



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Flora Macdonald Academy

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: Flora Macdonald Academy

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

Name of non-profit organization under which charter will be organized or operated: *Flora Macdonald Academy, Inc.*

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

Name of contact person: *Audra Harris*

Title/Relationship to nonprofit: *Chairperson Board of Trustees*

Mailing address: 200 North College Street
Red Springs NC 28377

Primary telephone: 910-843-4995 Alternative telephone: 910-734-0774

E-Mail address: *aharris28377@yahoo.com*

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

County: ROBESON

LEA: 780-Public Schools of Robeson County

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

No:

Yes:

If so, Public or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted: *Flora Macdonald Academy*
(<http://www.floramacdonald.org>)

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Flora Macdonald Academy, Inc.*

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

| Academic School Year | Grade Levels | Total Projected Student Enrollment |
|-----------------------------|---------------------------------------|---|
| First Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 260 |
| Second Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 280 |
| Third Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 300 |
| Fourth Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 320 |
| Fifth Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 340 |
| Sixth Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 360 |
| Seventh Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 380 |
| Eight Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 400 |
| Ninth Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 420 |
| Tenth Year | K,01,02,03,04,05,06,07,08,09,10,11,12 | 440 |

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.

fmacharter
Signature

Title

fmacharter
Printed Name

02/27/2013
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 Flora Macdonald Academy (FMA) is to provide a values-based, college preparatory education in a safe nurturing environment, and to provide an environment that stimulates the intellectual, ethical, physical and social development of its students.

Flora Macdonald Academy will assist its students in reaching their maximum academic and creative potential. Flora Macdonald Academy will develop a meaningful student-faculty rapport and encourage the development of student self-worth, self-discipline and respect for others. Flora Macdonald Academy is committed to assisting its students in acquiring the knowledge and leadership skills necessary to meet the challenges of a complex and demanding world.

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.*

The Targeted Population of our school will reflect the surrounding area. The demographics of Robeson County are approximately 31% White, 25% African American, 36% American Indian, and 8% Hispanic and our goal is to mirror this composition. The rationale for selecting this location and student body is that we have been in continuous operation for over 44 years in Red Springs. We are well respected in our community and continue to graduate students that are well prepared for the 21st century. Flora Macdonald Academy has proudly served all demographics seeking enrollment in our institution. We wish to continue fulfilling the educational needs of our area. Currently, there are no charter high schools serving Robeson County. There are no elementary or middle schools in this area whose major focus is on the extended development of the creative arts (music, dance, theatre and visual art) skills of its students. We recognize and embrace the fact that creativity is the one quality that all students possess, from young to old, from special needs to the gifted learner. They would benefit from a curriculum designed to reinforce this natural gift. While students meet the demands of the common-core standards, the arts will be a valuable partner. Arts involvement will enhance self-worth, quality of life, and add value to any profession chosen by our graduates.

Students that have demonstrated an aptitude or desire to further their education in the arts might not otherwise have the opportunity. The Flora

Macdonald campus has a century long history in the arts. It was founded as a music conservatory for women. This history is reflected in its wooden shell stage in the auditorium, with its outstanding acoustics. In the recent past it has hosted, with the Red Springs Arts Council, presentations by the Preservation Hall Jazz Band from New Orleans, Hal Holbrook's Mark Twain performance, Off Broadway presentations including The Importance of Being Earnest, piano and string quartet concerts and most recently the Fayetteville Symphony Orchestra. All of this without the need of any electric amplification because of the near perfect acoustics of the shell stage. The long term goal will be to become a fully certified A+ Plus Schools Program under the well-respected auspices of the North Carolina Arts Council. Although this is a lofty goal, we feel it is realistic and achievable. The entire community of Red Springs shares a love of the arts grounded in its century long connection with the campus and the financial support for this project is expected. It has been the constant and generous support of the community and the alumnae of the school that has maintained the buildings and the gardens and this support will be counted upon to fund the A+ School Program.

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 first year of operation as a Charter School we expect to serve 260 students. By the tenth year of operation our projected enrollment will be 440 students. This number represents 20 students per grade level from kindergarten through 12th grade. We will add a second kindergarten class in year two. We are comfortable that we can accommodate a growing student body. The 3rd and 4th floor are currently closed but remain available to provide additional capacity if needed. We will not have to build any new buildings to accommodate future growth.

The Public Schools of Robeson County serves 24,000 students and is one of the largest school systems in the state. We will impact approximately 1% of that population. We feel that our school will provide a service to the Public Schools of Robeson County in that many of their classes are very large. The anticipated growth in our school would relieve some of the overcrowding that is current in the Public Schools of Robeson County.

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

Flora Macdonald Academy's education plan will correspond to the local LEA(s) in that it will incorporate the NC Core Curriculum Standards and use the ABCs Reporting Model. We will administer the state mandated tests and use AMOs as an indicator of our success.

Our educational plan will differ in that it will place an emphasis on integrating arts instruction into the curriculum at every grade level. We feel, as stated above, that the arts will give students a significant advantage over the programs currently offered in our local public schools.

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.*

FMA will fulfill all six of the legislative purposes; however, for the purpose of this question we will focus on numbers 2, 3, and 6.

2. FMA is and has been SACS accredited since 1978 and will continue to comply with all SACS requirements for student achievement. EOG/EOC tests will be administered and the results will be evaluated, areas that require student improvement will be addressed as needed.

3. FMA will provide dance, theatre, music and visual arts instruction that the public schools in our area have not been able to offer.

6. We plan to be an A+ certified school within our first 10 years of operation. The A+ Program encourages innovative ways of teaching which will be enriched by our history and embraced by our community heritage. FMA has a long history in the arts. We expect to encourage and foster our students learning with a variety of teaching methods that will be enhanced by the incorporation of creativity and culture that an arts program can provide.

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?*

The Board of Trustees (BOT) Educational Committee will report to the board at each monthly BOT meeting the findings from a number of measurements when available: EOG/EOC, PSAT, SAT test scores, AP Testing Results provided from the guidance counselor or headmaster/headmistress. The Educational Committee will review on a monthly basis all available student data. Student success is individual and will be judged accordingly. We plan to track student test scores and compare them with historical data. Students will be evaluated to make sure they are making sufficient academic progress and an early

detection system will be utilized to intervene before any student falls behind.

The Educational Committee will track our senior's acceptance into higher institutions and SAT scores as a measure of their preparation and competitiveness. We want to make sure the school meets their academic needs. SAT scores will be reviewed on an annual basis to provide teachers feedback and seek areas of improvement. In addition, our retention and graduation rates will be reviewed on an annual basis to make sure we are fulfilling our mission. Flora Macdonald Academy will use a comprehensive balanced assessment system that includes classroom assessments, interim/benchmark assessments, and statewide assessments aligned to state standards. We will follow up with our alumni regarding their success in college. Simply put, improving student achievement is our goal.

The Educational Committee will review teachers formal evaluations and the student detention and demerit report prepared by the Headmaster/Headmistress.

- 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.*

Flora Macdonald Academy will use the ABC's of Accountability Reporting and will use the AMOs they provide for grades K-8 and high school. We will look at the performance composite, growth and AMO status to see if we are meeting our objectives. We will have specific measurements for K-2 that are age appropriate. We will use the statewide accountability testing and EOG assessments in reading and math to measure our success in K-8. The high school will be evaluated by using the three mandated end-of-course assessments: English I, Algebra I and Biology. We will use NCextend 1 & 2 for certain students with disabilities. We will evaluate our school and assess if our students have attained the skills specified for those goals by using the North Carolina's Strategic Plan for Excellent Schools as a reference.

We will follow the North Carolina's Strategic Plan for Excellent Schools mission: North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

Student Performance Strategic Goals

1. Every child ready for school:

*Developmental criteria for the child ready for school

*Assessment of readiness for school

*Relevant criteria for schools ready for the child

*Promotion of the criteria for early childhood and school readiness

2. Rigorous and relevant academic standards and assessment systems for every student

3. Every student masters essential knowledge and skills

4. Every student graduates from high school

5. Every student a lifelong learner and ready for work
(www.ncpublicschools.org)

Elementary and Middle School AMO Targets and High School AMO targets will be used according to ABC's model. Students should perform above local, state and national averages.

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.

The primary model of education that Flora Macdonald Academy has and will use follows the Common Core State Standards. This curriculum design meets the needs of our diverse population and Flora Macdonald Academy has been successful in addressing these needs by following this curriculum. We will continue to be SACS ready on a daily basis as we have been since 1978. Along with adhering to North Carolina Essential Standards, Flora Macdonald Academy will expand and refine our arts program to include a more thorough dance, music, theatre and visual arts program. Flora Macdonald Academy will use The North Carolina Essential Standards, the A+ Program, focus on our historical heritage, leverage our unique facility, and develop an appreciation of the fine arts to meet the needs of students interested in developing their creative skills.

Teachers have and will use a variety of instructional methods. Teachers have traditionally chosen the methods and techniques that are most effective in meeting the needs of our students. Teachers have and will employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction and choose methods and materials as they strive to eliminate achievement gaps. Teachers have and will employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction. Teachers are expected to think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers will collect and analyze student performance data to improve school and classroom effectiveness. They will adapt their practice based on research and data to best meet the needs of students. Teachers will help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. Teachers will make the content they teach engaging, and relevant. Subjects and related projects are integrated among disciplines and involve relationships with the home and community.

Tools we use in assessing our performance include questioning, discussions, learning activities, feedback, conferences, interviews and student reflections. This process is used by our teachers and students during instruction and provides feedback to adjust ongoing teaching and learning to help our students improve their achievement of intended instructional outcomes. We have always believed these methods are instinctive to successful teachers, but we will reinforce this method of assessment at every available opportunity. Of course standardized testing will always be a valuable method of summative assessment, but it has not and will not be the

only metric we rely on.

Flora Macdonald Academy's instructional program will meet the needs of our target population. We will engage all students from K-12 and use formative assessment feedback to alter instruction when needed and develop a variety of instructional methods that help the EC student, the academically gifted student, and the nondisabled student succeed. Our motto is "We know every child by name" and our students will benefit with smaller class sizes, early detection, help by collaboration from K-12 made possible because we are "all under one roof". "All under one roof" cannot be underestimated as teachers can collaborate and benchmark against one another and no more than walk down the hall to discuss their successful instructional strategies that worked with a specific student. It maintains our family atmosphere, allows for easier transition though elementary, middle and high school, even though segregated in different wings. Our ELL students, which in our area are predominantly Hispanic, will benefit by the fact that Spanish is currently integrated throughout the school, taught in K-8 and Spanish 1 & 2 at the high school level.

K-12 Curriculum and Instructional Design:

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

The learning environment will be classroom-based with one teacher per class K-12. The Grades K-2 will have a teacher and one teacher assistant per class. The class size will be set at 20 students and structure that is developmentally appropriate. The day is balanced with instructional time, physical exercise and breaks.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

This curriculum aligns with our mission, targeted population and NC Accountability Model in that we seek students who desire a well rounded education. By emphasizing arts, we can offer our students a distinct advantage. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life - according to the report, they "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and community cohesion. Strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally

get exposed to the arts, whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. Coming from the poorest county in North Carolina, our students need every opportunity to level the playing field and we think FMA, with emphasis in the arts, can do just that. The curriculum also aligns with the new NC Accountability Model approved in 2010 that focuses on college and career readiness. The two primary purposes are to diagnose student learning to ensure students are on track academically and provide school accountability. We will measure student performance thru end-of-grade/end-of-course assessments, measure college readiness thru SAT, continue to measure student academic growth, have and will maintain an above state average graduation rate and offer a full compiment of high school mathematics course selections.

4. 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.

Blended instructional strategies have received a lot of recognition lately for their success. We will stay up-to-date on new and emerging strategies that our teachers can implement to increase our students chance of success. It is not one approach, but many blended strategies that increase student achievement. Our teachers have used a variety of strategies including individualized instruction, collaborative instruction, cooperative instruction, TPR Strategy, Natural Approach Strategy, team teaching, and curriculum integration across the entire school. We foster mentoring of new teachers, professional development, and encourage continued education and certifications to keep our teachers prepared for the ever changing learning environment.

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

Our instructional plan is designed to meet all NC Common Core and Essentials Standards objectives. These objectives are aimed at making students ready and qualified for college and post secondary opportunities. Our graduation requirements will ensure that each of our students will take all courses that lead to eligibility to receive a NC high school diploma as well as meet all University of NC system admission requirements. The emphasis on arts will help enable our students to think critically, make sound judgments, and thrive in the 21st century.

6. 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.

Our school calendar meets the NC State requirements of 185 instructional days. The 1,025 instructional hours will be efficiently used to prepare students to pass each end of grade and end or course exams. The school year calendar for Flora Macdonald Academy has evolved over many years and is constructed to provide a rich experience for students, parents and teachers alike. Teacher workdays (optional and mandatory) allow for professional development. Open House gives students and parents an opportunity to meet their new teachers, view their classroom and ease the transition of "back to school". Certain holidays are observed to celebrate history and remember the contributions of others. Winter and Spring breaks allow all to relax, reflect and recharge. Social events (Fall Festival, Silver Bell Ball, Homecoming, Spirit Week, May Day and Prom) facilitate the forming of new and strengthening of old relationships, provides entertainment and imparts

memories. Athletic, Scholastic, Elementary Awards days reward hard work and instill pride in student accomplishment.

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.

Identifying the special needs of our students is critical to their successful performance. Flora Macdonald Academy identifies at-risk students through screening assessments, through data/results from previous test scores as well as through teacher referrals. Students that are below grade level are at-risk of academic failure, and modifications to curriculum will allow strengthening of skills needed for academic success. We recognize that the educational performance of at-risk students will not improve without efforts made to create partnerships within the community, teaching staff, and parents to overcome these barriers. We have a Learning Center where teachers work with our special needs and at-risk population and their parents. We have found that the needs of our academically challenged students are successfully answered through our differentiated learning approach that allows them to demonstrate their knowledge in more advanced ways. Flora Macdonald Academy has a guidance counselor who identifies, refers, and collaborates with the teachers who can address these issues and provide additional strategies and techniques for assisting particularly challenged students. These students will be monitored for progress throughout the year, permitting quick and immediate intervention if adjustments are not successful. Academic advocacy between members of staff, parents, and community resources will enhance the success of identified at-risk students.

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.

1. The percent of students in the area schools for whom English is not the primary language in Robeson County is 8.6%. Flora Macdonald Academy anticipates that we will enroll a comparable percentage of English Language Learners (ELL). Our English Language Learners may be identified by teachers along with a Home Language Questionnaire (HLQ) to be given to the student at the beginning of the year to identify if any other languages are spoken in the home.

2. The expectation is that all of these ELL students will become proficient in the English language. Flora Macdonald Academy believes that a full English immersion program with intense support during the school day will be best to improve the ability of these students to become proficient in English. The schools extensive and intentional reading, writing, and participatory program for students will be supportive of these students being acclimated and accepted into the culture of the school. The schools strong and continual assessment program coupled with small classes and highly trained staff should also make this immersion approach the most

successful one to use with our ELL students.

3. These ELL students will receive the same academic content as those students who are native English Speakers to ensure that they have the best opportunity to meet the requirements needed to pass their North Carolina EOGs/EOCs. However, modifications will be made if an ELL student is not making sufficient progress under the full immersion program. This may involve referring students to the Learning Center for one on one tutoring and/or the assistance of a teacher's aide. Flora Macdonald Academy will comply with all federal, state, and judicial mandates applicable to English Language Learners.

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.

1. The schools strong and continual assessment program coupled with small classes and highly trained staff will identify intellectually gifted students. Students with previous proven performance in AP/honors classes will be encouraged to take advanced courses that Flora Macdonald Academy offers to challenge these students. We have a BETA Club and have organized a Debate Club when the interest was sufficient. We will look for other opportunities to engage all students to enhance their abilities in specific subject areas, community service, and other academic related activities. We strongly encourage these students to engage in these extracurricular activities. We have a relationship with Robeson Community College and the University of North Carolina at Pembroke that allows students to take college level courses.

2. The school counselor will serve as the lead person to ensure that all intellectually gifted students are properly identified, evaluated and supported.

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. FMA will identify all students eligible for special education. Once enrolled, the parent will complete a questionnaire that will address any IEP or accommodations needed, a previously identified special need, and furnish the students prior school(s) of attendance, or by the receipt of the students records. The student will be provided comparable services until the parents can meet with the schools IEP team and review the existing IEP and determined continued eligibility. A students eligibility for special education services is determined by three required components: eligibility based on multiple assessments, that the disability has an adverse effect on educational performance, and that the student requires specially designed instruction. A reevaluation will be done to assess any needs not addressed and to see if that student qualifies for special education services.

2. Parents can refer their child at any time for consideration for special education services by writing a letter to the school stating their concerns and requesting testing. FMA will identify students needing special education in numerous ways to include parent concern, observation, interviews, behavior checklist, structured interactions, play assessment, adaptive and developmental scales, criterion-referenced and norm referenced instruments, clinical judgment, and tests of basic concepts or other techniques and procedures as deemed appropriate by the professional(s) conducting the evaluations. FMA will accept children with special needs who apply and are accepted into the school under the federal legislation, Individuals with Disabilities Education Act (IDEA) and the state legislation (G.S. 115C-106 Et seq.). FMA will follow all rules and regulations of the NC DPI and the Office of Special Education Programs regarding the identification, evaluation, and services for children with special needs. Policies governing services for Children with Disabilities will serve as guidance. Students who are not showing growth on the MAP benchmark testing or who are not proficient on the NC EOG assessment and who are struggling in the general education classroom will be referred to the Intervention Assistance Team at the school. This team, composed of general education teachers, will assist the classroom teacher with strategies to improve the students educational performance. If, after strategies are documented and tried for a period of time, the student continues to have difficulty in the classroom, the student will be referred to the IEP team to determine if the student has a specific disability and is in need of specially designed instruction special education. If evaluations are determined necessary, after securing parent permission, the team will follow all evaluations and screenings that are required for each of NC fourteen identified areas of disability. Trained and NC licensed personnel will administer all assessments. The IEP team is composed of the following people: the parents, the child with the disability (whenever appropriate), at least one special education teacher, at least one regular education teacher, someone who can interpret evaluation results, and the school representative. If related services are involved then those persons are also included.

3. Proper forms will be maintained for requesting records from previous schools. All documents will be housed in the guidance counselors office and only necessary documentation will be held in the teachers records. FMA will comply with all safeguards, destruction of information, and children's rights regarding how to handle documentation. FMA will maintain compliance with regulations to ensure proper forms are filled out, safely stored, proper channels are notified, etc. Our guidance counselor and any other

person identified to be privy to personally identifiable information will receive proper training instruction regarding the State's policies and procedures under NC 1501-4.3 and 34 CFR part 99.

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. The Common Core curriculum will be followed and skills needed for mastery will be targeted at the students instructional level. Multiple instructional strategies and technology will be used to present instruction to identified students. Progress reports targeting the IEP goals will be sent to parents with the students report card. Available services that need to be contracted out will be offered on a justifiable need basis. Flora Macdonald Academy will employ all means available to accommodate any student if it is deemed appropriate for the student.

2. We will ensure that these students have available a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepares them for further education, employment, and independent living. EC Students whenever possible will be in classrooms with non-disabled students. The resources available for a non-disabled student will be offered to all EC students with modifications made if needed based on their IEP.

3. After determining eligibility for special education services, the IEP team will look at the students present level of academic and functional performance and develop targeted goals and objectives to help the student progress in the general curriculum. The team will determine the least restrictive, most appropriate placement for the student to make progress towards the IEP goals. Flora Macdonald Academy will offer a continuum of services from least to most restrictive for students depending on IEP needs. All Individual Education Plans (IEPs) will be reviewed by the IEP team of which parents are a member, on an annual basis and all eligibility determinations for services will be reviewed at least every three years by the IEP team. Students will be instructed by teachers certified in special education and licensed by the North Carolina Department of Public Instruction. We will make every effort to be proactive in our endeavors by seeking out help from other schools, websites, state agency contacts, etc. We will keep the parents informed of any changes to IEP in between meetings, as well as everyone involved in the IEP team for that particular student.

4. Flora Macdonald Academy will offer a continuum of services for all our students. We understand that a well rounded student needs emotional, intellectual, and physical growth to prosper. IEP team plans to make arrangements for each student on individualized bases for related services to include: speech-language therapy, occupational therapy, physical therapy, assistive technology, deaf/hard of hearing services, psychologist visits. This will based off of, but not limited to, referrals, evaluations, and IEP team recommendations.

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. Student performance standards for the school as a whole require the student to make satisfactory academic progress in all subjects required for their grade, and that the student demonstrates growth, understanding, comprehension, critical thinking skills and community involvement. Our standards will ensure the student has the tools to participate successfully in all areas of life.

2. Flora Macdonald Academy will administer all state mandated tests, but will also evaluate student progress on a continual basis to look for areas that can be modified or adjusted to improve performance. Flora Macdonald Academy promotes professional development for our teachers, and continuous learning for our students, staff, and faculty, so that we can meet the ever changing demands in the workforce.

Examinations: Subject teachers for all students in grades 7-12 will administer examinations twice a year. These examinations are to be as comprehensive and relevant as possible. All subject teachers are to present to the Headmaster/Headmistress copies of both first and second semester examinations at least one week prior to testing.

Testing Program: Each year all eligible students must take state-required assessments to comply with the North Carolina ABC's Accountability Model.

3. Being SACS ready every day is a standard we always strive for. Our students receive progress reports now on a 3 week basis and report cards every 6 weeks. This allows for the parents to be informed of their students academic progress. Students homework is made available on our website or teacher web pages so parents can easily monitor assignments and stay actively involved. Flora Macdonald Academy will follow proper protocol for ELL, EC, and Intellectually Gifted students to make sure they are evaluated and assessed properly. We recognize that our school will be held responsible for reading proficiency, notifications of parents, reports and publishing requirements set forth in General Statute 115C-238.29F subsection d1. We are confident that our curriculum, assessment strategies and policies will achieve this mandate. Every student should be challenged and show progress and one single assessment is not sufficient to properly evaluate a student. EC students with an IEP will have measurable goals stated clearly on their IEP and parents, EC teacher, guidance counselor, etc. will be involved, so everyone knows what the specific child needs to do to complete their grade and be promoted or graduate. Our website and student handbook addresses these questions and concerns. This method informs parents and students the requirements and expectations the school has of them.

4. Students graduating from Flora Macdonald Academy will have to satisfactorily complete 22 credits to include: English I-IV, 4 math credits

depending on their post high school plans, 3 science credits, 4 social studies credits, 1 health and physical education credit, 2 elective credits (Foreign Language) and 4 elective credits in a four course concentration.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

1. The High School of Flora Macdonald Academy currently follows the traditional 6 period day with classes of fifty-five minutes in length. Flora Macdonald Academy's Graduation Policy follows state mandated credit and meets Future-Ready Core Course and Credit requirements for a College Preparatory Diploma.

These units must include:

- 4-English
- 3-Science
- 4-Mathematics
- 4-Social Studies
- 1-Physical Education & Health
- 2-Foreign Language
- 2-Electives
- 4-Electives (recommended in four course concentration)

For a total of 22 credits to meet the Future-Ready Core requirements. For 9th graders entering in 2014-2015. we will add a social studies course to meet this requirement.

2. Our EC students will take:

- 4-English
- 3-Math
- 2-Science
- 2-Social Studies
- 1-Health and Physical Education
- 6-Occupational Prep
- 4-Career and Technical Education

These 22 credits meet the requirement for Future-Ready Occupation requirements.

3. Flora Macdonald Academy will use an Early Alert System to detect and identify at risk students. Research shows the "sooner the better" in regards to future success. We have in place a variety of strategies to keep these students engaged with counseling resources, building self confidence with a team building approach, and identifying remediation areas to target, if needed, through our Learning Center. Bringing community support in, when needed, can substantially help a student. We will also bring support personnel directly into the classrooms on as needed bases.

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.
1. We feel that clarifying our expectations and delineating consequences of non-conformity is a part of the process of teaching good citizenship. Each of our schools-early education, elementary, middle and high school-will be apprised of these expectations and the consequences for failure to conform. We have used a system of detention and demerits with good results. Individual teachers will share (within the first week of school) their classroom expectations, intervention strategies, and application of consequences. We realize our mission cannot be accomplished without a fair, realistic and properly enforced code of conduct for our students.
2. A complete Code of Conduct along with the consequences of any violating behavior is listed in the student handbook within the appendices.
3. The Individuals with Disabilities Education Act (IDEA) gives certain procedural protections against school discipline. IDEA also requires schools to provide services that address behavior issues of disabled students. We will abide by IDEA and will strive to strike a balance between maintaining a safe school and safeguarding the education of students with learning disabilities.
4. Flora Macdonald Academy believes that a desired result of the learning program is to instill in students an understanding of the rights and responsibilities of citizenship, including their time spent at the school. Our program affords an opportunity to practice these in an extended social environment, and our curriculum teaches and reviews citizenship on a continuous basis. At the beginning of each year the teachers and staff review with each student the Student Handbook which spells out Flora Macdonald Academy's expectations of student behavior and under what circumstances the student maybe suspended or expelled. The student signs that he understands this policy.

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: Flora Macdonald Academy, Inc.

Mailing Address: 200 North College Street

City/State/Zip: Red Springs NC 28377

Street Address: 200 North College Street

Phone: 910-843-4995

Fax: 910-843-8102

Name of registered agent and address: Audra B. Harris
200 North College Street
Red Springs NC 28377

FEDERAL TAX ID: 56-0936953

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:

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

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

| Board Member Name | Board Title | County/State of Residence | Current Occupation |
|--------------------------|--------------------|----------------------------------|--------------------------------|
| Michael Hendricks | Trustee | HOKE | Co-Owner of a Medical Practice |

| | | | |
|------------------|-----------|---------|---|
| Richard Wood | Trustee | HOKE | Owner/General Manager-pork and poultry facility |
| J. Gates Harris | Trustee | MOORE | Attorney |
| Tammy Powers | Secretary | ROBESON | Insurance Claims Specialist |
| Patsy Conoley | Trustee | ROBESON | Retired Guidance Counselor |
| Timothy Parnell | Treasurer | ROBESON | Commercial Sales |
| Thomas A. Weaver | Trustee | ROBESON | Business owner |
| Audra Harris | Chair | ROBESON | Instructor-Robeson Community College |
| Elizabeth Barden | Trustee | ROBESON | Director of Nursing |
| Fran Ray | Trustee | ROBESON | Property 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.*

The Board of Trustees of Flora Macdonald Academy operates under the traditional non-profit board model. The function of the board is: to establish the guiding principles and policies for the school; to delegate responsibility and authority to those who are responsible for enacting the principles and policies; to monitor compliance with those guiding principles and policies; to ensure that staff and board alike are held accountable for their performance. There are relatively few standing committees, resulting in more meetings of the full board. Board development is given a high priority in order to ensure that new members are able to function effectively, and recruitment is an ongoing process. More specific board functions, primary duties, roles and responsibilities are outlined in the by-laws. The board will recruit, hire and supervise the Headmaster/Headmistress in accordance with the by-laws as outlined below:

In the event of a permanent vacancy in the office of Headmaster/Headmistress, the Board shall elect a replacement from among candidates submitted for consideration by a special Search Committee appointed by the Board. An affirmative vote of at least two-thirds of the Board is required for appointment.

A committee appointed by the Board Chairman shall carry out an annual review of the performance of the Headmaster/Headmistress. The committee is to consist of the chairman, a vice-chairmen, and other members from the Board as deemed necessary by the chairman. The review shall incorporate opinions solicited from every member of the Board, and it shall be conducted in a private meeting of the committee and the Headmaster/Headmistress. This review shall be completed by the end of the first ten months of the Headmaster/Headmistress service, and will be conducted annually thereafter. The Headmaster/Headmistress is supervised on a day to day basis by the Executive committee.

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 Board of Trustees has the primary responsibility to ensure the steady progress of the School in accordance with national and local educational laws and the Charter of the School. The board establishes the guiding principles and policies for the school, the board delegates responsibility and authority to those who are responsible for enacting the principles and policies and monitor compliance with those guiding principles and policies to ensure that staff and board alike are held accountable for their performance. The board is currently comprised of numerous successful professionals representing various backgrounds and constituencies to include entrepreneurs, legal counsel, lifetime educators and counselors, and people charged with management of medical, production, and retail practices. They also serve in key positions on a variety of committees and community organizations. The board has set policies and goals for their own personal businesses and expects their employees to perform according to set policies and to accomplish their business goals including customer satisfaction. They will expect no less from the staff at the School. Each member currently serving on the board has demonstrated competency in their respective fields and have continuously and effectively used their skills to enhance Flora Macdonald Academy's success.

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?

Since we are a conversion school we currently have a board, consisting of 10 members. Based on the current by-laws, corporate members vote at an annual board meeting in March to replace trustees whose term has expired. When a vacancy occurs outside of normal term expirations, a new trustee is recruited and the vacant position is filled by a majority vote of current board members. If Charter approval is given the by-laws will be amended (as attached) to reflect recruiting, selection and terminating procedures that are outlined in the Charter mandate and reflect the adjustments of the composition of the board as stated above. In the normal course of their duties, the Nominating Committee identifies and recruits potential board members. Members are recruited for their demonstrated commitment to the values and mission of the school. We search for candidates that understand our mission and goals, have demonstrated the ability to perform the duties that will be required of them and will cooperate with other members to fulfill our mandate. Our intent is to fill any vacant position within 2 regularly scheduled board meetings.

4. How often will the board meet?

The BOT meets a minimum of 1 time per month and will continue to do so.

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).

Each new Board member receives a binder that includes Articles of Incorporation, By-laws and Policies, Staff Handbook, Student Handbook, a conflict of interest form, a current financial statement, tax returns from the last two years (Form990), a list of current directors and officers, indicating when their terms expire, a list of standing committees and

minutes of the preceding 12 regular board meetings. Professional development is individual by nature so certain offerings will be suggested by the Chair as appropriate. The local Chamber of Commerce offers leadership training and business development seminars. Board members are regularly informed of class offerings at RCC and UNCP and encouraged to participate.

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.*

FMA has been a nonprofit organization since 1969. The board understands the purpose of our existence is to benefit the public as opposed to our private interest. Honesty, integrity, and fair dealing are instinctive to the board. The board has always had a duty of care to the school and a duty of loyalty. Each Trustee will disclose any potential conflict of interest with regards to school matters being considered and will not participate in any discussion, voting, or attempt to influence the Board's decision-making process on any such matters. Each Trustee will have in writing, a conflict of interest form for any and all conflicts. If a new conflict arises that Trustee should make the Board aware at the start of the next meeting or sooner, in writing, to conform to the School's Conflict of Interest Policy. All new Trustees will have on file, a conflict of interest form prior to assuming a position on the Board.

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

Board members are required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the mission of Flora Macdonald Academy. Each board member will always ensure that any decision is (1) in the best interests of the school, (2) will help present the school in a positive light to the public, and (3) is, in any case, morally and ethically appropriate. The board will make decisions by majority vote, as long as a quorum is met. Issues for consideration may be raised by members at the meetings, and depending on the nature of the issues, board appointed standing committees or ad hoc committees will be formed to consider the issues and report their recommendations to the board for final approval. Each member of the board will support publicly to the parents, teachers, staff, community, and students all Board-adopted policies.

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 Executive Committee, Finance Committee, Nomination, and Education Committees are standing committees of the Board of Trustees. Advisory bodies and councils will be created on an as needed basis. Parent Teacher Association and the Athletic Booster Club are standing associations. They will report to the board their financial status monthly and submit any planned activities for approval. They will not commit the school to any obligations, financial or otherwise, without prior approval from the Board of Trustees. The Building & Grounds Committee and Fundraising Committee are ad hoc committees that report to the board on an as needed basis.

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.

Not Applicable

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

The NC Common Core and Essential Standards along with modifying our educational plan by incorporating the A+ Curriculum will improve our ability to offer any student the best education possible. We have been SACS accredited since 1978 and have used their standards as guidance for our outcomes and measures of success. Since the cap on Charter Schools was lifted in 2011 it became realistic to pursue this new school model. FMA recognizes that the Charter School Program offers existing private schools many advantages that heretofore have not been accessible. FMA has always operated as a tuition-based school with scholarships and financial aid available and this has given less advantaged students the opportunity to attend, conversion to a charter school would expand that outreach and give additional school choice to families who could not avail themselves of these opportunities otherwise.

We have traditionally relied on retired teachers from public school that have always brought a plethora of experience and knowledge to FMA. Becoming a charter would allow us to broaden our recruitment and strengthen our retention of employees by their being able to participate in the State Employees Retirement & Health Benefit plans under certain conditions.

FMA has always welcomed students from all ethnic and racial backgrounds. Generally, each year our student body reflects ethnic and racial plurality. From its inception FMA has been non-sectarian. Religious education is not part of the curriculum. Class content has always been dictated by the NC Standards Course of Study, and individual student needs. Religious education is left up the personal dictates of each student and his/her family. As a Charter School, the only students whose enrollment will automatically

continue are those whose parents work at FMA as teachers, TAs, Headmaster/Headmistress or staff.

- 2. Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q.*

FMA is currently a 501(C)(3) non-profit corporation. All assets are held free and clear of all encumbrances. FMA at this time has no outstanding debt, except for a credit line that is satisfied to a zero balance once per year. All assets or deficits as of July 30, 2014 will be transferred to the Charter School.

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

Over the past three years our enrollment decreased from 140 in 2010 to 100 in 2011 and 100 in 2012. The reason for the 40 student drop in the 2011-12 school year was due to the economic landscape of the State in general, and Robeson County in particular. Robeson County is listed as the poorest County in the State, so any economic shock is felt to a higher degree in Robeson County. This had a significant impact of County resident's ability to afford our moderate tuition and fees.

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

Based on the report of the SACS external review team in 2009 cited that "the acceptance of 98% of the schools seniors to colleges and universities is just one indicator" that the school provides research-based curriculum and instructional methods that facilitate achievement for all students. Also, in the same report that team gave special recognition of the following "the school climate, in fulfillment of the schools mission, is perceived by all stakeholders as a value-based and college preparatory environment that is safe and that nurtures their children." The team also noted "the learning center assists special needs students that have dyslexia and autism disorders with good success. An assessment system is operational for providing information that will assist in student learning. The school guidance counselor is very active throughout the school community." FMA administers the TerraNova Test to grades 3-11. The test measures student achievement in reading, language, and math as well as science and social studies. Test results for the last three years indicate that across the school every grade was reading at 2.1 grade levels above the national average, every grade was performing in math at .77 grade levels above the national average and every grade was performing in language arts at 2.2 grade levels above the national average. Student Achievement Test (SAT) test results for the last three years indicate an average test score of 1420.

- 5. Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

Teachers currently employed at FMA have demonstrated their effectiveness in the classroom and loyalty to the school mission. The current staff would be considered first in any employment decisions. We expect no turnover due to the statutory requirements for teacher licensure and highly qualified status. We currently meet or exceed the elementary, middle, and high school statutory requirements.

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.*

In collaboration with the Headmaster/Headmistress the board will post available positions on our website, in local newspapers, schools of education at area colleges, and contact staffing agencies when necessary. FMA has been fortunate in its ability to recruit quality teachers. They have traditionally given the school and our students every possible effort and have always gone above and beyond the call of duty. We have retained these teachers by offering an excellent work environment that consist of students, teachers, and staff that truly want to participate and improve the educational experience at Flora Macdonald Academy. Professional development is provided along with benefits and longevity pay. FMA has fostered an environment that encourages communication between the teachers, the Headmaster/Headmistress and the board. We have an active PTA that celebrates our teachers throughout the year with teacher appreciation days and additional funding and support for projects deemed necessary to enrich their abilities to provide the students with a rewarding daily experience. We constantly look for opportunities to encourage and support our staff. We have institutionalized the notion that to recruit and retain high performing teachers the school, parents, and students need to respect and support the efforts our teachers make on a daily basis.

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 Trustees will formally approve all hiring recommendations and terminations. The Board of Trustees will continue to maintain an open door policy with respect to the teachers and staff. It is important that teachers and staff feel welcome, understood and appreciated. Even though no staff member is subordinate to any individual board member, we have found this informal line of communication to be important and effective in enhancing the operation of the school. The chain of command generally follows the organizational chart. Most concerns will be referred to the Headmaster/Headmistress. Employment policies are provided for in Appendix L.

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

The Headmaster/Headmistress will seek qualified applicants and interview a respectable number of applicants and present to the board his/her recommendation for approval of employment. Upon recommendation of the

Headmaster/Headmistress for dismissal of an employee the board will consider the circumstances and render a vote accordingly. All applicants for employment at FMA will have a criminal background check after preliminary approval of employment. In a case where the background check shows a violation of the rules to work at a public school, then the offer of employment will be withdrawn. If a current employee fails to renew their certification or obtain certification in the required time frame their contract will not be renewed.

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

Headmaster/Headmistress=50,000-70,000

Asst Headmaster/Headmistress=35,000-55,000

Business Manager=35,000-45,000

Teachers=20,000-40,000

Bus Drivers/Custodians=18,000-23,000

Custodians=18,000-23,000

Maintenance=20,000-35,000

Food Service=18,000-32,000

Guidance=35,000-55,000

Secretary/NCWise/Receptionist/Food Nutrition=18,000-28,000

Building Maintenance and Grounds=23,000-40,000

Guidance Counselor=35,000-55,000

Librarian=32,000-52,000

Teachers Assistants=15,000-28,000

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

The board believes that the employee and the Headmaster/Headmistress can resolve most areas of contention; however, this procedure accounts for exceptional circumstances when that is not possible. The grievance procedure is as follows: Employees who have a problem or complaint, other than a complaint regarding demotion, non-renewal, or dismissal, shall call the matter to the attention of the Headmaster/Headmistress and request a conference to resolve the matter. The Headmaster/Headmistress shall schedule a conference not later than five working days following the request. The grievance shall be submitted in writing and should include the date and nature of the grievance. It is the responsibility of the Headmaster/Headmistress to make his/her decision within five working days following the conference. An employee dissatisfied with the decision of the Headmaster/Headmistress may request, in writing, within five working days of the decision, that Headmaster/Headmistress arrange a conference between the employee and a committee of three members of the BOT, which will be appointed by the Board Chair. A conference will be held with these appointees and the employee within ten working days after the request is submitted to the Headmaster/Headmistress. The committee shall render a decision within five working days following the final conference with the employee. If the employee is not satisfied with the committees decision he/she shall give written notice within ten days of the receipt of the committees decision to the Headmaster/Headmistress, and may request, in writing, a hearing before the full board. The Headmaster/Headmistress, when notified of the employees request for review, shall present the employees appeal to the board within 30 days of receipt. The board shall notify the employee of its decision within ten working days after the review dates.

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

We understand that situations arise where employees may have dual

responsibilities within or without the organization and hours worked for each position will be paid accordingly. In the event that an employee has dual responsibilities for a position at the school and is covered within the scope and budget of the organization they will be paid as such. When one is not within the organization they will be accounted for and paid from outside monies. The Business Manager will be aware that if he/she or any other person serves dual roles that their time spent will be kept separate and paid from the appropriate account. Teacher's assistants may serve in secretarial positions and provide transportation when needed. Hours of each type of employment will be paid accordingly and from the appropriate category within the organization.

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.

The Headmaster/Headmistress will seek applicants with the qualified credentials and experience for EC, ELL, and gifted students. The number of staff hired initially will be based on the percentage of those students in the LEA. If that proves insufficient more positions will be added. EC teacher's will be provided a teacher's assistant(s) based on the number of students. ELL teacher will collaborate with the curriculum teachers to modify and adjust each ELL student's instruction to meet the ELL's proficiency levels and maintain a relationship with other resource teachers to assist that student in becoming English Language Proficient. An adequate number of teachers will teach courses in the AIG program to enhance class offerings for gifted students. They will follow the NC AIG Program standards and guidelines. Professional development will be offered in all areas on a regular basis and on an as needed basis.

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).

The Headmaster/Headmistress will observe and evaluate each teacher twice annually and follow up with a post-conference. All new teachers will be assigned a mentor, provided orientation to include goals, policies and procedures, create a professional development plan, and evaluated three times annually their first three years. All teachers entering with a provisional license or lateral entry will have to meet the 5 NC Professional Teaching Standards. Standard Professional 2 license will be a required for continued employment. Our current staff meets the requirements of 75% elementary, 50% middle and high school certifications. Teachers are responsible for planning, preparing, and presenting lesson plans, assignments, and instructional materials to students in an appropriate fashion, developing, selecting and modifying instructional plans and materials to meet the needs of all students. Teachers will prepare long and short range teaching plans/timeline for course of study, select and using appropriate instructional strategies to include lectures, group discussions, demonstrations and audio-visual teaching aids to present subject matter to students, make assignments, correct papers, and hear oral presentations, maintaining order and discipline in the classroom conducive to effective learning. Teachers shall supervise students in a variety of school related settings, diagnose students strengths and needs, and develop plans to meet needs. Teachers will provide an atmosphere and environment conducive to the intellectual, physical, social, and the emotional development of children, monitor appropriate use and care of equipment, materials and facilities, maintain order and discipline in the classroom conducive to effective learning, keep attendance and grade records as required by

Headmaster/Headmistress, prepare, administer and correct tests, and record results, confer with parents and students regarding progress/problems of assigned students; arranging and participating in teacher-parent and teacher-student conferences as necessary, serve on special committees, attend and actively participate in staff/faculty meetings. Teachers shall provide input regarding the planning of instructional goals, objectives and methods, improve skill and knowledge base in current trends, research and methodology in instructional techniques, technology, multicultural content, problem solving and interdisciplinary connections, evaluate student progress using appropriate assessment techniques, and perform other related duties as assigned.

The Headmaster/Headmistress must possess a Masters of School Administration (MSA) or obtain a MSA within the first year of employment with 3+ years of administrative experience. The responsibilities are spelled out in the by-laws. The headmaster/headmistress is responsible for overseeing the day-to-day operations of FMA. The business manager shall possess a bachelors degree with 1+ years of experience in an accounting related field or 7+ years of experience in an accounting related field. The business manager reports to the Headmaster/Headmistress and is responsible for the day-to-day financial operations of the school. The business manager is required to provide financial statements and other documentation necessary to the board and attend all regular scheduled meetings. The bus drivers should maintain a NC drivers license that is appropriate for the vehicle they operate. They are to maintain order on the vehicle, properly deliver students to their respective destinations, maintain proper cleanliness of the vehicle, and maintain proper records of vehicle maintenance. The guidance counselor should have a Masters in counseling and have passed the NXE/Praxis II guidance counseling test. The guidance counselor is responsible for individual student planning, school curriculum planning, one-on-one counseling, group counseling, and to serve in other capacities as needed. The school guidance counselor is expected to apply their professional training at FMA in order to support student academic success. Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and personal/social development of students.

The librarian must have a Masters of Library Science and have a satisfactory score on the Media Praxis/NTE in a specialty area and maintain a NC A-level teachers certificate. The librarian should complete lessons that teach students according to NC standards, group and individual instruction on obtaining resources, supply teachers with resources that supplement instruction, manage school reading programs, organize book fairs and train faculty, and students to use internet resources.

Secretaries must possess a high school diploma or GED and have an associate degree or have 5+ years experience in an administrative position. A secretary is responsible for administrative duties to include scheduling appointments, receiving and transferring communications to appropriate individuals, maintaining website information, recording attendance, maintaining bus schedules and lunch schedules for distribution, handling proper documentation of minutes and bylaws in the office, and other duties as assigned.

Teacher Assistants must have a high school diploma or GED and have

experience volunteering or working with children. Their professional development plan will be to demonstrate competency in Work Keys Occupational Professional Assessment for Teachers Aides, and/or 48 credit hours of college course work and/or associate degree. They are responsible for cooperating in developing procedures for the classroom, assisting in the preparation of materials, maintaining awareness of goals and objectives of supervising teacher, assisting in implementing the planned program, providing information to teacher(s) concerning program evaluation, participating in and facilitating activities to improve effectiveness of the total school program, carrying out student supervisory duties in a prompt and responsible manner to ensure a safe and healthy environment, collecting and recording money according to established procedures, maintaining classroom files and records in accordance with applicable rules, laws, and regulations, performing clerical duties as assigned, demonstrating technical skill in operating equipment, assembling materials to maximize their use, exhibiting positive behavior toward children, parents, staff and administrators, assisting students with understanding, interpreting and adhering to laws, rules, and regulations, sharing the responsibility for classroom cleanliness and neatness, performing other duties and responsibilities as assigned by the teacher or Headmaster/Headmistress.

Custodians must pass a criminal background check. They are responsible for the cleanliness of the school to include cleaning and stocking of the bathroom facilities, cleaning of the cafeteria and cleaning of all hallways. Teachers are responsible for keeping their rooms in order; however, the custodian from time to time will be responsible for cleaning of the carpets, emptying of trash cans, washing of windows, and other duties as assigned.

Cafeteria staff must pass the State Certification for Safe Food Handling and Sanitation. Cafeteria staff are responsible for maintaining sanitization and cleanliness in all food preparation and clean up and sterilization of all equipment, utensils, and serving trays, maintaining proper temperatures for all hot and cold foods, and ordering and stocking of all cafeteria needs.

All substitute teachers should possess an Effective Teacher Training Course certification within 1 year of operation and are subject to a criminal background check.

Staff Evaluation and Professional Development

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

The Assistant Headmaster/Headmistress, in collaboration with the Headmaster/Headmistress, will maintain proper records concerning each teacher and teacher's assistant to ensure they maintain their licensure and professional development requirements.

- 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.*

The Headmaster/Headmistress supervises the daily operations of FMA. He/she formally evaluates all teachers twice annually and informally on a regular basis, to ensure they are effectively delivering and fulfilling the mission of the school. The Headmaster/Headmistress will continue to assign a provide effective mentors, to provide direction in professional development and to recruit teachers that have demonstrated the ability to perform to our

standards. We will continue to employ and hire well qualified teachers that meet or exceed teacher certification and licensure requirements of the state and No Child Left Behind.

All applicants for a teaching position at Flora Macdonald Academy will complete a standard application form and submit it to the Headmasters/Headmistress. The Headmaster/Headmistress, before employing a teacher for a position, must review a reasonable number of applicant files and must interview a reasonable number of applicants.

The Headmaster/Headmistress is responsible for the recruitment and employment of qualified and properly certified teachers to serve the instructional needs of the Academy. Final approval of employment will be given by the Board of Trustees.

The Headmaster/Headmistress will offer relevant professional development as often as possible to keep teachers up-to-date with changes for SACS, Future-Ready Core Requirements, Future-Ready Occupation Requirements, and NC Core Curriculum Standards. This could be by meetings, flyers, emails, classes, in-house guest speakers, seminars, conferences or the resources provided by North Carolina e-Learning for Educators, in partnership with LEARN NC, the Friday Institute for Educational Innovation, UNC-TV, DPI, NCPAPA, and the North Carolina Virtual Public School.

- 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.*

Effective professional development will include a variety of opportunities for teachers to learn and master new knowledge and skills. Most agree the most effective professional learning activities are those that engage teachers as active learners and problem solvers. These activities are likely to include opportunities for teachers to observe the application of new skills in the classroom as well as opportunities for them to apply the new knowledge and skills in their own classrooms, ideally with guidance and support from a coach or peer. All teachers will be considered for any internal or external professional development that is beneficial or relevant. Professional development is not a "one-size-fits-all activity." Therefore, it is important to think carefully about which teachers should participate in the activity being planned as well as which ones are unlikely to benefit from it. The Assistant Headmaster/Headmistress along with the Headmaster/Headmistress will up-date a teacher's file with any professional development they have completed each academic year and survey the faculty for needs of professional development to guide the decision of what is offered or covered by FMA.

- 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.*

We have developed procedures and policies over our 44 years of operation that aid and assist our teachers in the effective performance of their duties and responsibilities. We have provided workshops and training activities for teachers and the Headmaster/Headmistress plays a key role in looking for indicators of successful application or to identify problems that may require additional help. We are currently staffed with teachers

that have demonstrated efficiency and success in delivering to each and every child a challenging, engaging and rewarding education. All new teachers are evaluated as to their level of experience and competencies, any additional training or development will be provided as needed.

New teachers will have an orientation that covers policies, procedures, goals, and assignment of mentors. Based on changing needs in education the professional development will vary from year to year. It may include classroom management, explanation of new assessments, innovative instructional strategies, CPR training, Safety training, the summation of academic progress and identified areas for improvement.

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.

The Headmaster/Headmistress will use optional teacher workdays for professional development and schedule workshops throughout the year based on the availability and applicability of professional development opportunities. Teachers should participate in at least three professional development workshops/seminars/conferences annually. The Headmaster/Headmistress will monitor that all teachers are receiving at least the minimum CEU credits in professional developments, required for renewal of their license. We encourage our teachers to seek professional development opportunities not limited to North Carolina e-Learning for Educators, in partnership with LEARN NC, the Friday Institute for Educational Innovation, UNC-TV, DPI, NCPAPA, and the North Carolina Virtual Public School which provides research-based, collaborative courses in nearly every subject area. These courses are mostly in an online format that are offered throughout the school year to meet the needs and schedules of teachers. Teachers may take advantage of these and seek reimbursement from professional development funds with prior authorization or submit their request to the Parent Teacher's Association for funding. We encourage our teachers to consider professional learning as continuous and ongoing, that it is individually based and to seek opportunities that would increase their knowledge and improve instructional methods in their subject area, improve student performance, assist in classroom management, and integrate technology into their instruction.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Flora Macdonald Academy will continue to market in the surrounding counties by USPS direct mail, newspaper ads, Facebook, yard signs, brochures, and our website. We continue to believe positive word of mouth is the most effective marketing tool. Having a school that everyone is proud to be associated with

generates a contagious excitement which is reflected in enrollment interest and we hope to continue to reinforce that pride in our school. We currently serve a racially diverse student body and will continue to do so. Being in the poorest county in North Carolina our only hindrance to enrollment has been our tuition. Conversion from private to a charter school will make expanding our outreach to new students and families that desire more options in education a simple matter. We employ a bi-lingual Spanish instructor that can create or review flyers for ELL students in our area. We currently have a smaller percentage of Native Americans in our school than the LEA and plan to place ads in the "Native Voice" newspaper along with direct mail to market to that segment of the population.

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. Applicants that seek to establish a NC Charter School opening in the fall of 2014 receive preliminary approval by September 2013 and final approval by January 2014. Once preliminary approval is received we will hold a meeting of our current student body along with parents to inform them of the proposed changes and estimated time lines for final approval, lottery, application, etc. We will submit a press release to appropriate newspapers in our area. We will inform the public on our website and Facebook after final approval and generate another press release to appropriate newspapers. We will hold informational sessions for the general public regarding our charter school in January and February 2014. We will hold an open house in May and August for new and prospective students. We will continue to market and accept applications for enrollment until the quota for each grade is met and then maintain a waiting list. All applicants will be placed on our Honeywell Instant Alert System which sends out emails, text messages, and voice recordings to keep prospective families informed of announcements, requirements and deadlines.

Once school begins we will continue to use the Instant Alert system, maintain information on our website and our Facebook webpage to facilitate and encourage involvement of parents, students and the community. We will continue to engage our parents in a variety of ways to include but not limited to participation in the Parent Teacher Association, Booster Club Association, board meetings, fund raising activities, sporting events, recitals, art shows and theatrical productions.

2. The Board of Trustees has always valued input from parents, educators, community groups and leaders. We especially appreciate the support for our mission from the local community. We will continue to participate in the Student of the Month Award sponsored by the Red Springs Board of Commissioners and the Student of Excellence Award sponsored by the Red Springs Chamber of Commerce. The Board will be responsive to the concerns and desires of the parents and community, understanding their desire to see us succeed in providing superior educational opportunities for all students. The Board of Trustees currently consists of parents, community leaders, and educators striving to advance the mission of Flora Macdonald Academy. The effectiveness of the Board has been enhanced by the partnership with parents, students, teachers, and the local community.

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. Open Enrollment Period for the first year of operation will be determined prior to June 30, 2014 and included in the notice of Open Enrollment. In subsequent years, the Open Enrollment Period is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will inform the persons most likely to be interested in the school. Notice of open enrollment will be on the schools website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. Interested parties may obtain applications at the schools website or the school office. Applications will be mailed, emailed, or faxed to anyone requesting an application.

2. Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. If applications received during the Open Enrollment Period exceed offered seats in any grade level, a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level, all eligible applicants will be accepted and a random selection process will not be conducted.

3. All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

4. Accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form. The school will send all applicants a postcard to inform parents/guardians that if the student does not attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

The random selection process will be open to the public, and the school will

notify all applicants the time and place. Names will be randomly selected until all offered seats have been filled. Remaining names will be randomly selected to establish waiting list priority to fill available seats prior to and during the schoolyear for which the student applied. The random selection process is open to the public. Enrollment preference is first given to currently enrolled students after the first year. Next preference is given to the following ordered categories of applicants:

- * Children of the schools headmaster/headmistress, teachers, and teacher assistants

- * Siblings of currently enrolled students who were admitted to the school in a previous year

- * All remaining applicants

If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple birth siblings.

5. Parents are requested to notify the office three (3) school days prior to the withdrawal date. We will need the last day of attendance and your destination. It is also imperative that we be given a forwarding address. This may be a home of record if destination address is not available. Essential copies of student records may be picked up by the parents or mailed to the next school.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Public Schools of Robeson County
 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 780 | LEA 000 | LEA 000 | LEA 780 | LEA 000 | LEA 000 | LEA 780 | LEA 000 | LEA 000 | LEA 780 | LEA 000 | LEA 000 | LEA 780 | LEA 000 | LEA 000 |
| Kindergarten | 20 | 0 | | 40 | 0 | | 40 | 0 | | 40 | 0 | | 40 | 0 | |
| Grade 01 | 20 | 0 | | 20 | 0 | | 40 | 0 | | 40 | 0 | | 40 | 0 | |
| Grade 02 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 40 | 0 | | 40 | 0 | |
| Grade 03 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 40 | 0 | |
| Grade 04 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 05 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 06 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 07 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 08 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 09 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 10 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 11 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| Grade 12 | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | | 20 | 0 | |
| | 260 | | | 280 | | | 300 | | | 320 | | | 340 | | |

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.

Flora Macdonald Academy will provide an adequate transportation system that will all students and their families who are accepted to the school. Planning of routes begins in July. Parents should make preliminary reservations at the same time they submit enrollment information. Delay can cause disappointment because all available seats may have been assigned. In such cases, we assist parents who wish to develop a car pool as an alternative. Bus service includes the areas of Fayetteville, Laurinburg, Lumberton, Raeford, Maxton, St. Pauls, Pembroke and points in between.

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.

We currently have a full functioning cafeteria and dining hall that offers lunch every school day as well as options if a full meal is not desired. We will provide an application to parents that may permit their child to participate in reduced or free lunch based on the national and state standards. We will comply with the National School Lunch Program and seek reimbursement for all applicable students. We will use the most up-to-date eligibility guidelines found at <http://www.gpo.gov/fdsys/pkg/FR-2012-03-23/pdf/2012-7036.pdf> to determine if an applicant qualifies. Action for Children-North Carolina report found at www.ncchild.org shows that as of 2010-2011, Robeson County had 83.5% of students receiving free or reduced lunch. Scotland County had 77% and Hoke County had 67.5% respectively.

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 | \$1,000.00 |
| Officers and Directors/Errors and Omissions | \$1,000,000 | \$3,195.00 |
| Property Insurance | \$2,598,000 | \$4,200.00 |
| Motor Vehicle Liability | \$1,000,000 | \$4,950.00 |

| | | | |
|--------------------------------|-------------|-----------|-------------|
| Bonding Minimum/Maximum Amount | \$250,000 | \$250,000 | \$1,500.00 |
| Other | \$1,214,000 | | \$10,675.00 |
| Total Cost | | | \$25,520.00 |

*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.

fmacharter 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).

We currently occupy the former Flora Macdonald College Campus and have since 1974. This is the facility we expect to continue using if approved for charter school status. See appendix for Certificate of Occupancy and Fire Inspection. We have a wheelchair ramp in the rear of the building for handicap accessibility, a ramp in the front of the building for handicap accessibility, ADA compliant bathrooms, and an elevator.

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.*

not applicable

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 #1780 - Public Schools of Robeson County

| Revenue | 2012-2013 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2014-2015 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds | \$5,235.13 | 260 | \$1,361,133.80 |
| Local Funds | \$738.00 | 260 | \$191,880.00 |
| Federal EC Funds | \$3,252.11 | 15 | \$48,781.65 |
| Totals | | | \$1,601,795.45 |

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 | \$48,782 | \$52,534 | \$56,287 | \$60,039 | \$63,792 |
| -Local Per Pupil Funds | \$191,880 | \$206,640 | \$221,400 | \$236,160 | \$250,920 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -State ADM Funds | \$1,361,134 | \$1,465,837 | \$1,570,539 | \$1,675,242 | \$1,779,944 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL INCOME | \$1,601,796 | \$1,725,011 | \$1,848,226 | \$1,971,441 | \$2,094,656 |

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

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

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

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

| BUDGET EXPENDITURE PROJECTIONS Personnel | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | |
|--|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|
| | # Staff | Salary per | Total salary | # Staff | Salary per | Total salary | # Staff | Salary per | Total salary | # Staff | Salary per | Total salary | # Staff | Salary per | Total salary |
| Personnel: | | | | | | | | | | | | | | | |
| Assistant Headmaster/Headmistress | .5 | \$41,000 | \$20,500 | .5 | \$41,000 | \$20,500 | 1 | \$41,000 | \$41,000 | 1 | \$41,000 | \$41,000 | 1 | \$41,000 | \$41,000 |
| Building Maintenance And Ground Staff | 1 | \$24,000 | \$24,000 | 1.5 | \$24,000 | \$36,000 | 1.5 | \$24,000 | \$36,000 | 1.5 | \$24,000 | \$36,000 | 2 | \$24,000 | \$48,000 |
| Bus Drivers And Custodians | 2 | \$18,000 | \$36,000 | 2 | \$18,000 | \$36,000 | 2.5 | \$18,000 | \$45,000 | 3 | \$18,000 | \$54,000 | 3 | \$18,000 | \$54,000 |
| Business Manager | 1 | \$38,000 | \$38,000 | 1 | \$38,000 | \$38,000 | 1 | \$38,000 | \$38,000 | 1 | \$38,000 | \$38,000 | 1 | \$38,000 | \$38,000 |
| Cafeteria Staff | 2 | \$21,000 | \$42,000 | 2.5 | \$21,000 | \$52,500 | 3 | \$21,000 | \$63,000 | 3.5 | \$21,000 | \$73,500 | 4 | \$21,000 | \$84,000 |
| Elective Teachers | 2 | \$38,000 | \$76,000 | 3 | \$38,000 | \$114,000 | 3 | \$38,000 | \$114,000 | 3 | \$38,000 | \$114,000 | 3 | \$38,000 | \$114,000 |
| Exceptional Children Teacher(s) | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 |
| Guidance Counselor | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 |
| Headmaster/Headmistress | 1 | \$58,000 | \$58,000 | 1 | \$58,000 | \$58,000 | 1 | \$58,000 | \$58,000 | 1 | \$58,000 | \$58,000 | 1 | \$58,000 | \$58,000 |
| K-5 Teachers | 6 | \$31,000 | \$186,000 | 7 | \$31,000 | \$217,000 | 8 | \$31,000 | \$248,000 | 9 | \$31,000 | \$279,000 | 9 | \$31,000 | \$279,000 |
| Librarian | .5 | \$40,000 | \$20,000 | .5 | \$40,000 | \$20,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 |
| Middle And High School Teachers | 12 | \$35,000 | \$420,000 | 12 | \$35,000 | \$420,000 | 12 | \$35,000 | \$420,000 | 12 | \$35,000 | \$420,000 | 12 | \$35,000 | \$420,000 |
| Secretary/News/Datamanager | 2 | \$22,000 | \$44,000 | 2 | \$22,000 | \$44,000 | 2 | \$22,000 | \$44,000 | 2 | \$22,000 | \$44,000 | 2 | \$22,000 | \$44,000 |
| Teacher Assistants | 3 | \$18,000 | \$54,000 | 4 | \$18,000 | \$72,000 | 5 | \$18,000 | \$90,000 | 6 | \$18,000 | \$108,000 | 7 | \$18,000 | \$126,000 |
| Total Personnel | 35 | \$469,000 | \$1,103,500 | 39 | \$469,000 | \$1,213,000 | 43 | \$469,000 | \$1,322,000 | 46 | \$469,000 | \$1,390,500 | 48 | \$469,000 | \$1,431,000 |
| Benefits: | | | | | | | | | | | | | | | |
| Health Insurance | # Staff | Cost Per | Total |
| | 25 | \$2,880 | \$72,000 | 29 | \$2,880 | \$83,520 | 33 | \$2,880 | \$95,040 | 36 | \$2,880 | \$103,680 | 39 | \$2,880 | \$112,320 |
| Medicare | 35 | \$430 | \$15,050 | 39 | \$430 | \$16,770 | 43 | \$430 | \$18,490 | 46 | \$430 | \$19,780 | 48 | \$430 | \$20,640 |

Flora Macdonald Academy

| | | | | | | | | | | | | | | | |
|-------------------------------|-----|-----------|-------------|-----|-----------|-------------|-----|-----------|-------------|-----|-----------|-------------|-----|-----------|-------------|
| Retirement Plan | 25 | \$900 | \$22,500 | 29 | \$900 | \$26,100 | 33 | \$900 | \$29,700 | 36 | \$900 | \$32,400 | 39 | \$900 | \$35,100 |
| Social Security | 35 | \$1,835 | \$64,225 | 39 | \$1,835 | \$71,565 | 43 | \$1,835 | \$78,905 | 46 | \$1,835 | \$84,410 | 48 | \$1,835 | \$88,080 |
| Total Benefits | 120 | \$6,045 | \$173,775 | 136 | \$6,045 | \$197,955 | 152 | \$6,045 | \$222,135 | 164 | \$6,045 | \$240,270 | 174 | \$6,045 | \$256,140 |
| Total Personnel Budget | 155 | \$475,045 | \$1,277,275 | 175 | \$475,045 | \$1,410,955 | 195 | \$475,045 | \$1,544,135 | 210 | \$475,045 | \$1,630,770 | 222 | \$475,045 | \$1,687,140 |

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

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

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-------------------------|------------------|------------------|------------------|------------------|------------------|
| Books and Supplies | Copy Paper | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| | Curriculum/Texts | \$52,000 | \$46,000 | \$50,000 | \$54,000 | \$58,000 |
| | Instructional Materials | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| | Other | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | School Supplies | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 |
| | Testing Supplies | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$3,600 |
| Human Resources Costs | Legal Counsel | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | NC Wise | \$2,600 | \$2,800 | \$3,000 | \$3,200 | \$3,400 |
| | Personnel Software | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | Staff Development | \$8,800 | \$9,680 | \$10,120 | \$10,560 | \$11,000 |
| Other | Audit | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Food Plan | \$15,600 | \$16,800 | \$18,000 | \$19,200 | \$20,400 |
| | Insurances | \$24,845 | \$24,845 | \$24,845 | \$24,845 | \$24,845 |
| | Marketing Plan | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | Transportation Plan | \$16,500 | \$17,500 | \$18,500 | \$19,500 | \$20,500 |
| | Travel Expenses | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| Rents and Debt Services | Custodial Supplies | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Extermination | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | Facility Lease/Mortgage | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Maintenance | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 |
| | Rent of Equipment | \$3,500 | \$3,500 | \$3,500 | \$3,500 | \$3,500 |
| | Security/Alarm | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| Technology Technology Hardware | Instructional Software | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Network/Internet | \$2,860 | \$2,860 | \$2,860 | \$2,860 | \$2,860 |
| | Office Software | \$900 | \$900 | \$900 | \$900 | \$900 |
| | Other | \$500 | \$500 | \$500 | \$500 | \$500 |
| Utilities | Electric | \$25,000 | \$27,000 | \$27,000 | \$27,000 | \$27,000 |
| | Energy | \$25,000 | \$27,000 | \$27,000 | \$27,000 | \$27,000 |
| | Phone | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | Water/Sewer/Trash | \$8,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Total Operations | \$243,405 | \$246,685 | \$253,525 | \$260,365 | \$267,205 |

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

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | 2014-2015 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--|------------------|------------------|------------------|------------------|------------------|
| TOTAL EXPENDITURES (PERSONNEL) | \$1,277,275 | \$1,410,955 | \$1,544,135 | \$1,630,770 | \$1,687,140 |
| TOTAL EXPENDITURE (OPERATIONS) | \$243,405 | \$246,685 | \$253,525 | \$260,365 | \$267,205 |
| TOTAL EXPENDITURES | \$1,520,680 | \$1,657,640 | \$1,797,660 | \$1,891,135 | \$1,954,345 |
| TOTAL REVENUE | \$1,601,796 | \$1,725,011 | \$1,848,226 | \$1,971,441 | \$2,094,656 |
| ANNUAL NET PROJECTIONS | \$81,116 | \$67,371 | \$50,566 | \$80,306 | \$140,311 |

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?*

The enrollment projections would impact roughly 1% of the current student population in Robeson County. Flora Macdonald Academy, if approved, would be the only charter high school in the county. The only other elementary and middle charter schools are 23 and 17 miles away respectively. We are confident that the target enrollment will be easily met. We have had an enrollment of 262 in the past and feel comfortable that we can manage this number effectively. A survey of the surrounding counties indicates that Robeson has one of the lowest locally funded amounts. We presently draw students from Scotland, Hoke, and Cumberland County and would like to err on the side of caution for budgeting purposes. The budgetary projections are an estimate and do not factor in any monies raised from fundraising, PTA fundraising for teacher's professional development and or special project support, cafeteria, etc. This is not reflected in our budget, but we are well prepared to raise any additional capital for special projects, renovations, etc. The appreciation of the historical value of our school has lead various community groups to contribute time and money to improve and maintain the building, grounds and gardens. Most recently the Dilettante Club adopted our auditorium as a project and replaced the carpet at no cost to the school. We have used ESC 55+ senior program to provide assistance in the cafeteria and to serve as teachers assistants. We have a yearly raffle that has generated over \$40,000 in years past with high enrollment. We have charged tuition on a ten year average of \$5500 to \$ 5800 per student to break even at our current private school. We are adept at making budget and staff adjustments based on the current years enrollment and have been successful in fundraising activities, seeking grants, and donations to balance the budget when necessary. We have managed to break even with an average of 7 students per class. In case our initial enrollment is lower than projected we have demonstrated in the past the ability to balance our budget and not affect the delivery of a quality and well-rounded education. Since the tuition that we have charged is lower than the amount of funding from state and local governments, this gives us a measure of financial security.

- 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*

Currently the school employs a business manager to handle all accounting

duties, issue purchase orders, prepare the payroll, comply with all reporting requirements as related to the IRS, NCDOR, and the Employment Security Commission. The business manager abides by GAAP rules. These include the standards, conventions, and rules that accountants follow in recording and summarizing, and in the preparation of financial statements. The present system is expected to fulfill the NC Charter Schools requirements. Adjustments will be made as far as audit requirements of the State Board of Education and follow instructions as to financial accountability. No contract services, with the exception of audits are anticipated to be needed at this time.

- 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 proposed budget aligns with and supports the school's mission. Eighty percent of the budget is dedicated to teachers and staff. Management is kept to a level adequate to the efficient operation of the school. When extra resources become available they will be directed to providing additional course offerings and electives. A student transportation plan that allows the widest participation feasible is fully funded in the proposed budget. Professional development is funded to an extent in the budget but other avenues will be pursued, including UNCP, PTA, and online offerings.

- 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.*

Flora Macdonald Academy, as a private school, has traditionally been funded from tuition charged. We have a 50K credit line available from BB&T to assist in managing cash flow throughout the school year. We have an excellent credit rating and have been able to borrow substantial sums from lending institutions when necessary. We are currently debt free but expect these resources to remain available. We have applied and have received numerous grants from foundations in years past. Being a public school located on a national historic site broadens the range for grants and we look forward to pursuing any and all opportunities to acquire additional resources for our school.

- 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?*

As projected in the budget, our break-even enrollment for the first year would be approximately 250 with no contingency funds available, 2nd year 269, 3rd year 295, 4th year 306, and the 5th year 316. This allows that no adjustments in staff and expenses are made. As a private school we have become proficient at making budget and staff adjustments based on the current years enrollment, it has been a necessary and ongoing function of the Finance Committee each year. We have been successful in fundraising activities, seeking grants and donations to supplement the budget when necessary. If our initial enrollment is lower than projected we have demonstrated the ability to adjust line items to insure a balanced budget and not affect the delivery of a quality and well-rounded education. The school will continue to maintain the flexibility to adjust wages, combine duties and responsibilities and reduce the number of support staff to balance the budget if enrollment is lower than estimated.

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

Our funded revenue per student exceeds the current tuition charged so we judge a cash flow shortage risk to be minimal. Although it is conceivable that our enrollment could be less with no tuition charged versus a tuition based school, we consider that a remote possibility. If our enrollment is less than projected, as stated above we are adept in adjusting staff, wages, combining duties and responsibilities, fundraising activities, seeking grants, and donations to balance the budget when necessary.

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.

We will ensure compliance with the Uniform Education Reporting System (UERS) that the State Board of Education requires for Charter Schools and will conduct an annual audit with a firm approved by the NC Local Government Commission. Flora Macdonald Academy will comply with the state testing program requirements. In addition, the Charter School will comply with Section 115C-238.29F general requirements.

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.

S. Preston Douglas & Associates

907 North Walnut Street Post Office Box 2339 Lumberton, NC 28359 Phone:
(910) 739-7523 Fax: (910) 739-5477

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 Flora Macdonald Academy (*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: fmacharter

Board Position:

Signature: _____

Date: 02/27/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.