



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **New Bern International Academy**

**Public charter schools opening the fall of 2014**

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

**Due by 12:00 noon, March 1, 2013**

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

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	4
	<u>Grade Levels Served and Total Student Enrollment:</u>	4
II.	<u>MISSION and PURPOSES</u>	6
	<u>Mission:</u>	6
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	6
	<u>Purposes of the Proposed Charter School:</u>	7
	<u>Goals for the Proposed Charter School:</u>	10
III.	<u>EDUCATION PLAN</u>	12
	<u>Instructional Program:</u>	12
	<u>K-12 Curriculum and Instructional Design:</u>	13
	<u>Special Programs and "At-Risk" Students</u>	15
	<u>Exceptional Children</u>	18
	<u>Student Performance Standards</u>	20
	<u>High School Graduation Requirements</u>	21
	<u>Student Conduct:</u>	22
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	24
	<u>Governance:</u>	24
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	24
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	30
	<u>Private School Conversions: complete</u>	30
	<u>Projected Staff:</u>	30
	<u>Staffing Plans, Hiring, and Management</u>	30
	<u>Staff Evaluation and Professional Development</u>	34
	<u>Enrollment and Marketing:</u>	36
	<u>Marketing Plan</u>	36
	<u>Parent and Community Involvement</u>	37
	<u>Admissions Policy</u>	38
	<u>PROJECTED ENROLLMENT 2014-15 through 2018-2019</u>	40
	<u>Transportation Plan:</u>	41
	<u>School Lunch Plan:</u>	41
	<u>Civil Liability and Insurance</u>	42
	<u>Health and Safety Requirements:</u>	42
	<u>Facility:</u>	42
	<u>Facility Contingency Plan:</u>	43
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2014-15</u>	44
	<u>Total Budget: Revenue Projections 2014-15 through 2018-2019</u>	45
	<u>Personnel Budget: Expenditure Projections 2014-15 through 2018-2019</u>	46
	<u>Operations Budget: Expenditure Projections 2014-15 through 2018-2019</u>	48
	<u>Overall Budget:</u>	49
	<u>Budget Narrative:</u>	49
	<u>Financial Audits:</u>	51
VI.	<u>AGREEMENT PAGE</u>	
	<u>LEA Impact Statement:</u>	52
	<u>Applicant Signature:</u>	52

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: *New Bern International Academy*

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: *New Bern International Academy*

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: *Jill King*

Title/Relationship to nonprofit: *Principal*

Mailing address: *1706 Greensboro St  
New Bern NC 28560*

Primary telephone: *252-514-3036* Alternative telephone: *252-637-6302*

E-Mail address: *exceptional135@suddenlink.net*

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

County: *CRAVEN*

LEA: *250-Craven County Schools*

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? *New Bern International Academy*

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year *2014* Month *August*

Will this school operate on a year round schedule?

No: X

Yes:

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

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	06,07,08	300
Second Year	06,07,08,09	350
Third Year	06,07,08,09,10	400

Fourth Year	06,07,08,09,10,11	450
Fifth Year	06,07,08,09,10,11,12	500
Sixth Year	06,07,08,09,10,11,12	550
Seventh Year	06,07,08,09,10,11,12	600
Eight Year	06,07,08,09,10,11,12	650
Ninth Year	06,07,08,09,10,11,12	700
Tenth Year	06,07,08,09,10,11,12	750

*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.*

newberninternational

New Bern International Academy

*Signature*

*Title*

newberninternational

02/26/2013

*Printed Name*

*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:*

Our Mission is to engage and inspire learners with teamwork, and a challenging curriculum that integrates technology, experiential learning and critical thinking skills, promotes diversity, emphasizes involvement of students, parents and a highly trained staff and create student leaders, while they achieve international understanding and global responsibility.

### **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.*

Ethnic Distribution of Craven County Schools

(from

[http://www.craven.k12.nc.us/index.php?option=com\\_content&view=article&id=58&Itemid=53](http://www.craven.k12.nc.us/index.php?option=com_content&view=article&id=58&Itemid=53))

American Indian 48 Asian 391 Black 4,575 Hispanic 817 White 8,147 Multi-Racial 664

Proposed Ethnic Distribution of New Bern International Academy

American Indian 1 Asian 8 Black 93 Hispanic 16 White 166 Multi-Racial 13

While the proposed charter school will accept students by using a lottery system and not based upon race, it is expected that a proportional relationship of ethnic diversity would exist between the LEA and New Bern International Academy. Our targeted population would be students in grades 6-8 initially with the addition of one grade level each year until it reaches grades 6-12.

The proposed site of New Bern International Academy is located in James City which is outside the city limits of New Bern. Logistically, there is a need for a middle school in this area of the county. Some students have to travel 14 miles or more just to get to school taking over an hour by bus. The current sizes of two of the counties largest middle schools are 859 students at HJM and 800 at WCM whereas the state average size of middle schools is 657. We believe smaller schools can provide more individualized instruction and attention.

- 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?*

Initially, the projected enrollment will be 300 students which is only 2% of the Average Daily Membership (ADM) for the local LEA. This small percentage of students would have little impact on the local school system. New Bern

International Academy is projected to grow as the reputation of it's success grows. However, we are limiting growth to 50 additional students each year in order to maintain our philosophy of small schools providing individualized instruction.

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

We will also integrate 21st Century Skills, the core curriculum, and critical thinking across projectbased learning. This is different from traditional schools that segment learning into blocks where the curriculum rarely overlaps and there is little transfer of learning from one class to the next. Project-based learning is very motivational to students increasing their engagement with learning outcomes. With the use of global themes, students learn that they are part of a larger international community that depends on each other and has a responsibility to preserve the planet for future generations. This global, multicultural focus opens students awareness to the diversity of our planet, as well as, our common attributes. Overall, learning becomes a positive experience, driven by the students innate curiosity and joy of academic success.

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) Professional opportunities for teachers  
The Schools professional training programs in thematic project-based instruction and integrated international education are essential to effectively introduce these innovative approaches. New Bern International Academy will provide all staff members with sufficient and appropriate professional development so that they may afford students knowledgeable teaching techniques. Thematic instruction gives teachers significant flexibility within their classrooms in meeting the grade-level Core

Curriculum and NC Essential Standards. Teachers will work together as a Professional Learning Community in order to improve learning through their individual strengths in various learning areas. Additional staff training is structured throughout the year to reinforce these new 21st Century skills.

(2) School accountability

In addition to state-mandated end-of-grade testing, New Bern International Academy will employ a variety of formative and summative assessments to ensure that every student is making acceptable academic progress. Progress reports will be sent to parents every 4 weeks, along the end-of-quarter report cards. Students demonstrate learning through authentic projects and will create a portfolio of their work. Students take ownership of their learning and should be able to verbalize the relevance of their portfolio to their individual learning. Parents and community members will be invited to the annual Learning Exploration Fair at which student work and performances will be exhibited.

(3) Expanded choices for parents and students

New Bern International Academy will provide families with an alternative approach to education, one that uniquely addresses the need for a more integrated, holistic style of instruction. Students will have learning opportunities that are in-depth and meaningful. In addition, everyone gains from enriched cultural exposure, perceptions, and understandings. Aside from the high quality education, the distance students have to travel to attend school will be cut in half.

(4) Improve student learning

In order to begin to improve student learning, you need to know where they are on their academic journey. To this end, New Bern International Academy will assess all new students on their current level of achievement and learning styles. Along with parent input, an individualized learning plan will be developed. Once strengths and weaknesses have been identified on their Individualized Learning Plan, teachers will target those weak areas and track growth in order to demonstrate improved student learning. Overall, New Bern International Academics interdisciplinary, international curriculum and thematic, project-based instruction will improve student learning simply through increased student engagement. Brain research indicates that learning is facilitated and deepened when new knowledge is embedded in integrated contexts. Students will be prepared for the 21st Century by being able to think critically and see the connections among the curricula and the real-life relevance of their learning. New Bern International Academy will cultivate these 21st century critical thinking skills by teaching students how to analyze reason, reach conclusions, and build the ability to answer open-ended questions. They will engage in meaningful discussions where they apply their individual reasoning and critical thinking abilities.

Technology will be a vital tool of the schools educational environment. New Bern International Academy will offer students use of computers and technological devices to give them access to the world. They will also be used to research and make presentations. All students and faculty will have daily opportunities to be knowledgeable and fluent in the use of a variety of wireless digital resources used in a project-based curriculum geared to individualization and learner-centered teaching.

Technology is the vehicle used to transport the classroom anywhere in the world. The global, multicultural focus of our curriculum opens students awareness to the diversity, as well as, our common attributes. Learning becomes a positive experience, driven by the students innate curiosity and



joy of academic success.

(5)

Increase learning opportunities for all students

Nicholas Sparks said, "New Bern is a small town with limited school options." This school would open learning opportunities for all students, not just those who can afford private school options. New Bern International Academy's interdisciplinary, international curriculum and thematic, project-based instruction will improve learning for all students. This hands-on approach increases student engagement and therefore increases learning. In addition to this approach, individual learning plans will address specific learning needs of all students entering this school. In order to begin to improve student learning, you need to know where they are on their academic journey. To this end, New Bern International Academy will assess all new students on their current level of achievement and learning styles. Along with parent input, an individualized learning plan will be developed. Once strengths and weaknesses have been identified on their Individualized Learning Plan, teachers will target those weak areas and track growth in order to demonstrate improved student learning. Project-based learning opportunities are open-ended to allow for advanced, creative directions by at-risk and the academically gifted. Project-based learning is very motivational to students increasing their engagement with learning outcomes. With the use of global themes, students learn that they are part of a larger international community that depends on each other and has a responsibility to preserve the planet for future generations. This global, multicultural focus opens students awareness to the diversity of our planet, as well as, our common attributes. Overall, learning becomes a positive experience, driven by the students innate curiosity and joy of academic success.

(6) Innovative teaching methods

The educational innovations offered at New Bern International Academy are carefully integrated into a coherent educational program.

\* Individual Learning Plans identify students learning styles, interests, strengths, specific needs, and personal goals, equipping the teaching team with in-depth information needed to differentiate instruction.

\* The unique, international perspective infused into the curriculum accommodates an interdisciplinary, thematic model with a structured, experiential approach to teaching.

\* Project-based learning is very motivational to students increasing their engagement with learning outcomes.

\* A second language will be taught to all students to give them a means to communicate with other cultures.

\* The use of technology and online learning opportunities will also increase the environmental stewardship of this school by reducing the need for paper.

\* Students will be directly involved in creating a school garden and ongoing recycling projects that promote global responsibility.

\* "Looping" Students will remain with the same teachers for the duration of their academic journey. This saves a lot of time getting to know students and their learning strengths. This also provides for a stable learning environment and long-term investments in learning. As an educational practice, looping has existed for several centuries in Germany, Japan, and Italy.

Each of the above elements contributes to the whole educational program and the holistic development of students.

## **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?*

Our Mission will be a continual effort to engage and inspire learners with a challenging curriculum that integrates technology through experiential, project-based learning and incorporates critical thinking skills. We will use the following measures to gauge that success on an annual basis:

Individual Learning Plans (ILP). During our Student Orientation, surveys, testing and interviews will be conducted to identify individual learning styles, strengths of multiple intelligences, special interests, skills, and needs. Parental input will also be solicited in formulating the student profile. This data will contribute to an Individual Learning Plan (ILP) for each student containing a profile of the students unique characteristics, both academic and personal. This information will be used with discretion by the teachers to better serve the specific needs and promote the specific interests and skills of each child. The ILP will include goals, objectives, and strategies for the first term and for the year in the following areas: core academic subjects, exploratory classes, community service projects, and pursuit of personal interests.

Student Portfolios of Progress. A summary of the ILP will be included in each students Portfolio of Progress. These data notebooks will be used to collect representative samples of the students work throughout the course of the year, to record successes and document progress in meeting performance standards and personal goals. At the conclusion of the year students will be asked to write a paper describing items in their Portfolio of Progress that reflect: something they learned, something showing their creativity, what was most enjoyable, what was most challenging, something that integrates two subject areas, and a comparison and contrast of two pieces or projects. The portfolios will be a component of students formative and summative academic assessments and will also be available to parents to review.

Learning Exploration Fair: Once a year New Bern International Academy will host a Learning Exploration Fair in which students will display products of their work for public review. An interdisciplinary array of student exhibits will be displayed and the entire school community will be invited to attend family, friends, community leaders, and special guests. Student performances will also be featured. The Fair will culminate with a celebration to honor outstanding projects and progress, and to congratulate all students for their achievements.

We will promote diversity through an international infused curriculum and learning environment. Students will learn about their role in a global society through four 9-week themes:

- 1st. Quarter: Creating Global Citizens (Who we are)
- 2nd. Quarter: Making Connections around the World (Where we are in place and time)
- 3rd. Quarter: Exploring Systems in the World (How the world works)
- 4th. Quarter: Caring for the Planet

Parents, teachers, students and community members will take an active role in the daily implementation of our mission. We encourage volunteer efforts of parents and community members, as well as, the sharing of knowledge and experiences by people internationally in order to create a global community.

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 school's existence.*

#### GOALS AND OBJECTIVES

Goal 1: Implement an academic program based on project-based learning

Objective 1: Prepare the majority of the staff to implement a project-based learning program with ongoing reinforcement

Objective 2: Train students and parents in the project-based learning model

Objective 3: Measure teacher ability to implement project-based learning by evaluation of lesson plans and observation of teachers

Objective 4: Assess student products such as portfolios, projects and presentations

Goal 2: Measure the academic progress of the students

Objective 1: Students will achieve proficiency on all state mandated tests

Objective 2: Students will perform on a level comparable to or higher than students in surrounding counties

Objective 3: Students will demonstrate skills with project-based learning and critical thinking through a variety of assessment experiences

Goal 3: To advance students technological competency

Objective 1: Students will produce an appropriate product and portfolio at the end of a course or grade level

Objective 2: Use aspects of project-based learning and demonstrate an ability to apply them through technology at the annual Learning Fair

Objective 3: Use aspects of critical thinking skills and demonstrate an ability to apply them through technology

### 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.

New Bern International Academy's interdisciplinary, international focus and thematic, project-based instruction is designed to engage student interest. Students are prepared for the 21st Century by being able to see the connections among the curricula and the real-life relevance of their learning. Learning becomes a positive experience, driven by the students innate curiosity and joy of academic success. The global, multicultural focus of our curriculum opens students awareness to the diversity, as well as, our common attributes. Our students learn to respect others as well as our planet.

New Bern International Academy will cultivate 21st century critical thinking skills by teaching students how to analyze, reason, reach conclusions, and build the ability to answer open-ended questions. They will engage in meaningful discussions where they apply their individual reasoning and critical thinking abilities.

Technology will be a vital tool of the schools educational environment. New Bern International Academy will offer students use of computers and technological devices to give them access to the world. They will also be used to research and make presentations. All students and faculty will have daily opportunities to be knowledgeable and fluent in the use of a variety of wireless digital resources used in a project-based curriculum geared to individualization and learner-centered teaching.

The educational innovations offered at New Bern International Academy are carefully integrated into a coherent educational program.

\* Individual Learning Plans identify students learning styles, interests, strengths, specific needs, and personal goals, equipping the teaching team with in-depth information needed to differentiate instruction.

\* The unique, international perspective infused into the curriculum accommodates an interdisciplinary, thematic model with a structured, experiential approach to teaching.

\* Project-based learning is very motivational to students increasing their engagement with learning outcomes. Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

\* A second language will be taught to all students to give them a means to communicate with other cultures.

\* The use of technology and online learning opportunities will also increase the environmental stewardship of this school by reducing the need for paper.

\* Students will be directly involved in creating a school garden and ongoing recycling projects that promote global responsibility.

\* "Looping" Students will remain with the same teachers for the duration of their academic journey. This saves a lot of time getting to know students and their learning strengths. This also provides for a stable learning environment and long-term investments in learning. As an educational practice, looping has existed for several centuries in Germany, Japan, and Italy.

Each of the above elements contributes to the whole educational program and the holistic development of students.

### **K-12 Curriculum and Instructional Design:**

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

New Bern International Academy's learning environment is student-centered, encouraging them to become active learners. Teachers lead the school team in programming and curriculum development. Learning expectations are set that are commensurate with the experience, needs and potential of young adolescents. Integrated, project-based units utilizing skills from language arts, mathematics, science and social studies offer opportunities for students to:

Develop critical thinking skills

Experience cooperative learning through group instruction

Create connections between subjects and ideas

Participate in experiential learning

Utilize technology in practicing research skills

Develop strong written and oral communication skills.

Provide a synopsis of the planned curriculum, including:

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

Students will have to demonstrate proficiency on state-mandated tests for the math skills below. It would be unfair to our students to teach them an entirely different curriculum. Therefore, it is not "what" we teach them, it is "how." While they have the same curriculum as all other students, New Bern International Academy will delve into the concepts at a much deeper level which will promote engagement and learning that lasts.

Sixth grade math--Common Core

Ratios and Proportional Relationships

\* Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

\* Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

\* Compute fluently with multi-digit numbers and find common factors and multiples.

\* Apply and extend previous understandings of numbers to the system of rational numbers.

### Expressions and Equations

- \* Apply and extend previous understandings of arithmetic to algebraic expressions.
- \* Reason about and solve one-variable equations and inequalities.
- \* Represent and analyze quantitative relationships between dependent and independent variables.

### Geometry

- \* Solve real-world and mathematical problems involving area, surface area, and volume.

### Statistics and Probability

- \* Develop understanding of statistical variability.
- \* Summarize and describe distributions.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### High School Algebra

#### Seeing Structure in Expressions

- \* Interpret the structure of expressions
- \* Write expressions in equivalent forms to solve problems

#### Arithmetic with Polynomials and Rational Expressions

- \* Perform arithmetic operations on polynomials
- \* Understand the relationship between zeros and factors of polynomials
- \* Use polynomial identities to solve problems
- \* Rewrite rational expressions

#### Creating Equations

- \* Create equations that describe numbers or relationships

#### Reasoning with Equations and Inequalities

- \* Understand solving equations as a process of reasoning and explain the reasoning
- \* Solve equations and inequalities in one variable
- \* Solve systems of equations
- \* Represent and solve equations and inequalities graphically

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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.

Project-based Learning is the primary instructional strategy. Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

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).

By our second year New Bern International Academy will have its first grade 9 classes for its high school, and will address the NC Graduation Requirements for Future Ready students. Eventual graduates of New Bern International Academy will meet the College/University requirements. New Bern International Academy will implement the block or modified block system for grades 9-12, and is considering a blended learning environment with virtual Advanced Placement courses in each subject area.

FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2012-2013 and beyond. In order to graduate and receive a high school diploma students shall pass as defined in State Board of Education Policy GCS-L-004 (High School Transcript) the Future-Ready Core course of study, meet proficiency standards defined in State Board of Education Policy GCS-N-003. (Note: The Occupational Course of Study is available for those students with disabilities who are specifically identified for this program. )

FUTURE-READY CORE COURSE OF STUDY. (22 credits)

- 4 English
- 4 Math
- 3 Science
- 4 Social Studies
- 6 Electives
- 1 Health/Physical Education

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.

The school academic calendar was created with the minimum of 185 instructional days. The calendar was created in 3-46 day and 1-47 day blocks. This is a traditional calendar which differs from the LEAs standard calendar by adding two additional school days at the beginning of school and three additional school days at the end of school. This was done to maintain professional development and traditional vacation time yet keeping the 185 instructional days. We chose a traditional calendar over a year round calendar for the convenience of parents in the New Bern area. This coincides with our mission statement by considering the needs of students and parents in generating this calendar. A year-round calendar would have caused problems if siblings were on a different schedule.

### **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.

New Bern International Academy will be using a Response To Intervention model for students not performing at expected levels. This involves a three tier structure to identify and monitor student progress. Students are initially screened for strengths and weaknesses using the Iowa test of Basic Skills.

Tier 1

The first tier states that all students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically research-based. Assessment in the classroom should be ongoing and effective in that it clearly identifies the strengths and weaknesses for each learner. Any necessary interventions at this level are within the framework of the general education classroom and can be in the form of differentiated instruction, small group review, or one-on-one remediation of a concept.

Progress monitoring in Tier 1 uses universal screening assessments to show individual student growth over time and to determine whether students are progressing as expected. In this process, data are collected, students are identified using benchmark scores, and measurable goals are set for the next data collection point for those who display difficulties. The team then follows a problem-solving process to determine interventions for at-risk students that will work within whole-class instructions. The classroom teacher implements the interventions, observations are conducted to ensure the fidelity of the classroom instruction, and the problem-solving team periodically reviews the progress of students.

Tier 2

In the second tier, supplemental interventions may occur within or outside of the general education classroom, and progress monitoring occurs at more frequent intervals. Core instruction is still delivered by the classroom teacher, but small groups of similar instructional levels may work together under a teachers instruction and/or guidance. This type of targeted instruction is typically for 30 minutes per day, two to four days per week, for a minimum of nine weeks. This targeted instruction may occur in the general education setting or outside in a smaller group setting with a specialized teacher (such as a Literacy Support teacher for struggling readers).

In Tier 2, the main purpose of progress monitoring is to determine whether interventions are successful in helping students learn at an appropriate rate. Decision rules are created to determine when a student might no longer require extra interventions, when the interventions need to be changed, or when a student might be identified for special education.

Tier 3

Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. This type of targeted instruction is delivered for a minimum of two 30-minute sessions every day for nine to twelve weeks. The interventions in this tier may be similar to those in Tier 2 except that they are intensified in focus, frequency, and duration. The instruction in Tier 3 is typically delivered outside of the general education classroom. Programs, strategies, and procedures are designed and employed to supplement, enhance, and support Tier 1 and Tier 2 instruction by remediation of the relevant area and development of compensatory strategies. If Tier 3 is not successful, a child is considered for the first time as potentially having a learning disability.



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.

If the student is identified as a language minority, he or she will be administered the state-identified English language proficiency screener or test to determine potential LEP identification. According to State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT. If a language minority student enrolls at the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent will be notified within 30 calendar days of enrollment of the students eligibility for ESL services. If a language minority student enrolls after the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent must be notified within 14 calendar days of enrollment. (Note: Kindergarten students enrolling at or during the first semester will only be administered the listening and speaking portion.)

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then staff will obtain test results from the other school to determine the students LEP status. ESL staff will confirm the students LEP status in the state LEP Consolidated Federal Data Collection (CFDC). If the student is identified as LEP based on performance on the W-APT, then ESL staff will document the identification and the appropriate language instructional program goals in the LEP plan/documentation. The LEP plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible. Once identified as Limited English Proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs.

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.

When learning is relevant and connected to real world issues, gifted students find value is what is being studied. By infusing lessons with 21st century skills, gifted students make these vital connections among disciplines and to their lives. At New Bern International Academy, our project-based learning provides opportunities for differentiation to meet the needs of all students. All students will be screened during orientation through learning styles inventories, multiple intelligences, and achievement assessments to identify individual strengths and needs. In keeping with North Carolina Statutes, New Bern International Academy will inform its parents of services available to gifted students. Teachers or parents who believe that a student is gifted will refer that student for a

Gifted Evaluation. Parents/guardians will also be notified at least 10 school days prior to conducting a Gifted Evaluation.

The Gifted Evaluation will be completed by the Gifted Team and will include sufficient information to make a determination as to whether a student is gifted and in need of specially designed education. The Gifted Evaluation may include, but is not limited to, ability tests, nationally normed and validated achievement assessments, individualized achievement assessments, class work samples, curriculum based assessments, cumulative review tests, performance based skills as demonstrated in portfolios, products, projects, competitions, or other demonstration of skills, teacher observations, noteworthy achievements, and parental input. Following its evaluation, the Gifted Team will prepare a Written Report, including recommendations as to whether a student is gifted and in need of specially designed instruction. The written report will become the basis for the Gifted Education Program teams determination as to whether the student is gifted and in need of specially designed instruction. New Bern International Academy will appoint a Gifted Education Program team to review the teams recommendations. If the team determines that a student is gifted, it will develop an individualized plan for that student. This program may result in the adaptation or modification of the general curriculum, including compacting learning experiences, accelerating the student, or placing the student in more than one grade level.

### **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)

All children deserve the very best education in the least restrictive environment. New Bern International Academys format is designed to allow for individual learning differences through the use of differentiated instruction. New Bern International Academy will follow policy to provide the least restrictive environment for each EC student. Students served under the terms of an IEP will be reviewed on an annual basis or as needed by changing circumstances. However, if any student with disabilities is determined to need specialized services through their IEP, we will honor the extensive legal and procedural rights of parents and students to be consulted in and involved with all aspects of the IEP processes.

It is our plan that Special education teachers will work together individualizing the curriculum to meet the unique needs of each student. We will provide a special education program in accordance with the current federal and state regulations. Related services will be designed to enable the child to participate in or access his or her program of special education. Examples of related services will include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. The school will timely provide instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

Screening activities will often be undertaken before New Bern International Academy refers children for a multidisciplinary team evaluation. When concerns are raised either by school staff or parents warrant screening, the child will be referred to a Student Assistance Team. The Student Assistance Team will be responsible for assessing the current achievement and performance of the child, for designing school-based interventions to address concerns raised, and for assessing the effectiveness of those school-based interventions. If the concern that resulted in the referral can be addressed without special education services, or is the result of the lack of English proficiency or appropriate instruction, the Student Assistance Team will recommend interventions other than multidisciplinary team evaluation. Parents nevertheless will have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. When screening indicates that a student may be need for special education, New Bern International Academy will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services needed by the child. The term evaluation refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Before New Bern International Academy will proceed with the evaluation, it will notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the school. Once parental consent for evaluation is obtained, New Bern International Academy has timelines and procedures specified by law that it will follow. All records will be maintained in a secure location to ensure confidentiality.

#### 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.

#### Individualized Education Program

The student's program will be described in writing in an individualized education plan, or "IEP," which will be developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child will have the right to

be notified of and to participate in all meetings of their child's IEP team. The IEP will be revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs will contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. New Bern International Academy will invite the child to the IEP team meeting starting at age fourteen at which time; a transition plan will be developed. For children aged sixteen and older, the IEP will include an appropriate transition plan to assist in the attainment of post-secondary objectives.

The determination of whether a student is eligible for special education will be made by an Individualized Education Program (IEP) team. A single test or procedure will not be the sole factor in determining that a child is exceptional. The IEP team will include: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the school; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. If the student is determined to be eligible for special education, the IEP team will develop a written education plan called an IEP. The IEP shall be based in part on the results of the evaluation process. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education can be developed. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

### **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.

Student performance standards are quite clear. All students are expected to grow and learn. In addition to being proficient on state mandated assessments, students are expected to demonstrate technological competencies.

#### 1. GOALS AND OBJECTIVES

Measure the academic progress of the students

Objective 1: Students will achieve proficiency on all state mandated tests

Objective 2: Students will perform on a level comparable to or higher than students in surrounding counties

Objective 3: Students will demonstrate skills with project-based learning and critical thinking

through a variety of assessment experiences

To advance students technological competency

Objective 1: Students will produce an appropriate product and portfolio at the end of a course or grade level

Objective 2: Use aspects of project-based learning and demonstrate an ability to apply them through

technology at the annual Learning Fair

Objective 3: Use aspects of critical thinking skills and demonstrate an ability to apply them through

technology

2. In order to begin to improve student learning, you need to know where they are on their academic journey. During our Student Orientation, surveys, testing and interviews will be conducted to identify individual learning styles, strengths of multiple intelligences, special interests, skills, and needs. Parental input will also be solicited in formulating the student profile. This data will contribute to an Individual Learning Plan (ILP) for each student containing a profile of the students unique characteristics, both academic and personal. This information will be used with discretion by the teachers to better serve the specific needs and promote the specific interests and skills of each child. The ILP will include goals, objectives, and strategies for the first term and for the year in the following areas: core academic subjects, exploratory classes, community service projects, and pursuit of personal interests.

3. Promotion to the next grade occurs when the student satisfactorily completes all core academic subjects, scored a level 3 or higher on End-of-Grade or End-of-Course tests, has 10 or fewer absences, and/or has satisfactorily met the course requirements for high school level courses.

4. FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2012-2013 and beyond. In order to graduate and receive a high school diploma students shall pass as defined in State Board of Education Policy GCS-L-004 (High School Transcript) the Future-ReadyCore course of study, meet proficiency standards defined in State Board of Education Policy GCS-N-003. (Note: The Occupational Course of Study is available for those students with disabilities who are specifically identified for this program. )

FUTURE-READY CORE COURSE OF STUDY. (22 credits)

4 English

4 Math

3 Science

4 Social Studies

6 Electives

1 Health/Physical Education

### **High School Graduation Requirements**

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements.

Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

1. FUTURE-READY CORE COURSE OF STUDY. (22 credits)

4 English

4 Math

3 Science

4 Social Studies

6 Electives

1 Health/Physical Education

Grade point averages are calculated with A=4.0, B=3.0, C=2.0, D=1.0 To calculate your cumulative G.P.A., total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours.

2. Students with special needs can graduate with a Future Ready Diploma or a Certificate of Attendance depending upon the courses and programs of study taken in high school.

**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.

New Bern International Academy will provide students and their parents with a comprehensive set of student discipline policies that will be printed and distributed as part of the Schools Student and Parent Handbook (included in Appendix). These policies will clearly describe the Schools expectations regarding all aspects of student behavior, mutual respect between students and teachers, attendance, substance abuse, violence, safety, and study habits. Each student and his or her parent or legal guardian will be required to verify that they have reviewed and understand the policies prior to enrollment in the School-Family Agreement (Appendix). In addition, the School Principal, Assistant Principal, and faculty will ensure that the School Rules and student discipline policies are followed and consistently reinforced throughout the school. The school will use Positive Behavior Interventions and Supports as a school-wide model for the decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Core Principles of PBIS

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to

identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.

2. Intervene early. It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.

3. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.

4. Use research-based, scientifically validated interventions to the extent available. No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.

5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.

6. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

7. Use assessment for three different purposes. In PBIS, three types of assessments are used: 1) screening of data c

**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:* New Bern International Academy

*Mailing Address:* 1706 Greensboro St

*City/State/Zip:* New Bern NC 28560

*Street Address:*

*Phone:* 252-514-3036

*Fax:* 252-637-6302

*Name of registered agent and address:*

*FEDERAL TAX ID:*

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Regina Kemble	Founding Member	CRAVEN	Business owner/Activist
Peggy Harris	Founding Member	CRAVEN	Retired Teacher



Mary Wilcutt	Founding Member	CRAVEN	Business owner/Government Contracts
Sandra Rugar	Founding Member	CRAVEN	Business owner/Director of Children's center
Cindy Godley	Founding Member-Parent Rep	CRAVEN	Coding Specialist
Justen Infinito	Founding Member	CRAVEN	Professor
Jill M. King	Principal	CRAVEN	Teacher/Principal Fellow

**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.*

Membership and appointment of Board members and officers. The founding members and officers of the Board shall be appointed collectively by the New Bern International Academy Development team, advisors, and consultants.

The Board shall be composed of at least five and no more than 10 members. The School Principal serves as a non-voting member of the Board. Future Lead Administrators will be recruited and interviewed, then hired by the board.

Duties of the Chair of the Board. The Chair of the Board of Directors has a primary responsibility to ensure the steady progress of the School in accordance with national and local educational laws and the Charter of the School. The Chair presides at all Board meetings. The agenda for regular meetings is prepared by the Chair based on agenda items suggested by the principal of the School, members of the Board, members of the public or the School administration. The Chair acts as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary, and Treasurer. If no officer is present to preside, a quorum is not considered established.

Duties of the Secretary. The Secretary shall notify Board members of all meetings of the Board. The Secretary shall record the minutes of all Board meetings and maintain complete records of all policy and planning decisions and perform a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation, and affix the Seal of the corporation to all legal documents executed by the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an official Board of Directors Policy Manual. The Secretary shall distribute copies of the minutes of each meeting to all members of the Board, the School Principal, and any members of the general public in attendance at regular board meetings.

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 shall be composed of at least five and no more than 10 members. The School Principal serves as a non-voting member of the Board. Composition of the Board. The members of the Board will have a collective range of expertise and diversity, so that as a group they are competent, confident, and highly effective. In addition to parents and other qualified members of the public, experts in law, building, finance, management, accounting, curriculum, community organization, and fundraising will be considered. The head of the School Parent-teacher Organization shall serve as a voting member of the Board.

The Board creates and advises on policy matters; the School administration implements Board policy. Individual Board members do not participate in implementing policy, i.e., engaging in specific management, personnel, or curricular issues. Board members shall not individually address, discuss or assert opinions or decisions on matters of board or administrative business or concern with members of the press or with members of the public. Decisions by majority of those present, with united support for decisions in public.

The Board shall make decisions by majority vote of those present. Board members will be required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the goals of the School as a whole. Each member of the Board shall support publicly to the parents, teachers, staff, and students all Board-adopted policies.

Term of appointment of Board members. Board members and officers shall serve for three years, and may retire or stand for reappointment after three years with exception to the initial terms or the founding board members. The founding board terms shall alternate with one position expiring after the first year, two positions expiring the second year, and two expiring the third year. This rotation will keep the Board on three year terms without completely starting over every three years. The Board may, by consensus, ask a member of the Board to leave before the term of appointment is completed. Reasons for taking such an action include, but are not limited to, conduct unbecoming of a Board Member or official of the School; acting in a manner contrary to the founding charter, bylaws, mission, philosophy, or goals of the School; conflict of interest; arrest and/or criminal conviction or fraudulent activity.

Policies for ongoing appointment of Board members and officers. After the appointment of the founding Board members and officers, new Board members or officers are chosen from names proposed by the current Board members. As members of the Board retire, the Board may decide not to fill the vacancy provided the remaining Board consists of at least seven members.

- 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 founding board members were recruited by Jill King through personal interactions and shared vision. Founding board members were recruited based on their leadership in the community, willingness to improve the education of all children, and their diverse ethnicity to add to the international flavor of the proposed charter school. Vacant positions will be recruited from parents and community members based upon their leadership in the community, knowledge/expertise in education, willingness to improve the education of all children, and their diverse ethnicity.

4. *How often will the board meet?*

The board will meet monthly and when a specific need arises.

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).*

Training opportunities will be provided in conjunction with membership in the NC School Boards Association.

School Board 101 to begin as soon as charter is approved.

New board members will have the opportunity to learn about their responsibilities as leaders of public schools during this two-day workshop. Participants will receive information on basic boardsmanship, including board-superintendent relations, the legislative process, school finance, school law, the boards role in policy making and NCSBA services. Also included is the required two hours of training in ethics.

Webinars and videos are available on various topics ranging from student bullying to school law.

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.*

No Director, officer, or employee of the School shall obtain any direct or indirect economic stake in any entity participating in the programs of the School, and the School shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the School that no Director, officer, or employee of the School shall receive any personal or private benefit resulting from the activities of the School or from the receipt by the School of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the School.

Definitions :

1. Interested Person - Any director, principal officer or member of a committee with board delegated powers who has a direct or indirect financial interest

2. Financial Interest - a person who has directly or indirectly through business, investment or family:

a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Procedures

1. Duty to Disclose - In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

2. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest

is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures For Addressing The Conflict Of Interest - an interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

a. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4.a. If the board has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board determines that the member has in fact failed to disclose an actual or possible conflict exists it shall take appropriate corrective action.

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

Quorum. A majority of Board members, shall constitute a quorum (a sufficient number of Board members to hold a meeting), and as such, is sufficient to pass a motion or take action. In addition, at least one officer (i.e. Chair, Vice Chair, Secretary, and Treasurer) must be present in order for a quorum to be established. A quorum shall be determined and established at any time, during a meeting, that this rule is fulfilled and shall remain regardless of a board member leaving or departing the meeting prior to adjournment. A voting member of the Board is considered present and eligible to cast ballots if connected by conference telephone. In the event that said telephone connection is terminated, the quorum shall not be affected. The Board shall make decisions by majority vote of those present (see quorum above). Board members will be required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the goals of the School as a whole. Each member of the Board shall support publicly to the parents, teachers, staff, and students all Board-adopted policies.

Meeting minutes. Minutes serve as the formal, continuous record of decisions by the Board of Directors, and therefore represent the history of the development of School policies. The Secretary shall take careful minutes, using the term "Resolved that," to clearly identify new decisions, including the appointment of Board members, new policies, and other decisions for action. Resolutions should be clearly set apart from items of discussion that do not culminate in a resolution. The Secretary shall note all points that are to be acted upon for future follow-up and review. Minutes shall

record the date of the meeting, the members of the Board who attended, and the names of other persons who presented information at the Board meeting. Participation by Telephone. Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

Conduct of the Board meeting. Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. To the extent allowed under these Bylaws and by law, directors shall conduct business at every regular and annual meeting in accordance with Roberts Rules of Order, latest edition.

Committees may be formed at the discretion of the Board of Directors.

Robert's Rules of Order will be the reference for conducting meetings and resolving any procedural differences.

Majority rules on all votes that a quorum exists.

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.*

Parent-Teacher Organization

\* Form a parent-teacher organization that works in conjunction with staff and student government to continually improve the school.

\* Offer parents and community members the opportunity to take part in the instruction of their child where feasible by allowing access to classroom activities both at the school and in the home

\* Call upon appropriate community members to present their knowledge and experience in a given area to students in the classroom

\* Encourage discussion among parents, community members, teachers and students in a forum setting so that each group may hear and better understand the other

. Describe the organizations performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Student Government Organization--This advisory group will be elected by students and will meet with the Principal on a monthly basis or when a specific situation arises. They will collectively lobby on behalf of students to improve the school, school atmosphere, and/or school conditions. The principal will have final say in determining if their ideas are feasible and/or beneficial to the entire school.

Teacher Advisory Panel--This group will consist of teacher leaders that are elected as department chairpersons to represent teachers, teacher issues, and working conditions. This group will meet with the Principal once per month or when specific issues arise. The Principak will have final say in determining if their ideas are feasible and beneficial to the entire school.

### 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.*

Faculty and staff will be recruited through the use of online job search engines and job postings on respected employment sites, such as the websites for the North Carolina Department of Public Instruction and the local school district. The use of traditional and electronic media to advertise employment opportunities will be put into effect in a timely manner. The school will connect with local college career services and the University of North Carolina system to relay applicable information to educators and staff seeking employment. Further investigation into the VIF program is recommended to ensure high quality educators are available for employment. Job descriptions will be carefully and thoroughly constructed to ensure teachers and staff are well informed of position expectations as well as school policies, procedures and standards. Each staff member will be selected based on his or her accreditation and qualifications for the applied position.

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 nonprofit board will officially hire all staff recommended by the Principal.

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

Required Documentation for Employment. To be considered for employment at New Bern International Academy, prospective employees are required to complete and submit an application package to the School Principal that includes the following:

- \* W-4 and I-9 forms
- \* Personnel Application\*
- \* Set of fingerprints
- \* Health Certificate
- \* TB Test Results
- \* Curriculum Vitae or Resume
- \* Transcripts
- \* Three References
- \* Current North Carolina Teaching Credential (faculty)
- \* Sample Lesson Plan (faculty)
- \* Two Valid Forms of Identification

Providing false or fictitious information will result in immediate termination of employment.

Criminal Background Checks. In accordance with 115C-238.29K(c), the School Board will require New Bern International Academy's employees to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice's criminal history records. All the information received by New Bern International Academy in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the School Board. The cost for conducting criminal history checks will be born by the School. New Bern International Academy will not hire individuals who have a "criminal history" which is defined as a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

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

The salary range for all positions reflects the salary scale adopted by the NC Department of Public Instruction. All full time staff members are eligible for the NC State Health Plan at the same rates as other state employees. Other benefits include local supplements, additional life insurance, dental, etc. with full cost being covered by the employee.

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

Before filing a grievance, the parties can try to resolve the issue through an informal conference with the teacher or administrator involved. Make a written record of the conference, including the date, time, place, who was there, and what each person said. If this fails to resolve the issue then proceed to Level One.

Level One: The grievant may initiate a formal grievance by obtaining a grievance form from the secretary at the school site, filling out the form, and providing a copy to his/her supervisor. The grievant shall specify on the form the facts supporting the grievance, the specific law, policy, or

regulation alleged to have been violated or unsafe working condition, and the relief requested. The supervisor shall make every effort to meet with the employee within five (5) days of receiving the written grievance. The supervisor shall further make every effort to provide a written response to the employees grievance within five (5) days of the Level One meeting. If the employee is not satisfied with the decision rendered, the employee may appeal the grievance to Level Two

Level Two: The employee shall file a written appeal specifying with particularity the reasons for the appeal. The appeal shall be filed with the Principal within five (5) days of receiving the supervisors written response. The employee shall designate at that time his/her request to have the grievance heard by the Principal. The Principal shall make every effort to meet with the employee within five (5) days of receiving the written grievance. The Principal shall further make every effort to provide a written response to the employees grievance within five (5) days of the Level Two meeting. If the employee is not satisfied with the decision rendered, the employee may appeal the grievance to Level Three

Level Three : If the grievance is not resolved at Level Two, the employee shall file a written appeal to the board. The decision of the School Board shall be final.

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

Teacher Assistants and/or cafeteria staff may also drive buses. Funding for each position is provided in the budget.

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.*

Specialized teachers such as special needs, ELL, and gifted teachers will be recruited and hired based on the needs of identified students. It is anticipated that the special needs teacher will be hired the first year and the ELL and gifted teacher will be hired the second year. If a need arises prior to the second year, then the school will contract services or begin recruiting for ELL and/or gifted students on a part-time basis for the remainder of that year.

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).*

Principal

Education/Certification: Masters degree in School Administration

Principal certification

Special Knowledge/Skills:

Working knowledge of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to manage budget and personnel

Ability to coordinate campus functions

Ability to interpret policy, procedures, and data

Strong organizational, communication, public relations, and interpersonal skills

Experience:

Five years experience as a classroom teacher

Two years experience as Assistant Principal or Principal

Assistant Principal

Education/Certification: Masters degree in School Administration

Principal certification or ability to obtain certification within school



year.

Special Knowledge/Skills:

Working knowledge of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to manage student discipline

Ability to coordinate student services

Ability to interpret policy, procedures, and data

Strong organizational, communication, public relations, and interpersonal skills

Experience:

Five years experience as a classroom teacher

Teacher

REQUIRED EDUCATION AND EXPERIENCE

Four year degree from a college or university

Valid N.C. teaching license/certificate, or be able to obtain such

Such alternative to the above qualifications as the Board may find acceptable.

Term of Employment: Ten Months

Evaluation: Performance of this job will be evaluated in accordance with the requirements of North Carolina Department of Public Instruction.

Essential Responsibilities:

Teaches approved curriculum

Meets and instructs assigned classes in the locations and at the times designated

Plans a program of study, employing a variety of instructional techniques and instructional media, that meets the individual needs, interests, and abilities of the students

Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students

Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities

Assists the administration in implementing all policies and rules

Encourages students to set and maintain standards of classroom behavior

Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students

Assists in diagnosing the learning disabilities of students, with the assistance of specialists

Evaluates pupils' academic and social growth, keeps appropriate records and prepares progress reports

Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations

Is available to students and parents for education-related purposes outside the instructional day

Strives to implement by instructional and action the philosophy of the school.

Evaluates student academic and behavioral progress, keeps appropriate records and prepares progress reports.

Communicates with parents through conferences and other means to discuss the student's academic and behavioral progress.

Develops lesson plans and instructional materials and provides individualized small group instruction in order to adapt the curriculum to the needs of each pupil.

Translates lesson plan into learning experiences so as to best utilize the available time for instruction.

Makes detailed lesson plans for the substitute teacher to follow whenever it is known that sick or personal leave has to be taken.

Assists in the selection of books, equipment and other instructional materials.

Maintains accurate up-to-date attendance records for all students.

Supervises pupils in out-of-classroom activities during the assigned workday.

Administers group standardized tests in accordance with the required test

Teacher continued

Cooperates with other members of the staff in planning and implementing instructional goals and methods.

Attends and participates in faculty meetings, faculty committees, and the sponsorship for pupil activities

Seeks opportunities for professional growth through an ongoing program of reading, attending workshops,

seminars, conferences, and/or advanced course work at institutions of higher learning.

Additional Exceptional Childrens Teacher Responsibilities

Serves as case manager responsible for coordinating the development, monitoring, and implementation of inclusion student's Individual Education Plan (IEP).

Maintain accurate and locked confidential records of all assigned students.

Assists the classroom teacher in "including" the student into the regular education classroom (inclusion model for special education).

### **Staff Evaluation and Professional Development**

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

The principal and individual teachers will be responsible for maintaining teacher licensure requirements 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.*

"Mentors help novices learn by doing - applying theory in practice - and also inspire them, keeping them motivated to persevere." George Lucas

The mentor will provide a smooth transition by familiarizing the new teacher with the community, the district, the building, and the department. This will include orientation of the school climate, resources available, personnel, procedures and policies unique to the school, as well as the expectations of the school.

The mentor will be a resource to provide guidance in such areas as classroom management, curriculum planning, classroom organization, and other pedagogical concerns. This will be accomplished through peer observation, and one on one coaching.

The mentor will act as a personal resource to the new teacher. Mentors will provide assistance in personal matters with respect, confidentiality, and support. In doing so, the mentor will encourage self-reflection and analysis on the part of the new teacher, so as to help the teacher grow both as a person and a professional. The mentor's guidance will be given in a

nonjudgmental manner.

During the first school year, the mentor will make two formal observations of the new teacher. These observations are for program evaluation purposes only and are not to be placed in the new teacher's personnel file.

A minimum of three reflections on issues that were encountered and resolved through the process. The issues can be anything from the relationship pertaining to the professional development of the new teacher.

-At least three lessons developed as part of a thematic unit. These lessons will demonstrate the effectiveness of the mentor's guidance on lesson planning and organization.

-A list of any professional development activities attended outside or inside the school setting, such as workshops, conference day activities, etc.

-Goals for the following school year. Goal setting is an important part of any teacher's profession and this should have been another important issue covered during the relationship.

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.*

The core of our professional development plan revolves around project-based learning. To this end, each teacher will receive a copy of the book by Thom Markham, Ph.D. "Project Based Learning."

This book has the essential skills for planning and implementing projects that delve deeply into the common core. This is a new way of teaching so it will be the focus of staff development and professional learning communities(internal professional development) within the school.

Due to the great expense that accompanies external professional development, external professional development will be limited. If affordable opportunities are found, the Teacher Advisory panel will decide who would attend the training then return as our "expert" on the topic to train others.

In addition, teachers are required to develop their own individual learning plan that focuses on their individual needs. These plans will be reviewed with the principal three times per year to discuss progress.

Resources, such as PD360 will be used to meet these individual needs. PD360 is available to teachers 24 hours per day so they can learn whenever it is convenient to them.

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.*

-Prior to school opening, teachers will be given the book, "Project Based Learning" by Thom Markham, Ph.D.

-Professional Learning Communities will be formed and they will read and analyze a particular section of the book then train other teachers on that

section of the book.

-Next, teachers will learn how to integrate technology, infuse critical thinking, and add international themes to create 45 day teaching plans.

-Positive Behavior Support training will establish consistent school-wide behavior expectations.

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.

Staff development days are regularly scheduled into the calendar to provide opportunities for teachers to learn together.

## **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)).*

Marketing will include advertising, local TV and radio appearances, articles, ads, billboards, and outreach efforts to community organizations, faith communities, and neighborhood groups in Craven County. With the international focus of the School, recruiting efforts will target the many cultural groups, events, and media in the area. The School's promotional materials will be translated as needed and distributed at information tables, displays, and in presentations at various cultural centers and festivals, ethnic restaurants and groceries, libraries and bookstores, and in the various media for each group. The School will also explore the possibility of participating in district-wide mailings prepared by the LEA. The school will market to qualified and accredited faculty through the use of respected online job search engines and postings on both the North Carolina Department of Public Instruction and local school district websites along with connection to the University of North Carolina system and participation in regional college career services. Job descriptions will be carefully constructed to ensure teachers and staff are well informed of position expectations, including participation in staff development programs, as well as school policies, procedures, and standards.

The communications committee will develop the protocol for developing, approving, and disseminating internal and external communications. The committee will develop a style manual to insure consistency in the message and branding of the school. All advertisements, documents, publications, and promotional materials must be developed according to protocol and style manual guidelines. The plan will include protocol for crisis management and communication.

The principal or his or her designee will be the authorized spokesperson for the school. These individuals will develop and maintain positive relationships with local media representatives. The school will emphasize the use of electronic communications and maintain a dynamic website, designed to foster the school image according to the guidelines established

by the communications committee. The school webmaster(s) will be responsible for the daily update of the site. Other school personnel will have access limited to their respective areas of responsibility and will be expected to keep all postings current.

The school will prepare, post on the website, and publish a comprehensive annual report that will include accomplishments, budget information, student performance data and other pertinent information.

\* Advertising

New Bern International Academys advertising will include select direct mail and e-mail to parents in Craven County and local magazine and newspaper display ads.

\* Publicity

New Bern International Academys publicity will include the distribution of press releases to local newspapers, articles about in localpapers and magazines, public service announcements to local radio stations that target upcoming public presentations, and radio and TV show interviews that provide more in-depth coverage about the Schools educational program and benefits. As the first charter school in Craven County, the founders see a great opportunity to draw significant attention to the Schools mission, innovative educational program, and benefits. Posters will be placed in and brochures will be distributed through high traffic areas such as: libraries, after-school clubs and organizations, recreational facilities, preschools, businesses, churches, the Chamber of Commerce, community centers, and malls.

\* Internet

New Bern International Academys investigate hiring a web-marketing specialist to optimize the search engine positioning of its site. This will ensure that searches for local school related services or information leads visitors to the New Bern International Academys site. Links will be made to other sites.

### **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.*

New Bern International Academys founders plan to contact, network, and collaborate with community groups, businesses, and organizations for the purpose of increasing information about and visibility for the School, and with the local community college for tutoring, career exploration, student incentives, and adult education classes. New Bern International Academys founders will also make presentations to local parent organizations, libraries, and churches about the School and its benefits.

Parents are a vital part of their childs learning experience. In providing a global, 21st Century approach, it will be necessary to seek out parent "experts" in various fields in order to seek answers to project questions. Parents will be encouraged to volunteer a minimum of four hours per semester to provide tutoring or assist students with projects. Parents will also be vital in fundraising and promotional efforts. New Bern International Academy will implement a Parent-teacher Organization whose purposes are as follows:

\* Help all families establish home environments to support children as students.

Parent education or training for parents on how to assist their children.  
Family support programs to counsel and assist families with health, nutrition, and other services.

\* Help design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Conferences with every parent at least once a year.

Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail and other communications.

\* Recruit and organize parent help and support.

School and classroom volunteer program to help teachers, administrators, students, and other parents.

Parent room or family center for volunteer work, meetings, and resources for families.

Online calendar to identify all available talents, times, and locations of volunteers.

Organize and participate in fundraising activities

\* Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Information for families on skills required for students in all subjects at each grade.

Information on homework policies and how to monitor and discuss schoolwork at home.

Family participation in setting student goals each year.

\* Include parents in school decisions, developing parent leaders and representatives.

Active parent organization, advisory council, or committees for parent leadership and participation.

Advisory committees to assist and work for school reform and improvements.

Networks to link all families with parent representatives.

\* Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Information for students and families on community health, cultural, recreational, social support, and other programs/services.

## **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.*

Enrollment for the first school year will begin upon receiving the Charter with an open enrollment period. The exact dates of open enrollment in subsequent years will be determined by the Board of Directors in their January meeting each year. The open enrollment period will be approximately six weeks in length, during which time applications for admission will be accepted and students will be enrolled. All eligible students who apply will be enrolled until full enrollment is reached. If full enrollment is reached

New Bern International Academy will conduct a lottery within each grade level, assigning a number to each applicant until all spots are filled. After all spots are filled, all other applicants will be assigned a number on a waiting list by the same procedure. During open enrollment, members of the School administration will provide informational meetings that have been well publicized in a variety of convenient locations in and around Craven County. These meetings will provide an overview of the Schools mission and educational program, and other pertinent information for parents to make an informed decision about enrolling in the School. During this time, the parents or guardian of each student and/or new applicant will receive a copy of the Schools Student and Parent Handbook

The lottery procedure will be as follows:

1. The lottery will take place as soon as allowed by DPI or annually in April as part of a meeting of the New Bern International Academy Board of Directors.
2. Eligible applications will have been sorted by grade level.
3. An index card bearing the name and grade level for the upcoming year of each applicant is made. Each card is placed in a large container that is labeled with the applicants grade level.
4. A Board officer or designee draws index cards one by one with the Board secretary recording the lottery order number and names one by one on a ledger. The lottery order number is recorded on the childs application and lottery card. This process continues until all cards have been drawn and thus recorded. The remaining names will be placed on a waiting list in the order in which they were drawn.
5. The above process is repeated for each grade level.
- 6 The lottery cards, applications, and ledger are then double checked for accuracy.

After the initial enrollment, students are guaranteed their placement for the following year with new vacancies subject to the lottery procedures.

Note: If a lottery is held, all wait-listed applicants will be placed in the lottery for the following school year. The School administration will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child chosen for admission must confirm the childs eligibility for enrollment within 14 days of receipt of the notice of acceptance.

Prior to admittance, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

- \* Copy of birth certificate
- \* Immunization record
- \* Social security number
- \* Records transferred from previous school with a signed release agreement.

No child may attend a school (Pre-K-12), whether public, private, or religious, or a day-care facility as defined in G.S. 110-86(3), unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152, is presented to the school or facility (G.S. 130A-155). "In North Carolina, every child present in this State shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenzae type B (Hib), red measles (rubeola), mumps, and rubella."

In addition, parents and students (new and continuing) will be asked to read and sign the School-Family Agreement to formalize their understanding of and common commitment to the mission and educational program of the School.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Craven County Schools  
 LEA #2  
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 250	LEA 000	LEA 000	LEA 250	LEA 000	LEA 000	LEA 250	LEA 000	LEA 000	LEA 250	LEA 000	LEA 000	LEA 250	LEA 000	LEA 000
Grade 06	100	0		100	0		100	0		100	0		100	0	
Grade 07	100	0		100	0		100	0		100	0		100	0	
Grade 08	100	0		100	0		100	0		100	0		100	0	
Grade 09	0	0		50	0		50	0		50	0		50	0	
Grade 10	0	0		0	0		50	0		50	0		50	0	
Grade 11	0	0		0	0		0	0		50	0		50	0	
Grade 12	0	0		0	0		0	0		0	0		50	0	
	300			350			400			450			500		



**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.*

New Bern International Academy will make every effort to ensure that transportation is not a barrier to attendance.

New Bern International Academy will purchase two used school buses the first year and a third bus the next year in order to provide transportation to those students unable to carpool. We will encourage parents to provide transportation for their children to and from school. New Bern International Academy will take an active role in promoting and helping to organize carpooling. In addition, we will attempt to coordinate services with local public transportation (CARTS) program.

The buses listed below are affordable options that would allow the greatest number of buses for the least amount of money. They are listed as bus surplus. They would eventually be replaced with newer models as funds became available.

Wake 426	2001 Thomas	78	222,028	\$4,000.00	02/06/2013
Wake 429	2001 Thomas	78	230,701	\$4,000.00	01/15/2013

**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.*

New Bern International Academy is committed to reducing the depletion of our planet's resources in every facet of our lives. Food is a precious commodity that is wasted daily in schools all across the nation. The national school lunch program had good intentions back in 1946 when it began to feed the hungry children of our nation. Today, the government program has been overtaken by regulations and red tape resulting in schools producing overprocessed, heat-n-serve meals that are overladen in salt, sugars and fat. Because of the requirement that students have to select a certain number of food items whether they want them or not, millions of food dollars are dumped in the trash. In order to counter this wasteful trend, New Bern International Academy will not want to participate in the government subsidized free lunch program. Instead, we will participate in the Farms to School program, coordinate with local Farmer's Markets, and grow our own organic produce. Students will be offered ala carte food items that include fresh fruits and vegetables as the featured food items. In addition, nutritious and tasty food items from various parts of the world will be provided for paying students. Students will be involved in creating menus for the entire school. Guest chefs from area restaurants will be asked to help train staff and demonstrate food preparation techniques to both staff and students interested in pursuing food industry careers. Parents will be able to purchase meals using their credit or debit cards through an online system. Students and parents will be instructed on nutritious choices for bagged lunches as well. No student will be allowed to go hungry. Free to all students who forget their lunch from home, forget

to put money on their account, or had nothing to eat, we would provide a basic bag lunch.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$5,019.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$ .00
Property Insurance	\$250,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$3,150.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$733,578		\$6,633.00
Total Cost			\$15,634.00

\*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.

newberninternational                      02/27/2013

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(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).*

A facility has been identified that would reasonably accommodate 300 students with retrofitting of classrooms to the largest part of the facility. Blueprints have been provided to a local commercial contractor with experience in building educational facilities. Because building standards are higher than commercial building standards, an amount of \$75,000 has been allocated in this budget for costs pertaining to these modifications. In addition, we will be asking the owners of the building (City of New Bern) if they would contribute either labor and/or materials to help offset this cost. There is ample room on this property and adjacent properties to expand or add trailers as our population grows.

**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.*

While an appropriate facility has been identified, a contract with the landlord has not been signed. Should this building become unavailable, there are several other buildings in the area that could be secured at a higher price, but would require a remodel and educational occupancy inspection. If it is determined that the retro-fit of current building can not be made in the proposed timelines, we will seek to temporarily lease mobile units as classroom space until such time as the main building is able to be occupied.

## V. FINANCIAL PLAN

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

### **Budget: Revenue Projections from each LEA 2014-15**

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

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

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

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

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

LEA #1 250 - Craven County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,547.08	300	\$1,364,124.00
Local Funds	\$1,141.22	300	\$342,366.00
Federal EC Funds	\$3,743.48	20	\$74,869.60
<b>Totals</b>			\$1,781,359.60

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>-Exceptional Children Federal Funds</b>	\$74,870	\$93,587	\$112,304	\$131,022	\$149,739
<b>-Local Per Pupil Funds</b>	\$342,366	\$399,427	\$456,488	\$513,549	\$570,610
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-State ADM Funds</b>	\$1,364,124	\$1,591,478	\$1,818,832	\$2,046,186	\$2,273,540
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	\$1,781,360	\$2,084,492	\$2,387,624	\$2,690,757	\$2,993,889

**\*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
<b>Personnel:</b>															
Lead Administrator	1	\$68,692	\$68,692	1	\$72,814	\$72,814	1	\$77,182	\$77,182	1	\$81,813	\$81,813	1	\$86,722	\$86,722
Assistant Administrator	1	\$42,430	\$42,430	1	\$44,127	\$44,127	1	\$45,892	\$45,892	1	\$47,728	\$47,728	1	\$49,637	\$49,637
Finance Officer	1	\$19,504	\$19,504	1	\$20,284	\$20,284	1	\$21,096	\$21,096	1	\$21,939	\$21,939	1	\$22,817	\$22,817
Core Content Teacher(s)	12	\$37,710	\$452,520	14	\$39,218	\$549,052	16	\$40,786	\$652,576	18	\$42,417	\$763,506	20	\$44,114	\$882,280
Para Educator(s)	2	\$19,125	\$38,250	4	\$19,890	\$79,560	6	\$20,695	\$124,170	8	\$21,513	\$172,104	10	\$22,374	\$223,740
Exceptional Children Teacher(s)	1	\$37,710	\$37,710	2	\$39,218	\$78,436	2	\$40,786	\$81,572	3	\$42,417	\$127,251	3	\$44,114	\$132,342
Guidance	0	\$0	\$0	1	\$37,150	\$37,150	1	\$38,636	\$38,636	1	\$40,181	\$40,181	1	\$41,789	\$41,789
Media/Technology Coordinator	0	\$0	\$0	1	\$37,150	\$37,150	1	\$38,636	\$38,636	1	\$40,181	\$40,181	1	\$41,789	\$41,789
Contracted Personnel	1	\$10,000	\$10,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Food Service Staff	3	\$15,080	\$45,240	3	\$15,683	\$47,049	3	\$16,311	\$48,933	3	\$16,963	\$50,889	3	\$17,641	\$52,923
Transportation Staff	2	\$3,300	\$6,600	3	\$3,432	\$10,296	4	\$3,569	\$14,276	5	\$3,712	\$18,560	5	\$3,861	\$19,305
Maintenance Supervisor	1	\$31,200	\$31,200	1	\$32,448	\$32,448	1	\$33,746	\$33,746	1	\$35,096	\$35,096	1	\$36,500	\$36,500
Custodial Staff	3	\$8,840	\$26,520	3	\$9,194	\$27,582	3	\$9,561	\$28,683	3	\$9,944	\$29,832	3	\$10,342	\$31,026
Staff Supplements	1	\$33,500	\$33,500	1	\$37,500	\$37,500	1	\$47,000	\$47,000	1	\$49,800	\$49,800	1	\$51,800	\$51,800
<b>Total Personnel</b>	<b>29</b>	<b>\$327,091</b>	<b>\$812,166</b>	<b>36</b>	<b>\$408,108</b>	<b>\$1,073,448</b>	<b>41</b>	<b>\$433,896</b>	<b>\$1,252,398</b>	<b>47</b>	<b>\$453,704</b>	<b>\$1,478,880</b>	<b>51</b>	<b>\$473,500</b>	<b>\$1,672,670</b>
<b>Benefits:</b>															
Fica 7.65%	1	\$62,131	\$62,131	1	\$82,119	\$82,119	1	\$95,808	\$95,808	1	\$113,134	\$113,134	1	\$128,127	\$128,127
Health Insurance	22	\$9,041	\$198,902	29	\$9,041	\$262,189	33	\$9,041	\$298,353	38	\$9,041	\$343,558	42	\$9,041	\$379,722

New Bern International Academy

Retirement Plan	1	\$57,989	\$57,989	1	\$76,644	\$76,644	1	\$89,421	\$89,421	1	\$105,592	\$105,592	1	\$119,429	\$119,429
Total Benefits	24	\$129,161	\$319,022	31	\$167,804	\$420,952	35	\$194,270	\$483,582	40	\$227,767	\$562,284	44	\$256,597	\$627,278
<b>Total Personnel Budget</b>	53	\$456,252	\$1,131,188	67	\$575,912	\$1,494,400	76	\$628,166	\$1,735,980	87	\$681,471	\$2,041,164	95	\$730,097	\$2,299,948

**\*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**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books and Supplies	Copy Paper	\$4,500	\$4,500	\$4,500	\$5,000	\$5,000
	Curriculum/Texts	\$15,000	\$8,800	\$8,500	\$9,000	\$9,500
	Instructional Materials	\$10,000	\$20,000	\$29,000	\$29,000	\$29,000
	School Supplies	\$4,500	\$4,950	\$5,445	\$5,989	\$6,588
	Testing Supplies	\$3,500	\$3,850	\$4,235	\$4,658	\$5,124
Other	Food Plan	\$121,000	\$125,000	\$141,000	\$154,875	\$168,750
	Furniture	\$35,000	\$25,000	\$15,000	\$15,000	\$15,000
	Marketing Plan	\$10,000	\$12,000	\$14,000	\$16,000	\$18,000
	Retrofit Construction	\$95,000	\$60,000	\$50,000	\$50,000	\$50,000
	Transportation Plan	\$47,000	\$47,000	\$48,000	\$49,000	\$50,000
Technology Hardware	Copier Lease	\$7,700	\$7,700	\$7,700	\$7,700	\$7,700
	Instructional Software	\$48,000	\$47,803	\$52,583	\$57,841	\$63,625
	Network/Internet	\$24,000	\$25,000	\$26,000	\$27,000	\$28,000
	Office Software	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400
	Other	\$128,700	\$75,480	\$75,000	\$65,000	\$70,000
Utilities	Electric	\$36,000	\$40,000	\$42,500	\$45,000	\$47,500
Total Operations		\$591,300	\$508,483	\$524,863	\$542,463	\$575,187

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



**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$1,131,188	\$1,494,400	\$1,735,980	\$2,041,164	\$2,299,948
TOTAL EXPENDITURE (OPERATIONS)	\$591,300	\$508,483	\$524,863	\$542,463	\$575,187
TOTAL EXPENDITURES	\$1,722,488	\$2,002,883	\$2,260,843	\$2,583,627	\$2,875,135
TOTAL REVENUE	\$1,781,360	\$2,084,492	\$2,387,624	\$2,690,757	\$2,993,889
ANNUAL NET PROJECTIONS	\$58,872	\$81,609	\$126,781	\$107,130	\$118,754

**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?*

Our budgeting plans in years 2 through 5 calls for expansions based on increasing enrollments. As the student population increases, more teachers, staff, equipment, and transportation are needed. However; should legislative funding changes, budgetary funding may also be changed. We must be somewhat flexible within categories in case funding priorities arise or change.

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*

The bookkeeper is the person who records the day-to-day financial transactions of the school. A bookkeeper is usually responsible for writing the "daybooks". The daybooks consist of purchases, sales, receipts, and payments. The bookkeeper is responsible for ensuring all transactions are recorded in the correct day book - suppliers ledger, customer ledger and general ledger.

The bookkeeper brings the books to the trial balance stage. These books are transferred to the accountant. The accountant will prepare the income statement and balance sheet using the trial balance and ledgers prepared by the bookkeeper. The monthly bank statements will be given to the principal, unopened, in order to check and verify expenses. The CPA will conduct an annual audit of records and the findings will be reported to the board.

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

The spending priorities in the budget are aligned to providing 21st century staff that will lead innovation. The next largest expense is in technology. This technology is necessary for the integration of critical thinking skills and communicate with other parts of our global communities. A small contingency is held in reserve for unexpected expenses.

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.*

not applicable

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?*

If funds are lower than expected, the board will review the budget and make the necessary cuts in order to achieve a balanced budget.

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

This question cannot be answered because revenue projections are contingent upon the number of students. The number of students enrolling has yet to be determined because enrollment has not begun. Therefore, this question is not able to be answered. The amount of money to be cut from the budget is dependent upon how many vacancies there are.

**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.*

At the end of each fiscal year, the New Bern International Academy Board of Directors will oversee selection of an independent auditor (CPA) and annual audit of the Schools financial practices and records. The School will contract with a licensed North Carolina CPA, to conduct financial audits for charter schools. The Board of Directors will be provided with four or five reliable firms from which to choose for auditing purposes. The audit conducted will verify the accuracy of the Schools financial statements, attendance and enrollment accounting practices, and reviews the Schools internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by DPI. The School Board will review any audit exceptions or deficiencies and will report with recommendations on how to resolve them.

In accordance with GS 115C238.29F(f), the School will comply with the reporting requirements established by the State Board of Education in the Uniform Education reporting System, and will report at least annually to the State Board of Education the information required by the State Board.

*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.*

Pittard Perry Crone, Inc

P.O. Box 1547  
3105 Trent Road  
New Bern, NC 28563  
Phone: 252.633.5821  
Fax: 252.633.0199  
Email: Bill Austin, CPA  
Location Map

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 New Bern International Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: newberninternational

Board Position: New Bern International Academy

Signature: \_\_\_\_\_

Date: 02/26/2013

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.