



NORTH CAROLINA CHARTER SCHOOL APPLICATION

INVEST COLLEGIATE

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: INVEST COLLEGIATE

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

Name of non-profit organization under which charter will be organized or operated: *INVEST COLLEGIATE Consortium, 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: *Kate Alice Dunaway*

Title/Relationship to nonprofit: *INVEST COLLEGIATE Board Member*

Mailing address: 19706-B One Norman Boulevard, Box 259
Cornelius NC 28031

Primary telephone: 704-880-8353 Alternative telephone: 704-928-5315

E-Mail address: kadunawayic@gmail.com

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

County: IREDELL

LEA: 490-Iredell-Statesville Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? INVEST COLLEGIATE Consortium, 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: X

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10	140
Second Year	09,10,11	210
Third Year	09,10,11,12	280

Fourth Year	09,10,11,12	280
Fifth Year	09,10,11,12	280
Sixth Year	09,10,11,12	280
Seventh Year	09,10,11,12	280
Eight Year	09,10,11,12	280
Ninth Year	09,10,11,12	280
Tenth Year	09,10,11,12	280

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.

kadunawayic1
Chair
Signature

Kate Alice Dunaway, IC Board Vice-
Title

kadunawayic1
Printed Name

03/01/2013
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:

At INVEST COLLEGIATE, we imagine, we nurture, we value, we engage, we sustain, we transform as we champion opportunities in leadership and learning - embracing greatness, inspiring achievement within a telescopic environment.

Explanation of the IC Mission: The INVEST COLLEGIATE model will include six schools, located across a broad regional North Carolina landscape, sharing a common mission, educational foundation, and culture. Each school realizes one of the six active domains - imagine, nurture, value, engage, sustain, or transform - while all INVEST COLLEGIATE schools champion the common core values: leadership, learning, achievement, and greatness (The Leader in Me. Covey, Stephen) while aspiring to achieve telescopic, strategic goals.

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.*

Iredell-Statesville Schools (ISS) is one of two local educational agencies located in Iredell County. ISS serves approximately 21,121 students (2011-2012 data) students in Kindergarten through Grade 12 in schools throughout the cities and towns of Iredell County. Iredell County is bordered by nine counties, more than any other county in the United States, which provides unique opportunities for charter schools located within Iredell County to serve children from multiple LEAs. Currently, two charter schools operate within Iredell County and the Iredell Statesville School System: American Renaissance School (K-8) and Success Institute (K-8). INVEST COLLEGIATE will offer an Upper School program, Grades 9-12, to provide opportunities for all students and families, including and not limited to those students attending ARS and Success Institute through an open enrollment process.

INVEST COLLEGIATE is committed to meeting the diverse needs of students in a unique educational setting. The students at INVEST COLLEGIATE will represent the student population in the Iredell Statesville Schools. INVEST COLLEGIATE will offer a unique opportunity for a diverse group of students to learn shoulder to shoulder within the classroom. While ISS continues to demonstrate progress toward ensuring meaningful and exemplary high school programs, accelerating the high school graduation rate in North Carolina remains challenging. INVEST COLLEGIATE (Iredell) is designed to provide an exemplary high school curriculum for students who appreciate flexible

scheduling due to work, family responsibilities, necessary rehearsal/practice due to performance or athletic schedules, value graduation from high school, and seek further undergraduate educational opportunities following graduation. The utilization of flexibility and technology will be evident throughout the Upper School program to maximize student learning while acknowledging the value of technology as a strategic component of the twenty-first educational environment.

INVEST COLLEGIATE provides a twenty-first century educational environment for students and families through delivery of an exemplary academic program. The potential for partnership within the community, including North Carolina Community Colleges, amplifies community resources and builds a foundation for student success. While North Carolina public schools continue progress toward state and national education goals, the opportunity to accelerate progress for a diverse community within a global environment remains elusive. Invest Collegiate is committed to locating within communities where students and families will benefit from greater educational opportunity within the public sector.

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 Iredell Statesville Schools' School System Report(2012)indicates the district's student enrollment at 21,121 students. INVEST COLLEGIATE with an initial enrollment in 2014-2015 of 140 students (Grades 9,10)represents >1% of the 2012 ISS ADM. In 2023, INVEST COLLEGIATE's projected (9-12) enrollment of 240 represents 1% of the 2012 ISS ADM.

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

The INVEST COLLEGIATE mission statement includes six domains: Imagine, Nurture, Value, Engage, Sustain, and Transform. Value is the active domain for INVEST COLLEGIATE (Iredell). Students, Collegiate Leaders (faculty), families, and the greater community will recognize the commitment to flexibility for Upper School students, technology, and the value of relationships in building a climate of academic excellence leading to high school graduation and collegiate opportunities. Collegiate Leaders are expected to demonstrate understanding and flexibility in integrating Essential State Standards, Common Core State Standards, and College Ready Curriculum in opportunities with powerful outcomes for student performance and growth.

4. In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

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

The Six Legislative Purposes of a Charter School are:

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*

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

1. Create new professional opportunities for teachers, including opportunities to be responsible for the learning program at the school site. INVEST COLLEGIATE provides creative collaboration within the school community and across a consortium of charter schools with the same mission and vision for educational excellence. Each INVEST COLLEGIATE charter school demonstrates an overwhelming knowledge and a compelling understanding of their school's active domain. Exemplary leadership, acknowledging faculty as leaders within the school community, provides the framework for educational success. Faculty, known as Collegiate Leaders, are expected to demonstrate leadership within their own classrooms, areas of expertise and throughout the greater school community. INVEST COLLEGIATE provides multiple opportunities for Collegiate Leaders (faculty) to collaborate across the consortium via technology, conferences, and informal meetings among colleagues.

As such, INVEST COLLEGIATE will recruit faculty that embrace the INVEST COLLEGIATE mission, demonstrate an on-going pursuit of learning and a commitment to teaching excellence. As such, Collegiate Leaders must meet or exceed the following qualifications within the INVEST COLLEGIATE application prior to an interview and for consideration of employment at INVEST COLLEGIATE:

- *a sealed college/university transcript indicating a cumulative GPA of 3.0 or higher,
- *a clear Criminal Background Investigation Check,
- *three letters of reference documenting leadership, community service, and/or exemplary service within a community (educational or other),
- *demonstration of superior writing skills through submission of three essays,
- *teaching portfolio with sample units, daily lesson plans, technology plans, and correspondence with students and families, and
- *photographs and/or videos of their classroom and/or teaching methods/strategies.

INVEST COLLEGIATE acknowledges educators as professionals through on-going professional development, purposeful rigor, and expectations for continued professional and personal growth. INVEST COLLEGIATE will empower (The Empowerment of Teachers: Overcoming the Crisis of Confidence, Maeroff, G.) faculty to create an exemplary learning environment for all students.

2. Hold schools accountable for meeting measurable student achievement goals. INVEST COLLEGIATE will follow the testing program as set forth in the North Carolina READY Accountability Model including all required state and

national testing according to updates and changes due to General Assembly legislation, State Board of Education (SBE) requirements, and Department of Public Instruction (DPI) policy. Within three (3) years, INVEST COLLEGIATE will meet or exceed student performance standards in comparison with the comparable district(ISS) counterparts.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public system. INVEST COLLEGIATE will be located within Iredell County with easy access to the I-40/I-77 corridor. The school will serve students and families who are seeking diverse, flexible, and exemplary educational opportunities within the public sector. INVEST COLLEGIATE seeks to provide a public school option for all families including and not limited to students and families seeking opportunities Grades 9-12.

4. Improving student learning
INVEST COLLEGIATE will provide an educational environment which prepares all students to enter a college or university of their choice upon completion of the 9-12 educational program. The mission of INVEST COLLEGIATE will be evident and tangible throughout the 9-12 program which includes Honors and Advanced Placement Courses of Study in Grades 9-12; collaboration with the local community college to extend course offerings in Grades 11 and 12; and an educational program which exceeds the current (2012-2013) North Carolina Graduation requirements and the Common Core State Standards and the Essential State Standards.

5. Increased learning opportunities for all students, with a special emphasis on at-risk or gifted students.
The College Preparatory curriculum with Honors and Advanced Placement courses coupled with the utilization of technology expands learning opportunities for all students, including gifted and at-risk students. The leadership and movement components provide a community environment extending the Essential State Standards.

6. Encourage the use of different and innovative teaching methods.
INVEST COLLEGIATE recognizes the relationship between a classroom teacher and student success. Exemplary teachers with innovative strategies will be recruited and celebrated as INVEST COLLEGIATE champions educational opportunities for all students and faculty within the school community. Faculty members will be expected to utilize innovative methods within the framework of the INVEST COLLEGIATE community. Varied instructional methodologies will be supported through collaboration across the school community; within the collegiate consortium framework; and through participation in local, state, and national conferences, professional development at the school; and pursuit of advanced degrees and certifications. All faculty will participate in two weeks of professional development each academic year in professional development which includes and is not limited to Leadership Development (The Leader in Me, Covey, S. R.); Core Knowledge Curriculum (Hirsch, E. D.); technology; Marzano strategies; current brain research, multiple intelligences, and current research highlighting the relationship between movement and academic performance.

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?*

INVEST COLLEGIATE subscribes to the model of "teacher empowerment" as documented in *The Empowerment of Teachers: Overcoming the Crisis of Confidence* (Maeroff, Gene). Therefore, at the outset of Year 1, the Head of School and Collegiate Leaders, will set organizational and educational goals for the school to be presented to the INVEST COLLEGIATE Board of Directors. These organizational goals will be reviewed at the midpoint of each school year (late November) and after the close of each school year during the Board Retreat (July). This review will provide the INVEST COLLEGIATE BOARD with the necessary information to evaluate organizational and academic progress and consider strategic/telescopic goals for the coming year/s.

The INVEST COLLEGIATE's 2014-2015 Goals are as follows:

- *Maintain student enrollment consistent with the expectations outlined in the charter application;
- *Maintain a balanced budget;
- *Complete a certified audit;
- *Demonstrate academic growth and strength as measured by state and/or national testing; and
- *Develop key indicator/s of a successful school (enrollment

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.*

Specific individual student achievement goals and school goals based on an informed understanding of the READY Accountability Model Score/s, will be determined by INVEST COLLEGIATE faculty (Collegiate Leaders) for Grades 9,10 prior to the beginning of the 2014-2015 school year. Through informed conversation and collaboration, Collegiate Leaders will designate an achievement Learning Goal and a Champion Goal for their areas of responsibility, each grade or subject level, and the school (composite score/Letter Grade). Beginning with 2015-2016, INVEST COLLEGIATE will strive to meet and/or exceed annual growth rates as set by North Carolina DPI and those outlined through NC READY. INVEST COLLEGIATE's goal is to meet and/or exceed district (LEA), state, and/or national averages. As stated, all Collegiate Leaders will contribute their expertise to determine the individual and school goals (*The Empowerment of Teachers*. Maeroff, Gene). To meet and/or exceed the Learning and Champion goals, INVEST COLLEGIATE will adhere to the following goals as outlined in our mission and curriculum:

Mission Specific Goals

At INVEST COLLEGIATE, all students will:

- *study Spanish in Grades 9-12 in year round courses of study.
- *receive instruction in the Fine Arts including Visual Arts, Choral, Music, Band, and Theatre.
- *participate in Physical Education and movement in Grades 9-12 in year round courses of study.
- *participate in community service learning with thirty-two (32) hours accumulated in Grades 9-12 (a minimum of 8 per year) to graduate from INVEST

COLLEGIATE.

- *engage in leadership opportunities within the school and greater community.
- *attend two (2) cultural or civic events, from a selection of offerings outlined and approved by school leadership, each academic year beginning in Grade 9. A minimum of two (2) per year for a total of eight (8) accumulated in Grades 9-12 are required to graduate from INVEST COLLEGIATE.
- *enroll in Honors and/or Advanced Placement courses in Grades 9-12 to further opportunities for college and university admission/study.

INVEST COLLEGIATE will adhere to the North Carolina READY Accountability Model, participate in all required state and national testing including and not limited to Subject Area Tests; End of Course Tests; ACT; PSAT; and SAT. The following will be utilized as indicators in determining the academic progress of INVEST COLLEGIATE students:

- 2014-2015 READY Accountability Model designation;
- 2015-2016 Collegiate Leader Satisfaction Survey/Retention
- 2016-2017 Percentage of students graduating from INVEST COLLEGIATE;
- 2016-2017 Performance of school in comparison with schools in local LEA and North Carolina;
- 2016-2017 Percentage of students receiving acceptance to a college or university;
- 2016-2017 Percentage of students receiving academic scholarships to a college or university;
- 2017-2018 Number of National Merit Finalists (PSAT);
- 2017-2018 Collegiate Leaders Satisfaction Survey/Retention
- 2018-2019 Attainment of five year goals, including and not limited to READY Accountability Model (meeting or exceeding LEA); Graduation Completion Rate; and Enrollment and Wait List Information.

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.

INVEST COLLEGIATE will provide a 9-12 educational environment grounded in a comprehensive liberal arts program which includes an appreciation and demonstration of the relationship between expectation and excellence. Beginning in Ninth Grade, students will develop an understanding of their role in their own education through the curriculum outlined in Seven Habits of Highly Successful Teens and The Leader in Me by Stephen Covey. The entire school community will utilize this model to develop individual educational ownership and leadership by investing in each individual's potential for "primary" greatness.

Fine Arts

INVEST COLLEGIATE acknowledges the theory of Multiple Intelligences which maintains that Fine Arts are central to character and brain development. Fine Arts training accesses the multiple intelligences and provides a needed medium for students adept in spatial, musical, and kinesthetic intelligences. The

INVEST COLLEGIATE Fine Arts program will include Percussion and Strings; Music and Choral Education, Visual Arts, and Theatre. Upper School students, (Grades 9-12), students will participate in at least one Fine Arts opportunity which may include and not be limited to Percussion, Strings, Choral, Theater, and Visual Arts.

Community Culture: FISH!

As INVEST COLLEGIATE builds community, the FISH! (Lundin, Stephen C., Paul, H., and Christensen, J.) and FISH! for Schools model will be incorporated throughout the school. The four principles: Make Their Day, Be There, Choose Your Attitude, and Play will be evident among faculty and students. INVEST COLLEGIATE families are expected to embrace this model in creating a dynamic and motivating school culture.

Healthful Living

The entire school community will participate in programming as suggested by John Ratey in SPARK! which highlights the relationship between academic success and healthy living.

Spanish Language

INVEST COLLEGIATE aspires to the principals of a Proficiency Spanish Language Program. Beginning in students will receive instruction in Spanish through a continuous, sequential, cumulative, and standards-based language program. With a goal of Spanish language proficiency, the Spanish Course of Study begins in Ninth Grade and is required each each year for four years of

high school or until graduation. Beginning with Spanish II, the course offerings will be Spanish Honors or Advanced Placement.

Global Initiatives

To further global awareness, all Ninth students will participate in the simulation, The Peace Game, developed by John Hunter. This six (6) to eight (8) week interactive program available through The Peace Game Foundation allows students to explore the dynamics of human decisions within our global environment. INVEST COLLEGIATE is committed to providing opportunities for students to explore complex global issues within the framework of our educational community.

High School Curriculum and Instructional Design:

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

The Upper School learning environment will provide year-long courses of study utilizing a year-round calendar. Flexibility in scheduling, utilization of technology, and Collegiate Leader Study and Discussion Seminars will enhance the ability of students to successfully complete the high school graduation requirements in preparation for undergraduate study at a college or university.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B1).
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.

In the Upper School, students will enroll in full year courses of study, not block scheduling, and will follow the course outlines as provided by the Honors and Advanced Placement curriculums as well as exceeding the North Carolina Graduation Requirements (UNCC System) as outlined by the State Board of Education and the Department of Public Instruction. Upper School Collegiate Leaders will participate in local and regional Advanced Placement Course Institutes. Upper School Collegiate Leaders will be responsible for submitting the Advanced Placement Course of Study for approval as necessary for students to receive Advanced Placement Course credit.

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.

INVEST COLLEGIATE faculty are expected to deliver an exemplary educational program within the framework of the schools mission and charter. Demonstration of the active domains: imagine, nurture, value, engage, sustain, and transform will be developed through the collective reading, study, and conversations, led by school leadership, which will include and not be limited to the following books: *The Starfish and the Spider*, Brafman, O. and Beckstrom, R.; *Outliers*, Gladwell, M.; *Strengthsfinder*, Rath, T.; *The Good School*, Tyre, P.; *Good to Great*, Collins, J.; *The Speed of TRUST*, Covey, Stephen; *SPARK*, Ratey, John R.; *The First Days of School*, Wong, H. and Wong, R.; and *The Leader in Me*, Covey, Stephen R. Collegiate Leaders are expected to develop positive and professional student/Collegiate Leader relationships which foster the student's personal and academic growth; demonstrate mastery of their subject/s; utilize highly

effective organizational skills which provide multiple opportunities for students to learn independently and collaboratively, demonstrate excellent technology skills demonstrated through communication and integration within the subject/classroom setting; and share a boundless enthusiasm for articulating and exemplifying the INVEST COLLEGIATE mission throughout the school community.

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).

The Upper School will include Grades 9-12; will offer an Honors and Advanced Placement Course of Study with collaboration and course offerings within the community college environment. Courses within the Essential Standards (NC Standard Course of Study), designated as General (non-Honors/non-AP), will be offered until the Honors and/or Advanced Placement designation is available for the course. The INVEST COLLEGIATE program is designed for college bound students and families who are committed to an exemplary educational course of study which exceeds state and/or national standards. By 2017, INVEST COLLEGIATE anticipates all entering Ninth Grade students will be prepared to enroll and successfully complete Algebra I.

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.

INVEST COLLEGIATE utilizes a year-round school program with Summer, Fall, Winter, and Spring Breaks throughout the year to maximize student retention of academic learning, provide renewal and professional development for Collegiate Leaders, and opportunities to increase engagement within the school community throughout the calendar year. The INVEST COLLEGIATE model aligns with twenty-first century research regarding student engagement and academic progress instead of a school calendar based on an agrarian model.

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.

Every adult in the INVEST COLLEGIATE community is responsible for the academic and personal growth of every INVEST COLLEGIATE student. Every adult in the INVEST COLLEGIATE community professes the belief that every child will experience academic success and personal success given an environment found in the active domains: imagine, nurture, value, engage, sustain, and transform. Each Collegiate Leader, faculty member, is responsible for delivering instruction and motivating students in an environment which supports and nurtures children and expects successful academic growth. INVEST COLLEGIATE partners with students, families, and the greater school community to ensure academic success and personal growth.

As Geoff Canada, Harlem Children's Zone, shared during a SchoolWise presentation (October 11, 2012; Ritz-Carlton; Charlotte, NC) the classroom teacher is responsible for the academic performance of the child. If, as a school community and as a greater society, we expect tangible academic progress and "real" opportunities for children in the twenty-first century, then the classroom teacher and school leadership must dismiss the negative indicators, dismiss excuses, and operate from the viewpoint that all children will learn given an appropriate school environment. To this end, INVEST COLLEGIATE recruits highly talented teachers who excel in instruction and classroom management.

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.

As a charter school, INVEST COLLEGIATE will receive students from other schools. Upon enrollment, parents will be asked to complete a questionnaire providing information about their child. This questionnaire gives parents the opportunity to share information about the primary language spoken at home. At times, this information may not be revealed in the questionnaire. As an accountability check and to make sure that all students are receiving the services they need to be successful, the Registrar/Administrative Associate will also review each cumulative folder to gather information related to English Language Learners. At times it can be difficult to get cumulative records from schools. The Registrar/AA will work hard with an aggressive deadline to make sure that all cumulative folders are received. The Registrar/AA will follow the same procedures as new students enroll. INVEST COLLEGIATE will use the English Language Development Standard Course of Study which described what limited English proficient students should know and be able to do at each level of proficiency along the K-12 continuum. This course of study will be used to plan lessons and develop strategies that will target the language learning needs of individual students to ensure that they progress towards full English language proficiency. Similar to instruction provide for students in the Exceptional Children program or Section 504 program, ELL students will receive full access to the curriculum, appropriate differentiation and accommodations when needed. Also similarly, there will not be specific instructional programs. Students will participate in Common Core State Standards and Essential Standards. Research based best practices designed to help ELL students will be used in the classroom to ensure academic success. ELL students will receive instruction in the regular classroom setting with "push in" services provided as necessary. Therefore, ELL students will have equitable access to the core academic program. ELL students will also be served by the Intervention Team as needed. The Intervention Team process will be used to determine language barriers that impact achievement. Research based intervention strategies will be determined and monitored through progress monitoring. Also, if it is determined that language is not the barrier other barriers (social, emotional, educational disability) will be identified and addressed. It is possible for a student to receive both ELL services and Exceptional Children or Section 504 services. The English Language Learners team will meet regularly to review the progress of each ELL student. Regular meetings will provide an opportunity to share information, discuss instructional strategies and to review goals. Assessment information from ongoing progress monitoring will be the focus of the meeting. Parents will be informed of students progress through progress reports. If necessary, parents will be asked to attend the meeting. In the meeting, teachers will also meet with students to share their progress, gather their feedback and review goals. The goal is for students to meet ELL standards and exit the program.

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.

All Collegiate Leaders, including Exceptional Children's Collegiate Leaders, will be responsible for identifying and designing a classroom and courses of study to meet the needs of the Gifted Learner. At any point, Collegiate Leaders which include the classroom teacher, Guidance Counselor, Head of School, Exceptional Children's teachers, and/or School Nurse will be involved in bringing a team approach, best practices, and a written plan of action to meet the needs, academic or otherwise, of all INVEST COLLEGIATE students. The Imagine Domain coupled with an exemplary academic program created by gifted Collegiate Leaders will ensure opportunities for gifted students.

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)

After a child is offered enrollment, the parent/guardian will receive a Release of Records Form, requiring the parent/guardian signature/s which will be mailed or faxed to the child's previous school in order to receive records. As a charter school, INVEST COLLEGIATE will receive students from other schools. Upon enrollment, parents will be asked to complete a questionnaire providing additional information about their child. This questionnaire gives students/parents the opportunity to share information regarding interests, hobbies, activities, and/or work experiences. As an accountability check and to make sure that all students are receiving the services they need to be successful, the EC Collegiate Leader will also review each cumulative folder to gather information related to the child and the appropriate services. At times it can be difficult to get cumulative records from schools. The EC Collegiate Leader in conjunction with school leadership will work hard with an aggressive deadline to make sure that all cumulative folders are received. All students records, including EC, will be located in a locked records room with locked fire proof file cabinets. All student records, including EC, will remain at the school

site.

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.

Special education (referred to as Exceptional Children) is a legal definition for programs that provide greater support for certain students. INVEST COLLEGIATE is well aware that Exceptional Children does not refer to a specific location or fixed concept, but rather includes a broad range of services from a smaller more individualized learning environment, to assistive technology, to a modified curriculum that capitalizes on students strengths.

INVEST COLLEGIATE is committed to ensuring that all students have access to the knowledge, skills, and values necessary to live productive lives, including students with disabilities. INVEST COLLEGIATE plans to provide a full continuum of services to all students based on individual needs. All students will have access to the general curriculum including Common Core State Standards and North Carolina Essential Standards. If it is determined that a student has a significant cognitive disability, they will participate in the Extensions of the Common Core Standards. This curriculum teaches the essential elements of the traditional course of study while also emphasizing the acquisition of functional skills. While all students will have access to the general curriculum, INVEST COLLEGIATE recognizes the need to differentiate instruction to meet the individual needs of students. Access to the curriculum is not enough.

INVEST COLLEGIATE plans to offer a full continuum of services including: consultation, co-teaching, small group classes per subject area, and self-contained settings if necessary. Related services will also be provided as needed including speech, occupational and physical therapy, specialized instruction for students with hearing, visual and physical disabilities. Materials will be modified as needed including but not limited to books on tape, large-print materials and specialized equipment and furniture to make space accessible to meet the needs of students with physical disabilities. All Collegiate Leaders will work with Exceptional Students in some capacity and will be provided with professional development that provides a basic understanding of the exceptional children program including the history of Public Law 94-142 and PL 100-476, compliance with local and federal laws, best practices for exceptional children and strategies to provide education in the least restrictive environment. Collegiate Leaders will also receive professional development on the key provisions of federal and state regulations including the intervention process and how to actively seek and identify students who have special needs, how to appropriately evaluate students prior to placement, participate in the development of the Individual Education Plan, and including parents in the decision making process. Exceptional students are capable of meeting achievement standards given access to the curriculum, with differentiated instructional strategies, appropriate accommodations and ongoing progress monitoring. To ensure students with disabilities receive a Free and Appropriate Public

Education, INVEST COLLEGIATE will have an Individual Education Program (IEP) team that will meet to consider service delivery options based on the needs of each student in the program. This team will meet regularly to discuss the progress of Exceptional Children and to make sure that students are receiving access to the curriculum modified for their Individual Education Plan in the least restrictive environment. Depending on the number of exceptional children, students may be assigned to appropriate Collegiate Leaders in order to provide accurate and thorough case management. The Individual Education Program Team is charged with ensuring that all students in the Exceptional Childrens program receive a free and appropriate education.

The Individual Education Program team will meet regularly to review each Individual Education Plan to review the student's progress towards IEP goals. Regular Education teachers, Collegiate Leaders, and Exceptional Children teachers, Collegiate Leaders, will be present at the meeting to share information, discuss instructional strategies and to review goals. Assessment information from ongoing progress monitoring will be the focus of the meeting. Parents will be informed of students progress through progress reports. If necessary, parents will be asked to attend the meeting. In the meeting, teachers will also meet with students to share their progress, gather their feedback and review goals.

INVEST COLLEGIATE will have an active Intervention Team that meets regularly to discuss the academic progress of individual students. The team will consist of a Regular Education teacher, a Special Education teachers, and a Counselor. The Regular Education teacher and Special Education teacher may change based on the needs of the student. For example, if a student appears to be struggling in Math, the Regular Education teacher will be a Math teacher. The purpose of this team is to support students, parents and Collegiate Leaders. Collegiate Leaders will meet regularly to discuss the progress of their students. If there is a concern related to academics, social/emotional concerns or health issues, the Collegiate Leader will complete a "focus of concern" document designed to specifically identify the needs of the student. The document will be discussed in the Intervention team meeting.

The purpose of the Intervention Team meeting is to discuss the concerns and to develop interventions that teachers and parents can put into place to help meet the needs of the student. The meeting serves as a problem solving session where professionals come together to discuss concerns, identify potential causes and develop potential strategies and interventions. Once these interventions are put into place, ongoing progress monitoring will measure student progress. It is very important to develop a timeline and to record the student's response to the interventions. A follow-up meeting should be scheduled to discuss the progress. Interventions are research best practices used to help students in their area of need. This may include utilizing different instructional approaches, development of a behavior support plan, and adjusting the student's schedule. If the interventions are successful and further assistance is not needed, then the case is closed. If the interventions we successful but there are other areas of concern, then the team continues to meet to develop additional interventions. If the interventions were somewhat successful but need further tweaking, then the team will respond and continue to meet. If students continue to experience difficulty after interventions have been appropriately applied, the team will then investigate further to explore

potential causes and solutions to address the area of need. If it becomes evident that a disability may exist, the team will then discuss possible testing to determine and identify the disability. If the team determines that an evaluation is needed, written permission for testing is obtained from the parent. The team will then gather all data from previous assessments and conducts a comprehensive assessment following state and federal guidelines. Parents will become much more involved at this stage. No testing can occur without parent consent. A meeting is held with the parent to discuss evaluation results and decide whether or not exceptional children services are needed. If the child is determined to have a disability based on the assessment, an individual education plan will be developed and students will enter the exceptional children program. If testing reveals that the child does not qualify for the Exceptional Children program then interventions will be revisited.

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.

The INVEST COLLEGIATE curriculum is fully aligned with the Essential State Standards (North Carolina Course of Study) and the NCommon Core Standards which provide for evaluation through the READY Accountability Model and other nationally required testing of all students at specific grade levels. INVEST COLLEGIATE will utilize the North Carolina state testing which includes End of Course Tests, and specific subject tests.

INVEST COLLEGIATE will adhere to all requirements regarding testing and promotion as provided by NCDPI/SBE. Students with special needs will be promoted with attention to the individual child and adherence to the child's IEP.

In addition, Advanced Placement Scores, Subject Test Scores, ACT, and SAT scores will be utilized to evaluate, expand, and develop curriculum for INVEST COLLEGIATE. In subsequent years, student graduation rates, dropout data, and college acceptance rates will be utilized to further strategic plans within the INVEST COLLEGIATE educational program.

INVEST COLLEGIATE will utilize all required state and national testing. Students in the Upper School will be required to take the Advanced Placement Tests for all AP Courses and may take Subject Area tests along with the SAT as one component of the college application process. Upper School students will meet or exceed the graduation requirements outlined in the INVEST COLLEGIATE charter for graduation from INVEST COLLEGIATE.

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.

INVEST COLLEGIATE prepares students for college/university placement following High (Upper) School. Beginning with 2014-2015, INVEST COLLEGIATE will strive to meet and/or exceed annual growth rates as set by North Carolina DPI and those which may be required for NC READY and Essential State Standards. INVEST COLLEGIATE's goal is to meet and/or exceed district (LEA), state, and or national averages. Examination of the ISS Demographics and Scores indicates the need and the significance of the INVEST COLLEGIATE educational

opportunity for children served by Iredell Statesville Schools (ISS). Within a smaller school environment, a focus on educational excellence, exemplary faculty, and a imaginative school culture, INVEST COLLEGIATE will demonstrate academic growth individually and collectively to provide all students the opportunity to attend a college/university following graduation.

High School (Upper School, Grades 9-12, beginning in 2014-2015) graduation requirements will require, at a minimum, the following:

- oFour English Courses (Honors or Advanced Placement only)
- oFour Mathematics Courses, which must include Algebra I and II; Geometry; and one (1) higher level mathematics course where Algebra I is a prerequisite
- oThree Science Courses (Honors or Advanced Placement only) which will include an environmental, biological, and physical science with at least one laboratory course;
- oThree Social Science Courses (Honors or Advanced Placement only) which will include a course/s in Civics and Economics, American History, and World History;
- oFour Courses (Honors or Advanced Placement only, beginning in Spanish III)in Spanish Language
- oFour Fine Arts courses in a student's discipline based on the placement audition;
- o120 hours of documented Service Learning prior to graduation;
- oOne North Carolina Healthy Living/Physical Education Course;
- oThree Physical Education Courses/Participation, as determined by the Head of School, with a minimum of 40 contact hours per academic year;
- oComputer Proficiency demonstrated through state and/or national testing;
- oWriting Proficiency demonstrated through state and/or national testing; and
- oTwo electives chosen from the electives available during the academic year.
- oDocumented attendance at eight (8), two (2) per year, cultural and/or civic events of a secular nature.

INVEST COLLEGIATE anticipates all entering Ninth Grade students will be prepared to enroll and successfully complete Algebra I by 2016-2017.

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.

INVEST COLLEGIATE sets high standards for students, families and Collegiate Leaders. In order to graduate responsible citizens, we have designed a challenging, rigorous curriculum and seek to create a dynamic learning community. This will only be accomplished with the active participation of our entire educational community.

As INVEST COLLEGIATE builds community, the FISH! (Lundin, Stephen C., Paul, H., and Christensen, J.) FISH! for Schools model will be incorporated throughout the school. The four principles: Make Their Day, Be There, Choose Your Attitude, and Play will be evident among Collegiate Leaders and students. INVEST COLLEGIATE families are expected to embrace this model in creating a dynamic and motivating school culture for all students. All Collegiate Leaders will receive professional development and are expected to support and implement a school-wide positive discipline model. The Collegiate Leaders and students will collaborate to implement the INVEST COLLEGIATE FISH! model.

The following guidelines clarify expectations for our students:

- *Students will focus on their academic responsibilities during school hours.
- *Students will be respectful and kind to each other, to the Collegiate Leaders, and to the greater community.
- *Students will adhere to the uniform policy outlined in the INVEST COLLEGIATE charter.
- *Students will attend class regularly, be on time, and engaged every day.
- *Students will accept ownership for helping to maintain our school environment.

Code of Conduct

INVEST COLLEGIATE's Code of Conduct(Discipline Policy) will support the attainment of the school's mission and reinforce the active domains: imagine, nurture, value, engage, sustain, and transform. The INVEST COLLEGIATE model leads to a nurturing school environment that sets the stage for engagement and academic excellence. Collegiate Leaders will uphold high expectations and remain responsible for establishing a positive school climate that continuously identifies and acknowledges students for respectful behavior. Collegiate Leaders will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting as learning behavior transitions in varying environments remains a valuable component of the socialization process of a productive citizen.

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: INVEST COLLEGIATE Consortium, Inc.

Mailing Address: INVEST COLLEGIATE

City/State/Zip: Cornelius NC 28031

Street Address: 19706-B One Norman Boulevard, Box 259

Phone: 704-880-8353

Fax: 704-895-7794

Name of registered agent and address: Kari Jolly
110 Poppyfield Lane
Mooresville, North Carolina 28115

FEDERAL TAX ID: 45-3776803

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Kari Jolly	Secretary/Treasurer	IREDELL	Extended Day Director

			Student, Queens University
Kate Alice Dunaway	Vice-Chair	IREDELL	Educational Consultant
Katie Moske-Parker	Member At-Large	MECKLENBURG	Middle School Teacher, CMS
Dr. Carey Cannon	Member, At-Large	MECKLENBURG	Minister of Music, Providence Baptist Church
Dr. Antoinette Ellison	Chair	MECKLENBURG	Adminstrator, CMS
n/a			
n/a			

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 five member INVEST COLLEGIATE Board provides strategic governance, through development of long range goals and policy, evaluation of the Head of School, fiscal responsibility in analyzing and approving the budget, and understanding of and adherence to North Carolina Charter School law, Department of Public Instruction Policy, and State Board of Education policy and requirements. The IC Board will recruit, supervise, and evaluate the Head of School during each calendar year with a mid-point review (December) and a summative review (July).

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 Directors shall consist of a least three (3) and no more than five (5) Directors. All Directors shall have identical rights and responsibilities. Board members shall be sought who reflect the qualities and qualifications as follows:

INVEST COLLEGIATE Directors MUST NOT be

(a) the parent/guardian, step-parent, sibling, grandparent/step-grandparent, or family member of any currently or previously enrolled INVEST COLLEGIATE student.

(b) a current or former employee including and not limited to full-time, part-time, contractual.

(c) employed by a business that is a provider for INVEST COLLEGIATE.

Beginning with the first annual meeting and continuing thereafter; all incoming INVEST COLLEGIATE Directors MUST:

Submit an application to the INVEST COLLEGIATE Board of Directors Nominating Committee which shall be known as the Committee on Directorship. Three seated board members and two members of school leadership selected by the Head of School, who may in his or her discretion self-select, will serve as

members of the Committee on Directorship. The application must include but may not be limited to the following:

- *Cover letter expressing interest in serving as a Director;
- *Current resume;
- *Three letters of reference highlighting professional and/or career experiences;
- *Criminal Background Investigation Check (completed within 30 days of application date);
- *Sealed copy of undergraduate and/or graduate transcripts (minimum of 3.0 GPA required), a minimum of an undergraduate degree with a minimum GPA of 3.0 is required of all INVEST COLLEGIATE Directors and;
- *A minimum of three additional letter/s verifying volunteerism and/or leadership within the greater community which may include service as a current or previous member of at least one non-profit entity board.

Individuals interested in serving as a member of the INVEST COLLEGIATE Board of Directors will not receive consideration until all application materials are received and reviewed by a quorum of the currently installed INVEST COLLEGIATE Board of Directors. All Board of Directors nominees will be interviewed by a quorum of the currently installed INVEST COLLEGIATE Board of Directors and two members of school leadership selected by the Head of School, who may in his or her discretion self-select, prior to an offering of Board membership. The INVEST COLLEGIATE Nominating Committee, known as the Committee on Directorship, shall present a slate of potential Directors and officers for election by the Board of Directors sixty days prior to the annual meeting of the Board of Directors. The successful candidates will be presented at the annual meeting of the Board. The annual meeting of the Board will be held the last Thursday of July of each calendar year.

Directors shall serve a term of three (3) years from the date of their appointments or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two (2) consecutive, three year terms. Directors shall take office on August 1 following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. Directors shall serve staggered terms which shall be determined at the first annual meeting. The terms will be determined as follows:

Two board members will serve three (3) year terms. Two board members will serve a two (2) year terms. One board member will serve a one (1) year term. Any vacancy occurring in the Board of Directors may be filled upon recommendation of a candidate qualified in accordance with Section 2 hereinabove by the Committee on Directorship by the affirmative vote of the majority of seated Directors.

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?*

The INVEST COLLEGIATE Board Members began working on INVEST COLLEGIATE Consortium, Inc. in September 2011 with the strategic plan of submitting applications for and opening six INVEST COLLEGIATE charter schools in North Carolina across a broad regional landscape. Within the framework of the school's mission and utilizing a strong academic foundation throughout INVEST COLLEGIATE, each school embraces one of the six domains:

Imagine, Nurture, Value, Engage, Sustain, or Transform. The domain and the location of the school are inextricably linked to maximize the connection and relationship to the greater community while enhancing the educational opportunities for children and their families. The Founding Board Members of INVEST COLLEGIATE @ Wilmore (Preliminary Approval, September 2012; Final Approval Decision, SBE, March 2013) remain on the INVEST COLLEGIATE (Iredell) Board.

4. *How often will the board meet?*

July: Annual Meeting; September, November, February, April: Monthly Meetings.

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).*

All members of the Board of Directors must attend a Board Governance Training arranged by the Chair and the Head of School each year during the annual Board Retreat. The Board Retreat will take place after the annual meeting (July) and prior to the first scheduled meeting of the Board in September. Failure to attend the Board Governance Training will result in dismissal from the Board of Directors. This requirement may be waived upon a majority of the Board of Directors. Board Training will include and may not be limited to the following: High Bar Board Governance, Marci Cornell-Feist; Department of Public Instruction, Office of Charter Schools; Nonprofit Board Governance, Foundation for the Carolinas.

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

The INVEST COLLEGIATE Board Members remain keenly aware of the ethical standards and procedures necessary to address conflicts of interests due to their individual and collective experiences as members of other non-profit and charter school boards. The INVEST COLLEGIATE Board does not at the time of submission of this charter application nor will the INVEST COLLEGIATE Board at any future time participate in conflicts of interest. As a board, collectively and individually, we are opposed to operating in any manner posing actual or perceived conflicts of interest.

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

The INVEST COLLEGIATE board will focus on broad organizational policies with development and implementation of operating policies and procedures to the school leadership. When policies are created, the INVEST COLLEGIATE Board will follow the steps as outlined in Charter Schools Trustees Guide by Marci Cornell-Feist as follows:

Board level discussion.

Assign a team to draft a new policy.

Write a first policy draft.

Ask legal counsel to review the draft policy.

Present the draft policy to the board for approval.

Continue to review and revise board policies periodically.

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.*

Not applicable.

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

Include in the Appendices:

9. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

INVEST COLLEGIATE strives to recruit and retain the highest caliber of professional for positions throughout the school community. The INVEST COLLEGIATE culture will reflect the school's mission creating a highly desirable learning community. INVEST COLLEGIATE will utilize Teachers-Teachers.com; Job Boards provided through membership in State and National charter organizations; and postings on the INVEST COLLEGIATE website. The salaries for all personnel will meet or exceed the local LEA in which the school is located. INVEST COLLEGIATE remains committed to elevating teachers through salary; professional and dynamic school culture; leadership; and professional growth opportunities.

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 INVEST COLLEGIATE Board will hire the Head of School. The INVEST COLLEGIATE Board will approve/disapprove the contracts for all INVEST COLLEGIATE employees upon recommendation/s from the Head of The Head of School is the direct supervisor of all INVEST COLLEGIATE employees.

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

All applicants for employment must provide a Criminal Background Check for consideration for an interview with INVEST COLLEGIATE. Additionally, INVEST COLLEGIATE will conduct Criminal Background Checks at the beginning of each school year.

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

INVEST COLLEGIATE will participate in the North Carolina State Retirement System and Health Insurance. All salaries will meet or exceed the state salary schedule and the salaries of the local LEA. The salary range is as follows: Administrative Associate (Clerical), \$30,000.00 to Head of School, \$80,000.00.

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

INVEST COLLEGIATE's policy is to handle all employee terminations in a fair, equitable and consistent manner. If the termination is initiated by an employee, supervisors should review the circumstances to determine if the termination can be avoided or if there is action that should be taken to avoid similar terminations. If the termination is initiated by the school, the Head of School will take care to be impartial, objective, fair and clear to the employee as to the reason for the termination. A voluntary termination is a termination initiated by the employee. Employees should give at least 10 working days written notice prior to the last day of work. In the case of a licensed teacher, 30 day written notice is required by 16 NCAC 6C .0312. An involuntary termination is a termination that is initiated by INVEST COLLEGIATE for reasons other than changing business conditions.

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

Not applicable.

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.*

In addition to job postings as outlined, INVEST COLLEGIATE will contact area agencies and organizations providing services to special needs children to provide information regarding openings for ELL, gifted students, and EC services.

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).*

INVEST COLLEGIATE leaders will have previous experience in school administration. Teachers will be required to meet the standards set by North Carolina law of teachers in a charter school: 50% of teachers in Grades 6-12 must be licensed in the subject areas for which they are teaching. All teaching faculty will meet the standards as set forth in NCLB, which requires teachers in core subject areas to meet Highly Qualified standards. INVEST COLLEGIATE will utilize all measures to assist teachers and associate teachers to obtain licensure and certification including and not limited to lateral entry; National Board certification; and reciprocity agreements.

Staff Evaluation and Professional Development

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

The INVEST COLLEGIATE Head of School and his/her designee/s (ex. Dean of Middle School, Dean of Upper School) are responsible for maintaining teacher licensure and professional development.

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.*

All INVEST COLLEGIATE personnel will participate in on-going professional development which includes and is not limited to: Core Knowledge Training; Health, Safety, and Fire Safety training; First Aid and CPR training/certification; Leadership development (as outlined in required reading/seminars); and heterogeneous Cohort Group Seminars which support and reinforce the INVEST COLLEGIATE mission.

INVEST COLLEGIATE faculty are expected to deliver an exemplary educational program within the framework of the schools mission and charter. Demonstration of the action domains: imagine, nurture, value, engage, sustain, and transform will be developed through the collective reading, study, and conversations, led by school leadership, which will include and not be limited to the following books: *The Starfish and the Spider*, Brafman, O. and Beckstrom, R.; *Outliers*, Gladwell, M.; *Strengthsfinder*, Rath, T.; *The Good School*, Tyre, P.; *Good to Great*, Collins, J.; *The Speed of TRUST*, Covey, Stephen; *SPARK*, Ratey, John R.; *The First Days of School*, Wong, H. and Wong, R.; and *The Leader in Me*, Covey, Stephen R.

In year 2014-2015, members of the Board of Directors, the Head of School, Dean, and Collegiate Leaders will provide professional development at the school site to develop the INVEST COLLEGIATE culture and to maximize the budget for professional development.

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.*

INVEST COLLEGIATE will provide professional development throughout the academic year prior to the opening of school; following the close of the school year; during the Winter and Summer Breaks; national and state conferences; and one half day per month of Cohort/Mentor professional development. Additionally, INVEST COLLEGIATE will utilize webinars provided by ASCD, The Association for Curriculum and Development; The Core Knowledge Foundation; FISH for Schools; and the Peace Initiative, John Hunter.

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.*

INVEST COLLEGIATE faculty, Collegiate Leaders, are expected to deliver an exemplary educational program within the framework of the schools mission and charter. Demonstration of the action domains: imagine, nurture, value, engage, sustain, and transform will be developed through the collective

reading, study, and conversations, led by school leadership, which will include and not be limited to the following books: *The Starfish and the Spider*, Brafman, O. and Beckstrom, R.; *Outliers*, Gladwell, M.; *Strengthsfinder*, Rath, T.; *The Good School*, Tyre, P.; *Good to Great*, Collins, J.; *The Speed of TRUST*, Covey, Stephen; *SPARK*, Ratey, John R.; *The First Days of School*, Wong, H. and Wong, R.; and *The Leader in Me*, Covey, Stephen R.

In keeping with the Value active domain, all Collegiate Leaders will read and receive site based and on-line (ASCD) professional development in the area of technology, 9-12 curriculum and methodology, and college/career ready educational models. The following books will be utilized as the foundation of this professional development sequence: The Core Knowledge sequence will be aligned with the North Carolina Standard Course of Study and the National Common Core Standards, as applicable. As evidenced, Core Knowledge is a sequenced curriculum based on a nationally researched core body of knowledge to provide students the opportunity to meet standards for cultural literacy. INVEST COLLEGIATE subscribes to the belief that as a community, we benefit from a shared body of knowledge which forms a framework for understanding, acceptance, and the expansion of learning. The Core Knowledge Foundation provides a well-defined training program for educators. INVEST COLLEGIATE educators will be provided training in the Core Knowledge curriculum to expand their understanding and improve their delivery of instruction within the classroom and school. While the Core Knowledge Curriculum provides a K-8 Course of Study, INVEST COLLEGIATE expects all Collegiate Leaders to have an understanding of the Core Knowledge curriculum and the impact of its implementation future learning and building community.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

In the initial year, 2014-2015, all Collegiate Leaders will participate in ten (10) days (80 hours) of professional development prior to the opening of INVEST COLLEGIATE. The INVEST COLLEGIATE year-round schedule provides opportunities for professional development in one week blocks during the Winter Break and the Summer Break. Beginning in Year 2, 2015-2016, Collegiate Leaders will participate in a minimum of two weeks of professional development: one week (30 hours) during Winter Break (December) and one week (30 hours) during Summer Break (July). Additionally, the INVEST COLLEGIATE Academic Calendar provides for school-wide professional development on student half-days each month. The 2014-2015 Professional Development Half Days are as follows: August 29, September 26, October 31, January 30, February 27, March 27, April 24, and May 22 for a total of thirty-two (32) hours.

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)).

INVEST COLLEGIATE will market the charter school through the following:
Neighborhood Associations throughout Iredell County;
Signage while facility is under renovation/construction;
Iredell area radio announcements/public service announcements;
Greater Statesville Chamber of Commerce;
Community Gatherings at local churches, community organization sites, and events;
Outdoor events at the school site;
Postcard mailers to Iredell County Zip Codes;
Internet: INVEST COLLEGIATE web page;
Announcements in newspapers and area magazines; and
Announcements on local television stations.

Information will be provided in English and in Spanish Information will be provided throughout the communities located in the immediate (5 mile radius) of the school.

To market a charter school successfully, the board must demonstrate on-going progress in the following key areas: Facility Acquisition, Recruitment of Faculty, Curriculum Design; and Board Governance/Leadership. INVEST COLLEGIATE understands the relationship of multiple parallel tracks which relate to successful marketing; timely opening, and compliance with NC DPI/SBE policies. The following information outlines the assignments of key individuals to ensure the realization of a successful INVEST COLLEGIATE Marketing Plan:

Acquisition of Facilities October 2011 - December 2013
INVEST COLLEGIATE Board Member: Kate Alice Dunaway
Tom Balke: LITTLE Diversified Architectural Consulting
Pete Lash: Beacon Partners, Charlotte, NC

Renovation/Construction December 2013 - July 2014
INVEST COLLEGIATE Board Member: Kate Alice Dunaway
Tom Balke: LITTLE Diversified Architectural Consulting
Pete Lash: Beacon Partners, Charlotte, NC

Campus Services September 2013 - July 2014
INVEST COLLEGIATE Board Member: Kari Jolly

Student Recruitment/Marketing March 2013 - August 2014
INVEST COLLEGIATE Board Members: Dr. Antoinette Ellison, Kate Alice Dunaway, Kari Jolly

Academic Leader Recruitment September 2013 - June 2014
INVEST COLLEGIATE Board Members: Kate Alice Dunaway, Dr. Antoinette Ellison

Curriculum and Professional Development Planning January 2014 - August 2013
INVEST COLLEGIATE Board Members: Kate Alice Dunaway, Dr. Antoinette Ellison, Carey Cannon, Katie Moske

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.*

The INVEST COLLEGIATE Board of Directors expects all students, families, and Collegiate Leaders to recognize and state the INVEST COLLEGIATE Mission.

Each year, the following events will provide opportunities for students, families, community members, and Collegiate Leaders to engage in sharing the mission of the school:

"Champion Leadership and Learning" - Breakfast of Champions: September and February

"Within a Telescopic Environment" Night of the Stars: November and August

"Imagine" - Imagination is Everything: October

"Embracing Greatness" - Good to Great: January

"Inspiring Achievement" - Graduation: June

INVEST COLLEGIATE will engage students, community members, and families via:
Board Meetings,
Monthly School Events,
Email,
PowerSchool,
Enewsletters,
Outdoor Signage,
ConnectEd Calls, and
Family Conferencs.

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.*

INVEST COLLEGIATE is open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. Enrollment for the 2014-2015 school year will commence immediately upon approval from the NC State Board of Education in 2013. At the close of the enrollment period, the determination will be made regarding a necessary lottery or if rolling enrollment will continue until all spaces are filled.

Any student, residing in the state of North Carolina, must complete the IC Enrollment Form to be considered for enrollment at INVEST COLLEGIATE. The required Enrollment Form will consist of the following: a personal enrollment form which includes students name, place of residence, parents/guardians names and addresses, students birth date, present school

enrollment (optional), and current grade level. After the lottery and/or space available in the child's grade level, the INVEST COLLEGIATE Registration Application will include the necessary Transfer Request Forms, signed by the parent or guardian, to be utilized only if the child is enrolled through the open enrollment or the lottery, if necessary. Each family will be expected to complete all information as required by the North Carolina Department of Public Instruction which may include, and is not limited to, the following: Release of Records Form with parent/guardian signature for the child's most recent school/LEA, Household Income Survey and other reports as requested by the North Carolina Department of Public Instruction and the US Department of Education.

Should applications exceed the number of spaces, by Grade Level, a lottery will be held in an open public meeting. No criteria for admission will be utilized other than a completed enrollment form and residence in North Carolina. A Waitlist will be maintained for the entire school year in the event that space becomes available and the school chooses to continue to fill any open enrollment positions. All rules and regulations regarding siblings, multiple births, and specific policies and procedures regarding charter school lotteries will be adhered to by INVEST COLLEGIATE. The Application Period will begin within two weeks of the final approval of the NC State Board of Education and continue to a minimum of sixty (60) days not to exceed ninety (90) days. The IC Lottery will be held in an open public meeting three weeks after the close of the Application Period. Parents/families will be informed of their acceptance or place on the Wait List by email within two weeks of the date of the lottery.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Iredell-Statesville Schools
 LEA #2
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000	LEA 490	LEA 000	LEA 000
Grade 09	70	0		70	0		70	0		70	0		70	0	
Grade 10	70	0		70	0		70	0		70	0		70	0	
Grade 11	0	0		70	0		70	0		70	0		70	0	
Grade 12	0	0		0	0		70	0		70	0		70	0	
	140			210			280			280			280		

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.

INVEST COLLEGIATE will be located along the I-40/I-77 corridor in Iredell County. Transportation will not be a barrier to student attendance because INVEST COLLEGIATE is committed to meeting the diverse needs of students in a unique educational setting. INVEST COLLEGIATE is committed to enrolling a broad representation of the population in the Iredell County. No student will be denied access to the school due to lack of transportation. Flexible scheduling, Ride sharing, car pooling, as well as opportunitites for student driver's will assist with the transportation needs of students and families.

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.

INVEST COLLEGIATE will comply with the regulations set by the Department of Health and Human Services, Iredell County, for food purchases,preparations, serving, and disposing of food and food products. The school will meet with the local health inspector to ensure compliance with all regulations in this regard. INVEST COLLEGIATE strives to achieve a school culture which embraces healthy options for students and adults. Lunch plans will include and are not limited to: fresh fruits and vegetables; locally grown food; nutritious meals and snacks; no high fructose corn syrup; no sodas or other typical "snack" foods; no vending machines with "typical" snack/sugar drinks, energy drinks; and foods. INVEST COLLEGIATE will partner with area restaurants to provide healthy affordable lunches for all students including those who qualify for free or reduced lunch. Our commitment to a healthy lifestyle for all students and adults within the school community is an integral aspect of oour professional development as outlined in SPARK, John Ratey. and The Good School, Peg Tyre. INVEST COLLEGIATE will ensure that all students have a healthy lunch each day.

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	Proposed amount of coverage	Cost (Quote)
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coverage			
Comprehensive General Liability		\$1,000,000	\$2,200.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$3,000.00
Property Insurance		\$1,500,000	\$2,450.00
Motor Vehicle Liability		\$1,000,000	\$550.00
Bonding Minimum/Maximum Amount	\$250	\$500	\$450.00
Other		\$7,500	\$16,150.00
Total Cost			\$24,800.00

*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.

kadunawayic1 03/01/2013

(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).

The INVEST COLLEGIATE Board, along with an architect, developer, and realtor, toured several sites in the greater Iredell County area from May 2012 - February 2013. Currently, we are partnering with Beacon Partners, a regional developer, to locate land or a facility within Iredell County. Because of Beacon Partners understanding of the needs of charter schools and the board's experience in locating and opening other North Carolina charter schools in a variety of spaces including historic, office, and new campus construction, the IC Board remains confident in our ability to locate and deliver a facility in a timely manner in keeping with all aspects of the law including and not limited to the Educational Certificate of Occupancy.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding*

the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

Working with Beacon Partners, the INVEST COLLEGIATE Facility Contingency Plan includes analyzing and having multiple sites (2-3) on stand-by in the event that the original facility does not meet the necessary requirements to open in a timely manner with the appropriate and required certificates. Beacon Partners and INVEST COLLEGIATE remain keenly aware of the need for alternate solutions in the event of unexpected circumstances which might cause a delay in opening or a change in educational programming/enrollment.

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 #1490 - Iredell-Statesville Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,413.03	140	\$617,824.20
Local Funds	\$1,372.50	140	\$192,150.00
Federal EC Funds	\$3,743.48	17	\$63,639.16
Totals			\$873,613.36

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	\$63,639	\$93,587	\$127,278	\$127,278	\$127,278
-Local Per Pupil Funds	\$192,150	\$288,225	\$384,300	\$384,300	\$384,300
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$617,824	\$926,736	\$1,235,648	\$1,235,648	\$1,235,648
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$873,613	\$1,308,548	\$1,747,226	\$1,747,226	\$1,747,226

***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:															
Lead Administrator	1	\$60,000	\$60,000	1	\$70,000	\$70,000	1	\$80,000	\$80,000	1	\$0	\$0	1	\$80,000	\$80,000
Core Content Teacher(s)	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000	4	\$40,000	\$160,000
Electives/Specialty 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
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Contracted Personnel	1	\$40,000	\$40,000	5	\$40,000	\$200,000	5	\$40,000	\$200,000	5	\$40,000	\$200,000	5	\$40,000	\$200,000
Para Educator(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Personnel	8	\$220,000	\$340,000	13	\$230,000	\$550,000	13	\$240,000	\$560,000	13	\$160,000	\$480,000	13	\$240,000	\$560,000
Benefits:	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Disability	8	\$584	\$4,672	13	\$584	\$7,592	13	\$584	\$7,592	13	\$584	\$7,592	13	\$584	\$7,592
Health Insurance	8	\$5,000	\$40,000	13	\$5,000	\$65,000	13	\$5,000	\$65,000	13	\$5,000	\$65,000	13	\$5,000	\$65,000
Medicare	8	\$634	\$5,072	13	\$634	\$8,242	13	\$634	\$8,242	13	\$634	\$8,242	13	\$634	\$8,242
Retirement Plan	8	\$7,815	\$62,520	13	\$7,815	\$101,595	13	\$7,815	\$101,595	13	\$7,815	\$101,595	13	\$7,815	\$101,595
Social Security	8	\$2,708	\$21,664	13	\$2,708	\$35,204	13	\$2,708	\$35,204	13	\$2,708	\$35,204	13	\$2,708	\$35,204
Total Benefits	40	\$16,741	\$133,928	65	\$16,741	\$217,633	65	\$16,741	\$217,633	65	\$16,741	\$217,633	65	\$16,741	\$217,633
Total Personnel Budget	48	\$236,741	\$473,928	78	\$246,741	\$767,633	78	\$256,741	\$777,633	78	\$176,741	\$697,633	78	\$256,741	\$777,633

***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	Instructional Materials	\$12,550	\$12,950	\$13,400	\$13,400	\$13,400
Human Resources Costs	Legal Counsel	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	NC Wise	\$75,000	\$110,000	\$120,000	\$130,000	\$140,000
	Personnel Software	\$125,000	\$175,000	\$185,000	\$195,000	\$210,000
Other	Insurances	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Rents and Debt Services	Facility Lease/Mortgage	\$94,600	\$94,600	\$94,600	\$94,600	\$94,600
Technology Hardware	Technology Other	\$15,200	\$15,200	\$15,200	\$15,200	\$15,200
Utilities	Energy	\$37,200	\$37,200	\$37,200	\$37,200	\$37,200
	Phone	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Total Operations	\$382,550	\$467,950	\$488,400	\$508,400	\$533,400

***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)	\$473,928	\$767,633	\$777,633	\$697,633	\$777,633
TOTAL EXPENDITURE (OPERATIONS)	\$382,550	\$467,950	\$488,400	\$508,400	\$533,400
TOTAL EXPENDITURES	\$856,478	\$1,235,583	\$1,266,033	\$1,206,033	\$1,311,033
TOTAL REVENUE	\$873,613	\$1,308,548	\$1,747,226	\$1,747,226	\$1,747,226
ANNUAL NET PROJECTIONS	\$17,135	\$72,965	\$481,193	\$541,193	\$436,193

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?*

INVEST COLLEGIATE will open with a target of 140 students. It will grow by various amounts until reaching its maximum planned enrollment of 280 in Year 3. In addition, appropriate amounts of state funding have been included in the revenue calculations for EC. INVEST COLLEGIATE has also budgeted for the appropriate amount of EC personnel and extra monies for outside contractors, if needed. No Federal monies have been included in the budget calculations as these funds will only be used to supplement, not supplant the existing programs.

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*

INVEST COLLEGIATE plans to contract with Tom Williams and Acadia NorthStar to provide financial and student information services. While Acadia NorthStar has a fine reputation for excellent service the Board is acutely aware that they remain totally responsible for the performance of its contractors and will exercise due diligence and oversight in all matters.

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.*

INVEST COLLEGIATE plans on setting aside contingency reserve each year beginning with the first year. In addition to that set aside, IC should have an additional accumulation after the fifth year. This is exhibited in chart format at the bottom of the Operations Budget.

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.*

There are no other outside sources of funding or grants at this time.

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?*

Like many Charter Schools, we anticipate that the first year will be the most difficult. In our first year we can miss our target enrollment by 5

students without having to resort to other budgetary cuts. Beginning in year two, INVEST COLLEGIATE has greater flexibility to meet the budget even with a decrease in revenue due to enrollment.

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

Should cash flow contingency be required, the INVEST COLLEGIATE Board will contact two banks we have worked with in the past to discuss a temporary line of credit or short-term loan. Three INVEST COLLEGIATE Board Members have professional relationships with these bankers who understand and are supportive of North Carolina charter schools.

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.

In January 2013, the INVEST COLLEGIATE BOARD notified Briggs Petway of Petway, Mills & Pearson, P.A. of the board's plan to contract for the 2014-2015 IC Audit. The INVEST COLLEGIATE Board will notify Petway, Mills, & Pearson, P.A. upon receipt of final approval from the NC State Board of Education. A contract for the INVEST COLLEGIATE audit will be initiated upon final approval.

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.

INVEST COLLEGIATE will utilize Petway, Mills & Pearson, P.A. for an independent financial audit. This firm conducts the audits for charter schools throughout North Carolina and remains current and familiar with NC Charter Schools. The contact information is as follows:

Zebulon Office
PO Box 1036
1014 North Arendell Avenue
Zebulon, NC 27597
Phone (919) 269.7405
Fax (919) 269.8728

Raleigh Office
5116 Bur Oak Circle
Raleigh, NC 27612
Phone (919) 781.1047
Fax (919) 781.1052

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 INVEST COLLEGIATE (*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: kadunawayic1

Board Position: Kate Alice Dunaway, IC Board Vice-Chair

Signature: _____

Date: 03/01/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.