to obtain an Educational Certificate of Occupancy.

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.*

The school will seek to rent modulars and land until an adequate location can be secured. To operate, the school will need classrooms, office space and an area for food preparation. All programs including the Visual and Performing Arts program would still be available and could be held within the classrooms until adequate space is available.

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 #1360 - Gaston County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,440.03	120	\$532,803.60
Local Funds	\$1,304.25	120	\$156,510.00
Federal EC Funds	\$3,743.48	8	\$29,947.84
Totals			\$719,261.44

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	\$29,948	\$41,927	\$52,409	\$62,890	\$62,890
-Local Per Pupil Funds	\$156,510	\$208,680	\$260,850	\$313,020	\$313,020
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$532,804	\$710,405	\$888,006	\$1,065,607	\$1,065,607
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$719,262	\$961,012	\$1,201,265	\$1,441,517	\$1,441,517

***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		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	1	\$48,000	\$48,000	1	\$50,500	\$50,500	1	\$51,005	\$51,005	1	\$51,515	\$51,515	1	\$52,030	\$52,030
Assistant Administrator	.5	\$45,000	\$22,500	1	\$45,400	\$45,400	1	\$45,804	\$45,804	1	\$46,212	\$46,212	1	\$46,624	\$46,624
Teachers	6	\$32,000	\$192,000	8	\$32,340	\$258,720	10	\$32,683	\$326,830	12	\$33,030	\$396,360	12	\$33,380	\$400,560
Teacher Assistants	2	\$9,500	\$19,000	3	\$9,606	\$28,818	4	\$9,711	\$38,844	4	\$9,818	\$39,272	4	\$9,928	\$39,712
Electives/Specialty Teacher(s)	3	\$15,000	\$45,000	3	\$15,150	\$45,450	3	\$15,301	\$45,903	3	\$15,454	\$46,362	3	\$15,609	\$46,827
Exceptional Children Teacher(s)	.5	\$32,000	\$16,000	.5	\$32,340	\$16,170	1	\$32,683	\$32,683	1	\$33,030	\$33,030	1	\$33,380	\$33,380
Food Service Staff	.5	\$20,000	\$10,000	.5	\$20,500	\$10,250	.5	\$20,650	\$10,325	.5	\$20,800	\$10,400	.5	\$20,950	\$10,475
Transportation Staff	0	\$0	\$0	.5	\$22,000	\$11,000	.5	\$22,500	\$11,250	.5	\$22,650	\$11,325	.5	\$22,800	\$11,400
Total Personnel	13.5	\$201,500	\$352,500	17.5	\$227,836	\$466,308	21	\$230,337	\$562,644	23	\$232,509	\$634,476	23	\$234,701	\$641,008
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>												
Health Insurance	7	\$5,192	\$36,344	10	\$5,292	\$52,920	13	\$5,392	\$70,096	15	\$5,492	\$82,380	15	\$5,592	\$83,880
Medicare	13.5	\$441	\$5,954	18	\$472	\$8,496	20	\$503	\$10,060	24	\$547	\$13,128	24	\$582	\$13,968
Retirement Plan	0	\$0	\$0	18	\$2,500	\$45,000	20	\$2,500	\$50,000	24	\$2,500	\$60,000	24	\$2,500	\$60,000
Social Security	13.5	\$1,886	\$25,461	18	\$2,017	\$36,306	20	\$2,149	\$42,980	24	\$2,341	\$56,184	24	\$2,489	\$59,736
State Unemployment	13.5	\$241	\$3,254	18	\$243	\$4,374	20	\$244	\$4,880	24	\$245	\$5,880	24	\$245	\$5,880
Total Benefits	47.5	\$7,760	\$71,012	82	\$10,524	\$147,096	93	\$10,788	\$178,016	111	\$11,125	\$217,572	111	\$11,408	\$223,464
Total Personnel Budget	61	\$209,260	\$423,512	99.5	\$238,360	\$613,404	114	\$241,125	\$740,660	134	\$243,634	\$852,048	134	\$246,109	\$864,472

***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	Curriculum/Texts	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Instructional Materials	\$15,550	\$12,950	\$13,050	\$13,150	\$7,150
	Testing Supplies	\$4,000	\$5,000	\$6,000	\$7,000	\$7,000
Human Resources Costs	Audit Services	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Office Supplies	\$2,500	\$2,625	\$2,756	\$2,894	\$3,039
	Personnel Software	\$14,400	\$19,200	\$24,000	\$28,800	\$28,800
	Powerschool	\$4,800	\$6,400	\$8,000	\$9,600	\$9,600
Other	Board Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Contracted Services	\$17,000	\$20,000	\$21,000	\$22,000	\$22,000
	Field Trips	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Food Plan	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Insurances	\$12,362	\$12,670	\$13,170	\$13,670	\$14,670
	Marketing Plan	\$5,000	\$2,500	\$2,500	\$2,500	\$2,500
	Professional Development	\$10,000	\$12,000	\$13,000	\$14,000	\$14,000
	Transportation Plan	\$4,000	\$34,000	\$4,000	\$4,000	\$4,000
Rents And Debt Services	Furniture & Equipment - Instructional	\$10,000	\$6,000	\$6,000	\$6,000	\$6,000
	Furniture & Equipment - Office	\$7,000	\$6,000	\$5,000	\$3,000	\$3,000
Rents and Debt Services	Custodial Supplies	\$3,000	\$3,500	\$4,000	\$4,500	\$4,500
	Extermination	\$700	\$700	\$700	\$700	\$700
	Facility Lease/Mortgage	\$60,000	\$64,000	\$68,000	\$72,000	\$72,000
	Maintenance	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Security/Alarm	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Technology Technology Hardware	Instructional Software	\$2,000	\$2,500	\$3,000	\$3,500	\$3,500
	Network/Internet	\$8,400	\$9,400	\$10,400	\$11,000	\$11,000
	Office Software	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Technology Equipment	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Technology Hardware	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Utilities	Electric	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
	Energy	\$7,000	\$8,000	\$9,000	\$10,000	\$11,000
	Phone	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Water/Sewer/Trash	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Operations		\$250,412	\$286,145	\$273,276	\$289,014	\$286,159

***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)	\$423,512	\$613,404	\$740,660	\$852,048	\$864,472
TOTAL EXPENDITURE (OPERATIONS)	\$250,412	\$286,145	\$273,276	\$289,014	\$286,159
TOTAL EXPENDITURES	\$673,924	\$899,549	\$1,013,936	\$1,141,062	\$1,150,631
TOTAL REVENUE	\$719,262	\$961,012	\$1,201,265	\$1,441,517	\$1,441,517
ANNUAL NET PROJECTIONS	\$45,338	\$61,463	\$187,329	\$300,455	\$290,886

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

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

- 1. 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?*

Central Arts Charter School projected enrollment is grades K-5, serving a total of 240 students with 2 classes on each grade level. Based on this projection there will be one Lead Administrator and one Assistant Administrator (part time) the first year. The Assistant Administrator will become full time beginning the 2015-2016 school year. The school will begin with 6 classroom teachers and add two teachers each year based on enrollment. The first year, there will be one kindergarten assistant and one assistant shared between first and second grades that are part time. The 2015-2016 and 2016-2017 school year an additional assistant will be added this will bring the total number of classroom assistants to 4 part time assistants. There will be three Special Area teachers (music/dance, art, drama) beginning the first year and for each subsequent year. There will be one food service worker that will be part time for each year. A financial assistance fund will be established to assist parents in financial need to get their children to school. The second year, the school will purchase a bus and obtain a driver part time. The driver will also serve as the part time custodian.

If the projected budget is lower than anticipated, the school will make reductions in staff including the number of classroom teachers and assistants (based on the number of students) and the assistant administrator, if necessary. The school assumes it will be able to function if enrollment is decreased by 20 percent of the students with additional reductions in personnel and benefits, and operational costs.

- 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*

Central Arts Charter School will contract with Arcadia NorthStar to provide financial and student management services. The board of directors chose Arcadia NorthStar after researching the company and receiving two recommendations for their service.

- 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.*

The mission of Central Arts is to provide students with a unique educational

experience that focuses on their individual learning needs as well as integrate fine arts. Students will receive instruction from highly qualified teachers each year. Each classroom will contain a maximum of 20 students. The first year, kindergarten will have one part-time assistant dedicated to their grade level. First and Second grade will share a part-time assistant. For the second and third years, another part-time assistant will be added for third, fourth, and fifth grades. Teachers and assistants will focus on instructional lessons. Volunteers and other staff will provide copying services for the classroom teachers. The budget provides for the purchase of classroom teaching materials and text that are essential to the academic standards the school will achieve. Also budgeted for are computers, and additional instructional materials for each grade level each year. As state testing requirements become required on computers, the school will have a fully operational computer lab by the second year when the state testing grades begin. Additionally in the budget, an average of \$12,000 has been set aside for professional development along with an additional \$1,000 for professional development of board members. The budget has \$4,000 set aside to aid families in transporting their children to school for the first year. By the second year, the school will purchase a bus and will be able to provide transportation. The \$4,000 in the budget will then be used towards maintenance of the bus and fuel cost.

Central Arts Charter School wants to provide educational experiences for students that they would not otherwise be able to have. The school will take children on field trips to venues that enhances their visual and performing arts integration into the curriculum. For students who are financially unable to pay, \$1,000 has been set aside for field trip expenses. Additionally, funds will be raised through fundraising and donations.

The first five years of operation contain an average contingency of 13.2%.

- Year 1 contingency 6.3%
- Year 2 contingency 6.4%
- Year 3 contingency 15.6%
- Year 4 contingency 20.8%
- Year 5 contingency 16.7%

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.*

Central Arts Charter School does not expect to have access to funds available through banks, lending institutions, corporations, foundations, or grants.

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?*

The school will seek donations from corporations, foundations and apply for grants should our anticipated revenues not be received or are lower than estimated. Each year's budget includes a surplus, which could be depleted in the event that revenues are not received. The school will adjust its budget, operating costs, and personnel accordingly if projections are not met. The school will be able to operate soundly financially if enrollment is decreased each year by 20 percent. Year 1 equals 96 students, Year 2 equals 112 students, Year 3 equals 160 students, Year 4 and Year 5 equal 192 students. Adjustments in personnel and operational budgets would be made accordingly.

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

Once Central Arts Charter School receives approval, the school will begin community fundraising events and grant writing to assist with opening costs. Although total start-up costs may not be obtained, the board will solicit donations from the community, corporations, and foundations that can provide assistance. Additionally, the school will seek to purchase supplies and materials at wholesale costs until adequate funds are available.

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.

Central Arts Charter School will comply with the financial audit requirements adopted by the State Board of Education for charter schools. At the conclusion of each financial year, Central Arts Charter School will work with a licensed North Carolina CPA to conduct an annual audit of the school's financial practices and records. Central Arts has contacted and retained the financial auditor services as below.

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.

Rives & Associates, LLP
1023 West Morehead Street
Suite 100
Charlotte, NC 28208-5324
Telephone: 704-372-0960
Fax: 704-372-1458

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 Central Arts Charter 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: selesciamiller

Board Position: Founder/Board Chairperson

Signature: _____

Date: 02/28/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.