

PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

Dear Letter of Intent submitter,

Public charter school applications to open in 2014 are due to the Office of Charter Schools no later than March 1, 2013 at **12 noon**. **NO** application will be accepted after that time.

Complete applications consist of one (1) single-sided, signed and notarized copy and one (1) CD or flash drive containing two (2) electronic documents, one (1) PDF of the narrative and one (1) PDF of the full appendices. See the application instructions to ensure you follow ALL requirements.

Application copies can be delivered in one of three ways.

1. **Hand delivered** before February 28th, 2013 5:00 P.M.
NCDPI building: Office of Charter Schools (2nd Floor North Side)
301 North Wilmington Street, Raleigh, NC
2. **Hand delivered** on March 1, 2013 by 12 Noon
NCDPI building: Room 150
301 North Wilmington Street, Raleigh, NC
3. **Mail Service** by March 1, 2013 12 Noon
The Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

***All mail service packages must be received by NCDPI Mail Service no later than 12 noon on March 1, 2013**

The content of the Letter of Intent is NOT binding, however a submitted Letter of Intent must be on file for you to submit an application. When you submit your application you will be asked to provide information regarding your submitted Letter of Intent for purpose of verification.

We anticipate a large volume of applications being submitted; to further assist the OCS staff include this letter in your submitted application as the cover page. Please complete the following information as it reads on the Letter of Intent.

Letter of Intent Information:

Lead applicant PHILIP E. BERGNER, JR

Proposed name of the charter school PROVIDENCE CHARTER HIGH SCHOOL

County of proposed location ROCKINGHAM

If you have any questions please contact Tom Miller in the Office of Charter Schools at 919-807-3492.

OFFICE OF CHARTER SCHOOLS

Joel E. Medley, Ph.D., *Director* | joel.medley@dpi.nc.gov
6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**LETTER OF INTENT TO SUBMIT A NORTH CAROLINA
CHARTER SCHOOL APPLICATION**



Date: January 1, 2012

Dear Office of Charter Schools:

Providence Charter High School is interested in submitting a North Carolina Charter School Application for the 2014 application period.

Required: *(All items in this section must be completed for Letter of Intent to be accepted.)*

Proposed Name of Charter School: Providence Charter High School

Applicant Name: Philip E. Berger, Jr.

Address: 402 Greenway Drive, Eden, North Carolina 27288

Telephone Number: 336-613-4254

E-mail address: rccharterhs@gmail.com

County of Proposed School Location: Rockingham County

Optional: *(Items in this section are optional and applicant will not be penalized for blank or incomplete items at this time.)*

Name of Non-profit Corporation: The committee is in the process of preparing the necessary documents to become a non-profit corporation.

Proposed Mission Statement: The committee is in the process of developing a mission statement.

Proposed Grade Structure: 9-12

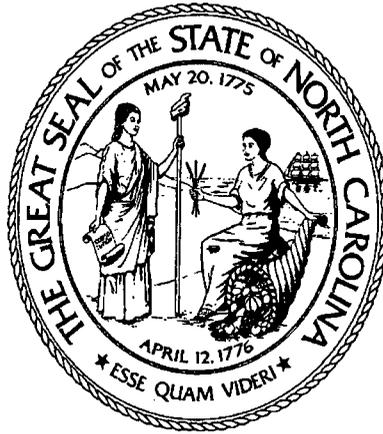
Proposed Student Projections: 500+

Proposed Target Population: The committee is in the process of identifying target population information.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Berger, Jr.', written over the word 'Sincerely,'.

Philip E. Berger, Jr.



PROVIDENCE CHARTER HIGH SCHOOL

APPLICATION

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

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

PROVIDENCE CHARTER HIGH SCHOOL

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.

PROVIDENCE CHARTER HIGH SCHOOL
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If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

PROVIDENCE CHARTER HIGH SCHOOL

I. Application Contact Information

Name of proposed charter school: Providence Charter High School

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

Name of non-profit organization under which charter will be organized or operated:

Providence Charter High School, Inc.

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

Name of contact person: Philip E. Berger, Jr.

Title/Relationship to nonprofit: Chair/Incorporator

Mailing address: 402 Greenway Drive, Eden, North Carolina 27288

Primary telephone: 336-613-4254 Alternative telephone: 336-623-6277

E-Mail address: philbergerjr@gmail.com

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

County: Rockingham County

LEA: Rockingham County Schools

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

No:

Yes: If so, Public or Private:

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

If a private school, give the name of the private school being converted:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: N/A- -

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

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. N/A

PROVIDENCE CHARTER HIGH SCHOOL

What is the name of the nonprofit organization that governs this charter school?

Providence Charter High School, Inc.

Grade Levels Served and Total Student Enrollment:

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

Will this school operate on a year round schedule?

No:

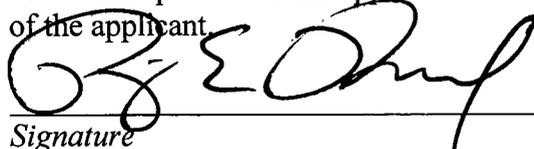
Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	9,10	250
Second Year	9,10,11	375
Third Year	9,10,11,12	500
Fourth Year	9,10,11,12	500
Fifth Year	9,10,11,12	500
Sixth Year	9,10,11,12	500
Seventh Year	9,10,11,12	500
Eighth Year	9,10,11,12	500
Ninth Year	9,10,11,12	500
Tenth Year	9,10,11,12	500

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.

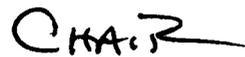
I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from 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.



 Signature

PHILIP E. BERGER, JR

 Printed Name



 Title

2-28-13

 Date

PROVIDENCE CHARTER HIGH SCHOOL

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:

Providence Charter High School will cultivate in students a desire to learn with intensity and live with integrity. Providence Charter High School's purpose is to graduate students who are prepared to be future leaders by completing a challenging curriculum, serving our community, and participating in team building extra curricular activities.

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.

Providence Charter High School seeks students who want to participate in a challenging college preparatory curriculum that incorporates personal integrity and service to the community. PCHS graduates will be well-rounded students who compete for admission to colleges and universities, and are prepared to achieve success at the college or university of their choice. Providence Charter High School targets students that reflect the diversity of the surrounding communities in terms of ethnicity, gender, and socioeconomic status.

The board anticipates a centrally located campus which will draw from all geographic areas of Rockingham County. This centralized location will provide a greater likelihood of attracting students throughout the county, and thus more representative of the county as a whole, and not just one particular area.

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?

Proposed Grades Served: 9 - 12
Proposed Total Enrollment: 500 (Year 4)
Projected School Opening August 2014
Rockingham County Total Enrollment – 13,610
Percentage – 3.7%

PROVIDENCE CHARTER HIGH SCHOOL

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
1 st Year	9-10	250		X
2 nd Year	9-11	375		X
3 rd Year	9-12	500		X
4 th Year	9-12	500		X

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

PCHS will provide educational opportunities for all students with special emphasis on expanded learning experiences, from those who are at risk for academic failure to individuals who are academically gifted. PCHS is specifically designed for students who aspire to earn a college degree. These students do not receive adequate attention or a challenging and demanding curriculum because of mindset that they are performing "adequately". The problem is they are not being challenged, and are thus put at a competitive disadvantage with students from other areas who face rigorous academic training. Because these students are viewed self-sufficient, little is demanded of them. We strive for excellence. PCHS will challenge students beyond the traditional measures of proficiency and drive them to excel. Expectations will be high.

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.

PROVIDENCE CHARTER HIGH SCHOOL

PCHS will challenge students in a way that is not currently being done in Rockingham County. We will produce critical thinkers, and develop an atmosphere of excellence in which students pursue a demanding course of study, including college level classes. With this vision and direction, students will experience measurable growth in outcomes, learning, and proficiency.

Academic components will be delivered to students through a variety methods. Face-to-face instruction, group-based collaborative learning, and virtual programming are just a few ways in which PCHS students will be challenged and better prepared for the college classroom and community leadership.

The Socratic Method will be used in PCHS classrooms. This proven method will force students to think efficiently and effectively, and then communicate their answers in a concise, understandable manner. This method will also encourage student driven debates to increase understanding and the expression of diverse views and opinions. A robust debate increase the students' depth in the material and increase their ability to effectively communicate thoughts, concepts, and ideas.

Reality based problem solving exercises will require students to analyze situations and develop feasible and practical solutions. Through assessing possible outcomes, the student will develop the skills necessary to become results-oriented problem solvers and better leaders.

PCHS students will become better writers. Communication of thoughts and ideas is critical to the success of an effective student and leader. PCHS curriculum will require, among other items, in-depth research papers which challenge the students' abilities to digest large quantities of information and condense it into a form that is understandable and can be communicated effectively.

Our students function in a world that is technology driven. We will assist our students in the use of technology. Students will be encouraged to engage in long-distance collaborative projects which utilize available technology to communicate thoughts and ideas to like-minded individuals across the globe, and share those projects with classmates and teachers.

Through this school culture of high expectations, we will watch student leaders develop and mature. Because a rising tide lifts all ships, this beneficial educational culture will create an environment underperforming students to take on new and exciting challenges.

PCHS will recruit the highest quality teachers and educators. These individuals will be treated as the professionals that they are, and encouraged to try new and innovative strategies and programs consistent with the PCHS mission and values. Through collaboration with other teachers, PCHS faculty will constantly evolve and grow to better serve students. By working together, teachers can better prepare students for the challenges they will face consistent with the robust debate of a college classroom.

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?

PROVIDENCE CHARTER HIGH SCHOOL

PCHS will achieve the mission statement one student at a time. We will look at individual student achievement and growth as the true measure of success. However, to document our success in cultivating a desire to learn with intensity and live with integrity, the board and Executive Director will develop performance measures which will gauge graduation rates, acceptance to college, need for remedial courses in college, and graduation from college, among others.

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

Providence Charter High School will prepare students to excel in the college classroom, teach students how to be better leaders and better citizens, and challenge each student to learn and achieve at their highest level.

Prepare students to excel in the college classroom.

- Teach a challenging academic program that emphasizes the fundamentals of critical reading, writing, thinking, math, and science skills.
- Emphasize foreign language for all students by requiring four years of foreign language.
- Hire professional educators and qualified, experienced individuals who really want and who demonstrate a commitment to students, and the mission and values of PCHS.

Teach students how to be better leaders and better citizens

- Utilize a curriculum that challenges students to develop their leadership qualities and develop this curriculum each year of school.
- Use guest speakers who are leaders in the community and in their field of expertise. These real life examples of leadership in action and the positive choices that have enabled these individuals to attain success can provide important life lessons to students. In addition, speakers can convey the consequences of poor decision making in a variety of settings to demonstrate the need to adequately develop the skill sets required of good leaders.
- Use historical examples of leadership which are inspiring and educational.
- Work with the local business community to teach leadership and citizenship in real world environments.

Challenge each student to learn and achieve at their highest level.

- Offer in small classes sizes of 15-20 students per class along with large group lectures.
- Enable students of diverse abilities to work together, and work with teachers to stimulate advanced learning.
- Assist students with learning disabilities individually and train teachers to adapt teaching methods to suit student needs and requirements.
- Contract with local trades to develop apprenticeship programs for students in practical, hands-on skill. Preliminary discussions have taken place regarding possible apprenticeship programs.

PROVIDENCE CHARTER HIGH SCHOOL

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.*

EDUCATIONAL FOCUS

PCHS is tuition-free public high school that will build our students into college-ready community leaders through a combination of challenging academic requirements, community service and leadership training. PCHS will develop a deeper interest in learning with intensity by fostering critical thinking. PCHS intends to serve the citizens of Rockingham County, North Carolina, and the student body will be reflective of the area's gender, socioeconomic, and ethnic diversity.

Our goal is to graduate 100% of PCHS students. In addition, these high school graduates will have a skill set which allows them to excel when they step foot on a college campus. Our students cannot afford to be below-average when they graduate from high school, and the citizens of Rockingham County should not be forced to settle for mediocrity. In an effort to change the educational culture in Rockingham County, we will challenge our students to be great and to succeed academically.

Our graduation requirements will be demanding of students. They must earn four credits in each core subject (Math, English, Social Studies, and Science), three credits in the same foreign language, take at least one college level class (AP or Dual Enrollment), and complete at least 60 hours of community service.

PCHS will develop an even more demanding battery of courses known as the Merit Scholars Program. Beginning in the ninth grade, students in this program will take Advanced Placement (AP) classes. Merit Scholars who complete the program can earn a significant number of college credits, and increase their likelihood of being accepted into the most prestigious colleges and universities. .

Finally, a unique and challenging combination of Character Education, Leadership Training and Community Service will bolster development of PCHS graduates. Today, many schools are not offering Character Education and Leadership training to students, and these subjects are being taught less frequently in many homes. PCHS will develop all students' character education and leadership abilities by providing a curriculum that will allow them to learn valuable life lessons that will strengthen their personal character.

PROVIDENCE CHARTER HIGH SCHOOL

EDUCATIONAL PLAN

INSTRUCTIONAL PROGRAM:

PCHS seeks to ensure that students are well prepared for entry to the college of their choice and have formed the habits that will enable their success in any future endeavors they may choose. The culture of the school, rigor of the curriculum, and graduation requirements enable each graduate to have a background reflecting characteristics sought by most colleges. We seek to develop memory and analytical abilities like most conventional schools as well as two other types of abilities deemed important for success: creative abilities and practical abilities.

Graduation requirements for PCHS mirror the suggested requirements for entry into most of the schools of The UNC System. The graduation requirements of PCHS exceed those currently in existence in the schools in Rockingham County. These requirements include exceptional academic requirements, including 3 credits in one foreign language and a four full years of both math and science. At PCHS we also recognize the importance of the development of creative and practical skills. Consequently, our graduation requirements also incorporate a minimum community service commitment of 60 hours and completion of a strategic Character Education & Student Leadership program.

All students will participate in a college bound academic track unless selected for the PCHS Scholars program.

Merit Scholars Program

Students who have already completed Algebra 1/8th grade Integrated Math 1 and have scored in the top 65%tile on EOG scores in Grades 6 – 8 on both math and language arts will be considered for the Merit Scholars Program. The Merit Scholars program is a more academically rigorous program in which students will begin taking Advanced Placement courses their freshman year. To remain in the Scholars Program, students must continue to make acceptable progress on all coursework. Merit Scholars must fulfill all graduation requirements PLUS

Complete a minimum of 5 AP classes, which will begin in the freshman year and to include:

- a. AP US Government & Politics (9th grade)
- b. AP Environmental Science (10th grade)
- c. AP English Language (11th grade)
- d. AP Calculus AB (12th grade)
- e. One additional AP class of their choice. Students must take the AP Exam in all of these classes to graduate with the designation of a Providence Charter Scholar.

PCHS will prepare students to succeed immediately in a college setting, and all members of PCHS will embrace a culture of learning and high expectations. Students and faculty alike should demand educational excellence of themselves and others. PCHS graduates will stand out when compared to other high school students because of the curriculum and requirements students have mastered. In addition, as a small school where students and faculty are focused on core goals of leadership development, character education and college readiness, we will be able to work with each student to make certain that they maintain the ability to compete for college admissions as well as becoming productive leaders.

Further, PCHS will offer a full range of athletic and extracurricular activities and clubs. As growth of the school and interest increases among students and the community, additional programs and opportunities will be offered.

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

PROVIDENCE CHARTER HIGH SCHOOL

K-8 Curriculum and Instructional Design:

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

N/A

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

N/A

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

N/A

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

N/A

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

N/A

High School Curriculum and Instructional Design:

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

Providence Charter High School will be predominantly a classroom-based school for higher education. Students will be required to complete 60 hours of community service prior to graduation, which will necessitate some community-based learning environments. Most classes will contain 15-20 students, but larger lecture classes may be offered. Teachers will lead discussions and explore ideas with students, however, it is anticipated that student thought will drive debate.

Provide a synopsis of the planned curriculum, including:

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

Attached hereto as Appendix B1.

2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.

Attached hereto as Appendix B2.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

PROVIDENCE CHARTER HIGH SCHOOL

The curriculum scope and sequence for the English program demonstrates a progression of anticipated mastery and understanding of the subject at a high level, including college level courses. The analytical nature of these courses and breadth of exposure is similar to what students will be exposed to a college environment, and at PCHS this can occur as early as freshman year via AP coursework. By the time students complete their graduation requirements, ALL will have participated in a college level course that is either Advanced Placement or dual-enrollment. This curriculum will make students college ready and challenge those individuals seeking to learn at a high level.

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.

PCHS teachers will use different instructional strategies to prepare students for success at the college level. Teachers will provide differentiated instruction based on individual student needs that will take place both in the classroom and in the community. Use of different strategies throughout the course, or even throughout the day, will test the knowledge level of students.

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).

Increased rigor in the academic program, along with the leadership component at PCHS will help meet the needs of first year college students without requiring remedial classes. By exposing PCHS students to college level material early in their high school career, they will better understand the expectations and intensity necessary to be successful. By challenging students with demanding courses, PCHS students will have an equal opportunity to succeed once they leave the high school setting.

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.

Reporting date for Non-administrative Personnel

Monday, August 18	Reporting date for non-administrative personnel for orientation and classroom preparation
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First Semester (93 Instructional Days)

Monday, August 25	Begin First Quarter and First Semester
Monday, September 1	Labor Day Holiday
Thursday, October 30	End of First Quarter
Friday, October 31	Begin Second Quarter
Tuesday, November 11	Veteran's Day Holiday
Wednesday, November 26-28	Thanksgiving Holiday
Monday, December 22	Christmas Break Begins
2015	
Monday, January 5	Classes Resume
Monday, January 19	Martin Luther King, Jr. Holiday
Thursday, January 22	End of Second Quarter and First Semester
Friday, January 23	Teacher Workday

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

PROVIDENCE CHARTER HIGH SCHOOL

Second Semester (92 Instructional Days)

Monday, January 26	Begin Third Quarter and Second Semester
Monday, February 16	Presidents' Day Holiday
Friday, April 3	End of Third Quarter
Monday, April 6	Spring Break
Monday, April 13	Classes Resume - Begin Fourth Quarter
Monday, May 25	Memorial Day Holiday
Thursday, June 11	End of Fourth Quarter and Second Semester
Friday, June 12	Teacher Workday
School Year 2014-2015:	Instructional Days -185

This is a traditional academic calendar which fulfills academic requirements with very few periods of “down time”. This calendar will maximize student learning and enable teachers to utilize holidays to focus materials on the leaders celebrated. Further, professional development and collaboration will begin during student vacation, and the regularly scheduled development every other Wednesday will further aid this development and collaboration.

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.

A wide range of programs for dropout prevention and students at risk is needed within every school system and community to complement the quality educational programs available to all students. Listed below are a few of the programs that PCHS will deploy to provide assistance to students who are not performing at expected levels.

A. **Counseling for At Risk Students:**

Counseling for at-risk students focuses the skills of counselors on preventing and alleviating the problems facing students, which can lead to dropping out. Counselors identify at-risk students and follow up to assure that needed services are provided.

B. **Behavior Improvement Programs:**

Behavior improvement programs seek to improve discipline in the schools through a variety of approaches, with the ultimate goal of greater self-discipline. The emphasis is on increasing the ability of teachers to handle discipline within their own classrooms. In-school suspension programs are one alternative for students whose behavior is extremely disruptive and could result in suspension or expulsion. The programs focus on reduction of disruptive behavior and provide classroom instruction as well as counseling in a therapeutic setting.

C. **Academic Enhancement Programs:**

Academic enhancement programs are designed to accelerate the learning of students who are falling behind their peers in academic achievement. Through remediation, accelerated learning, continuous progress learning, and other enhancements, the goal is to increase achievement while keeping these at-risk students a part of the overall educational program in the schools.

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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.

Educational policies often assume that ELLs begin their education in the early elementary grades and that they will have learned English and been reclassified as fluent speakers by the time they enter secondary school. However, a large and growing proportion of ELLs are middle and high school students, including recent immigrants who may have substantial gaps in their formal education as well as large numbers of long-term ELLs who have not reached proficiency in academic English or coursework. The needs of ELLs in secondary school are significant, and often not well addressed. The challenges identified include appropriate materials and assessments, placement in appropriate courses, and limited teacher capacity.

Providence Charter High School will be committed to working closely with state and local school boards to appropriately assess, educate and inspire English Language Learners (ELL).

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.

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Providence Charter High School will implement a Merit Scholars program to identify, educate and challenge our most gifted learners. Traditional honors classes will be replaced with Merit Scholars classes. Students who successfully complete this program can receive significant college credit and have the opportunity to gain admission to the most prestigious colleges and universities.

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

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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.

Providence Charter High School will ensure that each student's potential is achieved by matching instruction and support to his or her unique needs. For students that have been identified as having a disability, instructional and related services will be provided according to their individualized educational programs (IEPs). For students that demonstrate difficulties but have not been identified as having a disability, a screening and referral system will be in place that will identify their needs and strengths in order to maximize their potential.

For students that demonstrate difficulties that adversely affect their educational performance, an instructional consultation team will be convened to examine their needs. This team will be made up of the student's teachers and a special education teacher that will examine the student's presenting problems, how pervasive these problems are, and examine evidence-based interventions that can be used in the classroom setting. If these interventions address the student's needs, then the interventions will be sustained. If these interventions do not completely meet the student's needs, then the team will document the student's response to the interventions and apply other evidence-based interventions.

Should this second round of intervention fail to bring about the desired responses, as defined by the team, student, and family, then the student will receive more targeted interventions that are both evidence-based and set for more of a small group setting. Following this, with parental permission, a student would be referred to a multidisciplinary team.

The multidisciplinary team, which will include members of the instructional consultation team but will mandate parental involvement, would examine the results of the interventions in order to determine what assessment would be appropriate for the student. These assessments will be comprehensive in that they will span all areas of concern. All assessments administered to the student will be nondiscriminatory, in that it will be reliable, valid and free from all racial, cultural, or linguistic bias.

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.

If, upon review of the assessment data, the multidisciplinary team determines that the student has a disability and that the disability negatively affects the student's academic performance, the student will be identified as having a disability and an individualized educational program (IEP) will be developed. The student's IEP will be developed within 60 days of the first meeting of the student's multidisciplinary team. The IEP will describe the instructional services that will be provided to the student by Providence Charter High School. The IEP will be used to ensure that the student works with his or her peers without disabilities toward the rigorous goals of Providence Charter High School, to the maximum extent reasonable.

Additionally, all IEPs will include a transitional component that is evident in every goal developed, geared

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toward post schooling success, and consistently monitored to ensure student success.

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)

Policies and procedures will be developed to acquire school records from the students' previous schools. The board anticipates that all such records will be requested and reviewed by designated staff, with follow up if the review proves incomplete. All such records will be retained on-site in a segregated location in which only the Executive Director has access, with secondary access allowed only by the Executive Director. Updating information for any such file shall be done by designated staff.

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.

Providence Charter High School will develop and foster a challenging educational academic path to establish future leaders through a rigorous and multifaceted curriculum and community service. Engaging in critical thinking and experiential learning in an inclusive environment that recognizes individual student needs and meets these needs through these students' strengths will prepare these future leaders for the college of their choice.

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).

Instructional and related services for students with exceptionalities are designed to provide all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). To ensure that the needs of students with exceptionalities are met, individualized educational programs (IEPs) will be developed with familial and student input and followed by the entire faculty and staff.

3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

In order to ensure the success of students with exceptionalities at Providence Charter High School, the faculty and staff will be prepared to work with all students in an inclusive setting. To do this, the faculty will be well trained in the development and evaluation of IEP goals. They will also be thoroughly knowledgeable on the accommodations and modifications necessary to help each student be successful and as an independent learner who is preparing to enter a four-year college after graduation.

In each classroom, teachers will consistently differentiate instruction to the individual needs of all students and will collaborate with one another in order to provide the best instruction as dictated by students' individual needs. Teachers will demonstrate differentiated instruction by assessing students needs and strengths and providing a means by which any student could demonstrate mastery of a lesson or a topic.

Collaboration will take place between faculty members through professional development and cooperative

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lesson plan development outside of the classroom. Collaboration between professional educators and differentiated instruction within each classroom will ensure that instruction of the highest quality is being provided to all students, regardless of exceptionality status or area.

4. Describe the proposed plan for providing related services.

In order for students with exceptionalities to benefit from special education services and the high quality instruction provided at Providence Charter High School, the necessary corrective and supportive services will be provided to students without cost to them. These services will include but not be limited to physical and occupational therapy, counseling, psychological, speech/language pathology and audiology, and school nurse services. The nondiscriminatory assessment process will identify these needs and the IEP team will both ensure that the services are being provided consistently and in accordance with the student's identified needs and goals.

The rights and protections for students with exceptionalities are clearly outlined in federal and state law and center around the opportunity for the active participation of each student's family. Families will be invited to be actively involved in all aspects of the special education process, including the multidisciplinary referral and assessment team. If the family of the student chooses to not participate in this aspect of the process, their input will be sought and their permission to assess and serve will be ensured. If these requests for permission, attendance, and input are not met, the families have the right to seek mediation or due process to ensure that the needs of their children are being appropriately met. In order to ensure that the families of each student are informed and active members of a nondiscriminatory and/or IEP team, a copy of parental rights handbook will be provided at the point of initial referral. Additionally, this will be provided at every annual evaluation of a student's IEP, at the three year reevaluation of the student's needs and services, if a parent files a process of due process, or upon request.

Student Performance Standards

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

PCHS strives to have all students accepted to colleges or universities of their choice. In addition, PCHS students will be expected to function at a high level when they enter college, and not need remedial training upon entry, which places Rockingham County students even further behind competitive students from other LEAs. Further, the leadership skills taught at PCHS will enable students to excel not only in the college classroom, but stand out amongst their peers.

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.

PCHS will utilize proven and effective measurement tools which will evaluate student strengths and weaknesses in an effort to pinpoint skills which students need additional focus and attention. This focus will enable PCHS to identify any gaps or deficiencies in student functioning, and address them immediately. This will guarantee student proficiency at an earlier stage in their education, thus improving the likelihood of academic success. This focused evaluation will also allow for evaluation of teacher performance in such a way to assist with instruction and professional development.

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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.

Providence Charter High School will adhere to and follow the NC Testing Standards for Students with Disabilities. Testing will be conducted and compared with national indicators to determine the level of achievement, not only for students, but for PCHS curriculum. This accountability measure will be one factor in determining student promotion to the next grade level.

Another factor will be demonstration of proficiency in the classroom. While testing does provide a one measure of achievement, daily study and demonstrated proficiency in the classroom is often more important than the results of a single test. By challenging students, PCHS will focus on growing student knowledge and understanding, not just test-taking ability.

It is important to discuss student performance and achievement with parents and students on a regular basis. The student-led parent-teacher-student conferences envisioned at PCHS will provide regular feedback on student development and subject mastery. PCHS will endeavor to prevent students from falling below educational expectations, but when they do, we will intervene to provide students with necessary tools for success. When teachers and administrators determine that a student will not be promoted, this decision will be communicated to parents and students at the following student-led conference.

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.

Upon graduation, PCHS students will

- Enter college prepared to master survey level courses
- Excel in reading, writing, mathematics, and science both in terms of understanding of materials and performance on EOC and AP testing
- Understand how to learn and absorb challenging materials
- Be able to communicate, both verbally and in writing, at a college level
- Analyze leadership skills and qualities in individuals they encounter, and utilize their own leadership skills
- Become pillars of the communities in which they reside

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.

Minimum graduating requirements for all students at PCHS will be:

4 math credits – the lowest level to be Integrated Math 1. (Any remedial math course the student requires to be successful in Common Core Math 1 will not count as a credit to the math graduation requirement. It may be used to fulfill an elective requirement.)

4 English credits

4 Social Studies (Civics & Economics, American History I & II, World History)

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- 4 Science courses (to include the lab courses of biology, chemistry or physics, and earth and environmental)
- 3 Foreign Language courses
- 8 additional electives
- (For a total of 27 credits)**

Providence Charter High School Graduation Requirements	State of North Carolina HS Graduation Requirements
4 Math courses	4 Math courses
4 English courses	4 English courses
4 Social Studies courses	4 Social Studies Courses
4 Science courses	3 Science Courses
3 Foreign Language courses	Foreign Language (Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.)
8 additional electives	7 additional electives (1 must be Health/Physical Education)
TOTAL=27 credits	TOTAL=22 credits

Additional Graduation Requirements for PCHS students:

- Complete at least 1 Advanced Placement or Dual Enrollment college level courses in the area of their choice
- Complete a minimum of 60 hours of community service - to be approved by advisor. (15 hours a school year)(This requirement can be fulfilled through structured flex day projects and at the students leisure i.e. volunteer service at Morehead Memorial Hospital, working with Habitat for Humanity, volunteering with the Special Olympics, participating in church mission projects, etc.)
- Complete Student Leadership Training program and Character Education program

Grade point averages will be calculated on the traditional 4.0 scale, and student grades, grade point average, and disciplinary actions will be included on all transcripts

2. Explain the plan for graduating students with special education needs.

Students with special education needs will complete the same graduation requirements as other students at PCHS. However, if a student is unable to meet the graduation requirements of PCHS, due to a disability and requires special education services or modifications to the curriculum, the student can graduate if the IEP review determines that the student has satisfied the IEP goals to the extent necessary for graduation.

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.

PCHS will establish a committee of teachers and counselors to review student progress during the academic year. Any student with a GPA of 2.0 or less, or who has missed more than 10 days with unexcused absences will be identified as an individual at risk of dropping out of school. The committee will discuss available options and services to assist the student and/or parent to place the student back on a graduation/proficiency track. The committee will meet with the parent and student to discuss implementation of such programs as may be necessary to address individual needs.

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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.

Most conduct-related matters should be handled immediately by the teacher or employee who witnessed the violation.

In order to teach leadership and accountability, PCHS will rely on an Honor Council to govern and preside over minor infractions. This Honor Council will be made up solely of students with an advisor to guide and direct thoughtful consideration of honor code violations. The Honor Council will foster student involvement and an increased sense of pride in the school through self-monitoring. By applying positive peer influence, the Honor Council will motivate better decision making by students.

For more serious infractions, discipline will be handled by the Executive Director consistent with the policies established by the board.

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.

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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.

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: Providence Charter High School, Inc.

Mailing Address: 402 Greenway Drive

City/State/Zip: Eden, North Carolina 27288

Street Address: 402 Greenway Drive

Phone: 336-613-4254

Fax: N/A

Name of registered agent and address: Philip E. Berger, Jr.
402 Greenway Drive
Eden, North Carolina 27288

FEDERAL TAX ID: In the process of filing.

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 – In process

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.

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Governance and Organizational Structure of Private Non-Profit Organization:

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

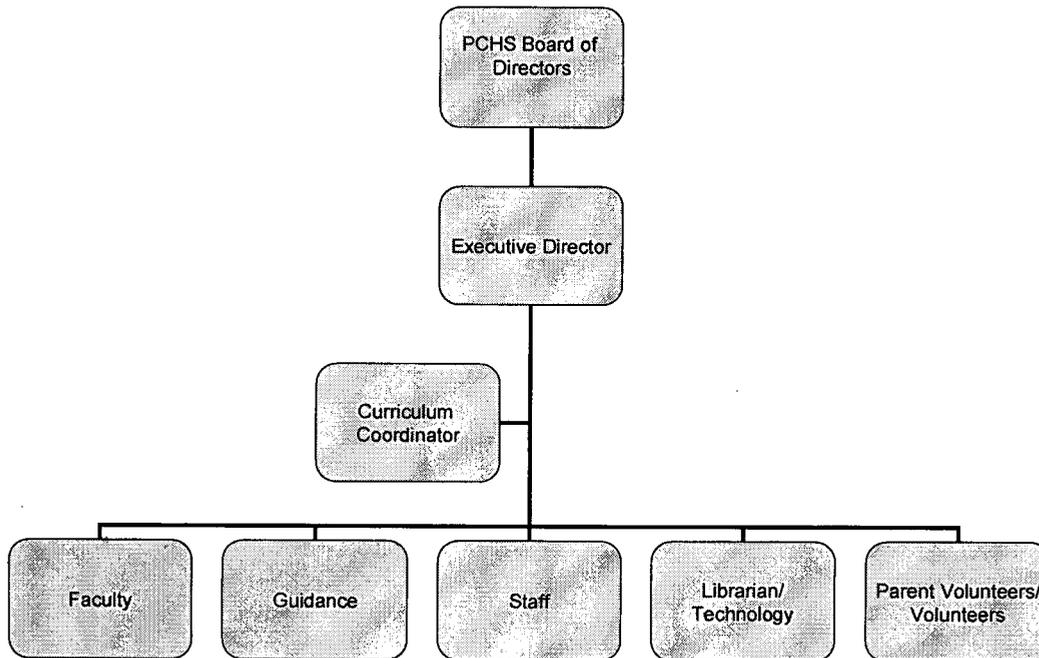
Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Philip E. Berger, Jr.	Board Member	Rockingham/NC	District Attorney
Kevin Bedard	Board Member	Rockingham/NC	High School Pastor
Karol Twilla	Board Member	Rockingham/NC	Business Administration
Rev. Steve Griffith	Board Member	Rockingham/NC	Pastor
Ronnie Bullins	Board Member	Rockingham/NC	Business Administration

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

1. 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).

Providence Charter High School



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2. A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

The Board of Directors will oversee the mission and purpose of PCHS to ensure that the values and ideals on which this school is founded have meaningful and long-lasting success, and that PCHS meets all statutory and regulatory requirements as set forth by North Carolina law.

The board will focus on policies and procedures that encourage excellence in education, student achievement, and a positive learning environment. The Board will participate in orientation, training, and development programs which improve board quality, performance, and outcome.

The Board of Directors will develop a recruitment strategy designed to attract the most qualified Executive Director, consistent with the mission and values of PCHS. The Board will select an interview panel made up of at least 3 members to interview selected applicants. The panel will submit recommendations to the board for consideration and approval.

The Executive Director will submit to regular performance reviews as established by the Board. In addition, the Executive Director will attend all board meetings as an ex-officio member of the board, and will update members on daily concerns and long-term issues, as well as to report on positive developments within the school.

3. 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 currently consists of 5 members who are dedicated to establishing PCHS. Each member has a vote and voice in development of the strategies and procedures that have been established, and each have taken on various responsibilities to ensure that we are successful.

Ultimately, we believe a board of 9 members is appropriate. Specific attention should be focused on ensuring that various geographical areas within Rockingham County are represented on the board. In addition, the make up of the board should focus on talents and skill sets which broaden the collective knowledge base of the board as a whole, consistent with the values and mission of PCHS.

By ensuring that the board accurately represents and reflects the people of Rockingham County and that we have a broad-based group of individuals with particular skills and knowledge, we will be making certain that the board can adequately and appropriately provide for the needs of our students. This applies not only to education, but to leadership as well. A diverse board with talents across various fields and disciplines provides a solid foundation for the school and the education of our students.

The board will evaluate the Executive Director through an annual evaluation, which shall be conducted by a personnel committee appointed by the Chairman of the PCHS Board of Directors.

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All board meetings will be held at PCHS in order to provide board members with a view of the school from the students' and teachers' perspective. These meetings will be rotated through various locations within the school so that board members observe the entire campus during their tenure on the board. Board members will also be encouraged to visit the school and attend extra-curricular activities to ensure that the schools mission and values are implemented consistent with board direction. This process will enable to board to routinely evaluate the success of PCHS.

4. 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 current board was established by recruiting individuals who expressed an interest in establishing a charter high school in Rockingham County. After individuals were developed as potential members, they were contacted to determine their level of commitment to the process. Current members were chosen by consensus.

New board members will be selected and nominated by existing board members, consistent with the by-laws, and the entire board will vote on and determine who will be the new board members.

When there is a vacancy, the board will follow the policies and procedures adopted to fill the same. Particular attention will be paid to the geographic and occupational needs of the board when the vacancy arises. A "new board member" committee will be established to ensure that individuals who share a commitment to the mission and values of the school are recruited to serve. Any such vacancy should be filled within 3 regular board meetings, absent some compelling circumstance.

5. How often will the board meet?

The board will meet at least once per month.

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

All new board members will receive orientation when selected to serve. This orientation will include a general overview of the school, and more in depth information concerning:

- Accounting
- Budgeting
- Purchasing
- Technology
- Security
- Student Services
- Facilities
- Existing/Future Projects
- Committee responsibilities

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At least two times per year, board members will receive school related and group specific development sessions. These sessions will be designed to support board function, improve group dynamics, and foster an atmosphere in which new ideas and direction for the school can be expressed. Through group visits to other charter schools and other mini-retreats, ongoing development will encourage collaboration with other board members and partners.

7. 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.

All board members will abide by PCHS conflict of interest policies established by the board, or otherwise required by law. All employees and board members should strive to avoid conflicts of interest, and even the appearance of impropriety. Each board member will be required to disclose any and all possible conflicts before their position on the board receives final approval. Any actual or potential conflicts of interest will be addressed and discussed. Board members will be required to provide yearly statements regarding actual or potential conflicts. If a board member is determined to have a conflict which was not disclosed to the board, that board member will be removed. Any subsequent conflict that arises should be brought to the board as soon as practicable for discussion.

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

School policy, and all board decisions, will be determined by majority vote. Votes, however, should only be taken after a quorum has been established and board members have had an opportunity to be heard. The Executive Director, parents, and other stakeholders should have input in proposing new policies, or revisions to existing policies.

Prior to adoption of any new policies, or revisions to existing policies, a committee shall be appointed by the Chairman of the Board of Directors to discuss the proposed change(s). The committee shall, if necessary, review the proposed change(s) with counsel.

The Executive Director should review any proposed changes in policy to determine potential unintended consequences of such action on the school, students, teachers, and parents. Communication between the committee, the Executive Director, and the board is crucial to effectively implementing any such change.

The board will discuss the committee's work and recommendation after being provided sufficient information to engage in meaningful dialogue and debate. If the policy is adopted, the board will then delegate authority to the Executive Director to implement the same.

9. 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 volunteers will be encouraged to develop a Parent-Teacher-Student Organization at PCHS to promote a positive learning atmosphere through collaboration with multiple partners. Parent volunteers can be a force-multiplier and provide necessary support in a variety of areas, including classroom volunteers and fundraising activities. This organization would work closely with the Executive Director to make certain that student needs are being met, and that the mission and values of PCHS are supported.

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

Include in the Appendices:

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: N/A

Address: N/A

Website: N/A

Phone Number: N/A

Contact Person: N/A

Fax: N/A

Email: N/A

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

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1. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.
N/A
2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
N/A
3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?
N/A
4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.
N/A
5. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.
N/A
6. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.
N/A
7. Is the facility provided by the EMO/CMO? If so what is the rental cost per square foot?
N/A
8. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.
N/A

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Not Applicable

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

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

N/A

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

N/A

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

N/A

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

N/A

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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.*

Not Applicable

1. Will this proposed charter school be governed by an existing charter school board, or will there be a new governing board overseeing this charter?

N/A

2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

N/A

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

N/A

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

N/A

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q

PROVIDENCE CHARTER HIGH SCHOOL

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.

PCHS will endeavor to treat teachers like the professionals they are. By creating an atmosphere which encourages new strategies, PCHS will attract enthusiastic and creative teachers who are committed to student learning and achievement. In addition, permitting teachers the freedom to experiment with new tools and materials will enhance the students' experience and growth.

PCHS will also reward teachers through compensation which is competitive and performance based. Through bonuses and other monetary rewards, PCHS will be in a position to retain the best teachers, and attract those individuals who want to succeed on their performance.

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

School employees will cultivate and establish beneficial relationships with the board, but supervision and evaluation will be the responsibility of the Executive Director. The board will set the policy for the school and expectations for employees, but the employees will be expected to implement that policy consistent with the Executive Director's instructions. The employees should feel free to exercise autonomy within those guidelines as communicated by the Executive Director. The board will in no way micro-manage employees.

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

All school employees and volunteers will undergo a background check at his/her expense. The Executive Director will make all hiring and firing decisions in consultation with the board of directors.

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

The positions and salaries below are actuals taken from the current Rockingham County Schools 2012-2013 Budget

Position	Base Avg/per	Retirement	Soc Sec	Emp Hosp	Total Cost	From State		Use This
						ADM Fund		
Athletic Director	\$50,500	\$7,186	\$3,863	\$5,192	\$66,741 ↑			\$57,934.0
Classroom Teacher	\$47,140	\$6,708	\$3,606	\$5,192	\$62,647		Teacher Total Salary Retirement State Plan (14.23%)	\$8,244.0
Guidance	\$71,111	\$10,119	\$5,440	\$5,192	\$91,862		FICA (7.65%)	\$4,431.9

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

PROVIDENCE CHARTER HIGH SCHOOL

Vocational Teacher (CTE)	\$50,485	\$7,184	\$3,862	\$5,192	\$66,724	Health Insurance - State Plan	\$5,192.0
Speech Therapists	\$55,570	\$7,908	\$4,251	\$5,192	\$72,921	Avg Classroom Teacher Base Salary	\$40,066.0
Health Coordinator	\$38,250	\$5,443	\$2,926	\$5,192	\$51,811		
Teacher (EC)	\$57,143	\$8,131	\$4,371	\$5,192	\$74,838		
Teacher (ESL)	\$53,333	\$7,589	\$4,080	\$5,192	\$70,195	Employers Retirement (budget)	14.23%
Principal	\$69,231	\$9,851.54	\$5,296.15	\$5,192	\$89,570	Employers Soc Sec (budget)	7.65%
Clerical	\$22,354	\$3,180.97	\$1,710.08	\$5,192	\$32,437	Employers Hospital (per employee)	\$5,192
Custodian	\$24,384	\$3,469.84	\$1,865.37	\$5,192	\$34,911		
Teacher Assistant	\$29,060	\$4,135.24	\$2,223.09	\$5,192	\$40,610		
EC Teacher Asst	\$26,696	\$3,798.82	\$2,042.23	\$5,192	\$37,729		
I.T.	\$60,814	\$8,653.83	\$4,652.27	\$5,192	\$79,312		
Maintenance	\$45,488	\$6,472.96	\$3,479.84	\$5,192	\$60,633		

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

All performance reviews, reprimands, and terminations shall be the responsibility of the Executive Director in consultation with the personnel committee of the board of directors. The board will establish a detailed employee handbook which will set forth reasonable expectations of PCHS employees. Any conduct which falls short of the high standards to be established will be subject to discipline, reprimand, or termination. Should the employee disagree with any such decision, an appeal shall be available to the board.

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

PCHS may utilize positions for dual responsibilities. For example, discussions have taken place in which a guidance counselor could perform dual functions depending on a number of factors. No decision has been made on this issue at this point, but funds would originate from the PCHS general fund.

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

The Board and Executive Director will regularly review all staffing qualifications and needs for the special needs, ELL, and gifted student programs. Through regular communication, the board will be better informed about the number and quality of teachers in each of these areas. The Executive Director will pay particular attention to ensure that special needs and ELL requirements in federal and state law are complied with in relation to staffing needs. Also, both the board and Executive Director will endeavor to hire the best people available for any opening in all of these programs.

PROVIDENCE CHARTER HIGH SCHOOL

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).

PCHS contemplates that the Executive Director will not necessarily be licensed in school administration. Our goal is to ensure that PCHS operates on a business model which promotes success at all levels through a background which is diverse and competent.

The curriculum coordinator should have school administrative experience and licensing, and extensive knowledge and experience in testing and licensure requirements.

All core teachers will be licensed teachers in North Carolina.

Teachers employed to teach in elective and fields other than core classes will be employed based upon their experience in the material, and will not necessarily need North Carolina teaching certification. This will enable PCHS to attract a wide-variety of individuals with leadership backgrounds to teach students based on experiences and first-hand accounts.

Staff Evaluation and Professional Development

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

The Executive Director will be responsible for maintaining teacher licensure requirements. The Executive Director and the Curriculum Coordinator will have responsibility for 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.

Because an emphasis is being placed on a college track curriculum focused on students achieving at least a 3 on one AP exams, teachers in every content area will need to be familiar with the content of the AP courses and the expectations of the exams. For teachers hired with no previous AP experience, attendance at no less than one College Board sponsored summer workshop in their area of focus will be required within the first 3 years at PCHS. Teachers who will not be teaching AP courses but will have responsibilities for classes that lead to AP coursework will be required to take the Pre-AP training course.

These courses average \$575 each. It is expected that there will be a need for no more than 1 teacher per year to attend these courses. As part of each teacher's yearly professional development plan, they will also be required to read and evaluate no less than 3 resources in their content area as provided by College Board. Veteran AP teachers will also be encouraged to become AP test readers.

Competitive, college bound students need the challenging curriculum not often presented in many traditional public schools. In this region, challenges are being delivered across the curriculum for students at the North Carolina School of Science and Math. Demand for the type of challenging content offered at NCSSM far outweighs its capacity. Knowing this, NCSSM offers teacher workshops at a nominal cost of \$25 each in many areas – both content and cognitive. NCSSM also has available many live streamed (and archived) programs addressing content, content delivery, assessments and working with highly motivated high school students. PCHS will fully take advantage of these resources in growing an extremely knowledgeable staff capable of delivering an enviable curriculum that results in the type of students sought out by colleges.

PROVIDENCE CHARTER HIGH SCHOOL

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

The following opportunities will be provided for teachers and administrators:

- Increased knowledge of cognitive and social emotional needs of gifted students through AIG certification program
 - Increased knowledge and use of program options and strategies for teaching college bound students through ongoing Professional Learning Communities within the school and professional working groups.
 - Increased knowledge of effective use of Socratic Seminar and Inquiry Based Learning.
 - Summer courses in partnership with NCSSM for new methods to teach research and application level content
 - Training in Alternative assessment procedures and processes (recognizing individual differences)
 - Training in use of multiple technologies for student engagement
 - Any further offerings will be grown from teacher input, student performance data, and statewide initiatives.
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.

At Providence Charter High School (PCHS) we believe having a dedicated and well qualified teaching staff is paramount to the success of our students and school. The Federal standards for Highly Qualified teachers will be followed. A Baccalaureate degree or higher and proven experience and aptitude in the subject(s) being taught are a must. At PCHS we will hire teachers with the following rubric:

- Kind, caring individuals
- Smart, well educated in their field
- Ability to instruct
- Entrepreneurial focus to their teaching
- Willingness to work as part of a team

Teachers will be required to teach a sample lesson in front of the hiring panel (in actual classroom during 1st year and beyond). In addition, all teachers will be licensed in the subject areas they are teaching, as well as meet the requirements set forth in the No Child Left Behind legislation.

The responsibilities of our teaching staff will include, but are not limited to:

- Delivery of the specific course content
- Orienting students to their coursework
- Communicating coursework and school requirements
- Be accessible to students and parents
- Augment coursework with enrichment opportunities
- Grade student progress
- Participate in State testing
- Maintain a shared view of PCHS mission
- Support all aspects of student learning

PROVIDENCE CHARTER HIGH SCHOOL

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.

Providence Charter High School will use the North Carolina Teachers evaluation tool and follow that process. This requires teachers to create a bi-yearly professional development plan, undergo twice yearly in-classroom observations, and complete an end-of-the-year reflection. Observations are normally completed by the Director. When areas of weakness are identified, the director and the teacher will work together to develop a roadmap for improvement.

The expected number of hours for professional development at PCHS would be 120 hours per calendar school year. It is proposed that 4 ½ days prior to school starting for students be spent in professional development. Once school begins, every other Wednesday, school operates on a ½ day school schedule for students and teachers/staff use the remaining 4 hours for staff development, meetings, and teacher collaboration.

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)).

Leading up to and during the enrollment period, all efforts will be made to educate the surrounding community about PCHS's mission and the educational opportunities it will provide. Through traditional marketing efforts, including local newspaper and radio, and through events in the surrounding community, PCHS will encourage all members of the surrounding community to apply. Introductory and registration information will be announced and disseminated publicly with the common message that PCHS is a tuition-free public school that is open to everyone.

In addition, the school will utilize the internet and social media to reach prospective students. We currently have a website that is operational, Facebook page, and a Twitter account which have been used to inform the public of events and the progress that has been made with the school, and will continue to use these and other methods to disseminate important information, including production of brochures, radio reports, and talks to local civic groups and organizations.

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.

PROVIDENCE CHARTER HIGH SCHOOL

Throughout the process of developing PCHS, the organizing board has effectively communicated with parents and the public by use of traditional media outlets, community information programs, and social media. PCHS currently has a website, Twitter account, and Facebook page. We will continue to utilize these tools, and additional efforts will be made to educate the community about PCHS, and our mission and values. Our goal is to utilize these methods to encourage all interested students and parents to consider PCHS as their high school of choice in Rockingham County.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

The media and public information campaign to increase community awareness of PCHS will begin the initial involvement of the parents in PCHS. The dialogue that takes place and information sharing will include materials that effectively and succinctly describe the mission and values of PCHS. After a parent decides PCHS is the right school for their child, they will sign a parental pledge which clearly sets forth the expectations for parents of PCHS students. Parents should and will communicate regularly with teachers, provide study time for students at home, help students set priorities and monitor academic progress. Parents will also be encouraged to attend Student-Parent-Teacher conferences during which the student informs the parent of his/her progress. Through these efforts, the parents will truly be invested in their student's education and goals, and the overall mission of PCHS.

Each board member has children who are prospective students at PCHS. The board members are a mixture of professionals, community leaders and businessmen who can provide a balance of knowledge and direction to the board. Because board meetings will be open to the public, parents and community members will be encouraged to attend. All parents are expected to provide various skills and services to the school based on their available time and experience. Consistent parental involvement will increase buy in and input from individuals who are invested in school and student success. Any initiatives driven by the parents will be facilitated through a parent-teacher-student organization, which will work under the supervision of the Executive Director.

In addition, the school will actively seek input from staff, parents/guardians, students, and the community on proposed policies. We will seek feedback from parents and students through individual communication, surveys, and/or parent meetings. Also staff input will be sought through a variety of communication vehicles. The school will have many partnerships with community organizations, as part of its community service mission.

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.

Applications	Available to Students	February, 2014
Marketing	Public Information Meeting	February, 2014
Students	Public Lottery	March, 2014
Students	Acceptance of Position Deadline	May, 2014
Students	Enrollment Deadline	August, 2014
Students	Orientation	August, 2014

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

PROVIDENCE CHARTER HIGH SCHOOL

Students will be admitted to PCHS consistent with North Carolina law. Admission to PCHS shall be by formal written and/or electronic application only. Students who do not reside in North Carolina are not eligible for admissions. PCHS shall not discriminate against any student on the basis of gender, race, creed, color, ethnicity, national origin, age, achievement or ability. PCHS may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.

Applications will be made available in a number of ways: online, at the school, by mail, and by email.

1. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Preference will be given for children of employees, siblings of current students, and children of board members consistent with existing North Carolina law. Admission to the school will be on a first come, first serve basis until each class size reaches capacity. Should more students apply than there are available slots, the school will admit students based on a lottery. All applicants will be informed of the date, time, and location of the lottery, and the lottery will be open to the public. The lottery will only be held for those grade levels in which applicants exceed capacity. Names will be drawn at random, and names will continue to be drawn until capacity for that grade level is reached. Once capacity is reached for that grade level, names will be drawn for position on the waiting list until all names have been drawn.

Should multiple siblings apply for admission and a lottery is required, PCHS will enter one surname for each sibling applying for admission into the lottery. If any surname of the multiple siblings is selected, then all of the siblings shall be admitted. If the multiple siblings' surname is later drawn in the lottery, it shall be discarded.

Students who request admission to PCHS after the lottery has occurred, or after the closing date for applications and capacity has been reached, shall be added to waiting list following the last name currently on said list.

2. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

When an opening comes available in a particular grade level, students will be admitted in the order they were drawn for the waiting list. Should a student decline admission, the next student on the waiting list will be offered the slot.

Students who wish to transfer to another school will have their request processed immediately. Said transfer request must be made in writing to the Executive Director. All records will be sent to the new school within 48 hours, or as soon as practicable after all necessary administrative transactions have occurred.

Students who wish to re-enroll in PCHS will be added to the waiting list following the last name currently on said list.

3. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

No mandatory pre-admission activities are anticipated, except as set forth above.

PROVIDENCE CHARTER HIGH SCHOOL

4. Clear policies and procedures for student withdraws and transfers.

Students who wish to transfer to another school will have their request processed immediately. Said transfer request must be made in writing to the Executive Director. All records will be sent to the new school within 48 hours, or as soon as practicable after all necessary administrative transactions have occurred.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME
 LEA #1 Rockingham
 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.

***The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.**

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	L
K	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
1 st	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
2 nd	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
3 rd	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
4 th	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
5 th	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6 th	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7 th	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8 th	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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PROVIDENCE CHARTER HIGH SCHOOL

9 th	<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>		
10 th	<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>		
11 th	_____	_____	_____	<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>		
12 th	_____	_____	_____	_____	_____	_____	<u>125</u>			<u>125</u>			<u>125</u>		
<u>250</u>				<u>375</u>			<u>500</u>			<u>500</u>			<u>500</u>		

If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

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.

Providence Charter High School will make sure that all students have access to reliable transportation. One of the options we are reviewing is the potential for satellite busing with a current Charter Middle School. In addition, we are evaluating coordinated carpooling. After the lottery is completed, as part of the enrollment paperwork, parents will be asked to document if there is a need for transportation before and/or afterschool. Once this information is compiled, the volunteer coordinator will contact other parents from the nearby community and ask if they have room for another rider. This may include picking the child up at their home, or at a central location. We will take an active role in assuring no child misses school due to a lack of transportation. Once a ride is secured, we will allow this travel time to be counted towards their volunteer time.

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.

Meals will be offered to PCHS students. Meals will be catered by local restaurants, and orders for catered lunches should be placed and paid for by the week or month. The cost of the meal will vary depending on the provider. Students may choose to bring their lunch. The school will provide microwave ovens for student use. Water and juice will be available from vending machines.

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	\$1,000,000.00 per occurrence		\$4,784
Officers and Directors/Errors and Omissions	Included in Comprehensive General Liability Quote		-
Property Insurance	\$1,060,000		\$1,175
Motor Vehicle Liability	\$1,000,000.00		\$181
Bonding Minimum/Maximum Amount	\$250,000.00	\$1,000,000.00	\$332
Other	\$1,000,000.00		\$7,981
Total Cost			\$14,453

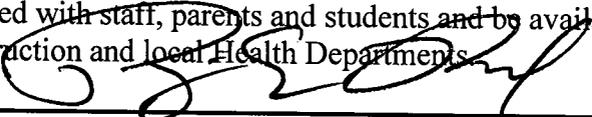
*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

PROVIDENCE CHARTER HIGH SCHOOL

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at Providence Charter High School 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.


(Board Chair Signature)

2-28-13
(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).

Providence Charter High School is currently in the process of site selection. We are performing proper due diligence on three prospective buildings, each within the central location of our demographic. This is still in the early stages of our feasibility study, but we are confident we will choose one of the three prospects. Informal discussions have taken place with county/city officials regarding potential locations, and the board has identified individuals and companies who can assist with construction needs.

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.

N/A

VI. 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

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.

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.

LEA #1 (Rockingham County Schools & Code)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,477.57	\$5,477.57	\$1,369,393
Local Funds	\$1,815.80	\$1,815.80	\$453,949
Federal EC Funds	\$278.70	\$278.70	\$69,674
Totals	\$7,572.06	\$7,572.06	\$1,893,015

LEA #2 (Insert LEA Name & Code)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	N/A		
Local Funds			
Federal EC Funds			
Totals			

LEA #3 (Insert LEA Name & Code)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	N/A		
Local Funds			
Federal EC Funds			
Totals			

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

Income: Revenue Projections	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
State ADM Funds	\$1,369,393	\$2,054,089	\$2,738,785	\$2,738,785	\$2,738,785
Local Per Pupil Funds	\$453,949	\$680,924	\$907,898	\$907,898	\$907,898
Federal Funds					
Grants*					
Foundations*					
Private Funds*					
<u>Other Funds*</u>					
State EC Funds 8%	\$69,674	\$104,511	\$139,348	\$139,348	\$139,348
Total Income	\$1,893,015	\$2,839,523	\$3,786,031	\$3,786,031	\$3,786,031

***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).

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total # of Staff	<u>16.5</u>	<u>23</u>	<u>30.50</u>	<u>30.50</u>	<u>30.50</u>
Director/Principal	1	1	1	1	1
Administrative Support	1	1	1	1	1
Teachers (F-T)	10	15	20	20	20
Teachers (P-T)	0.5	0.5	0.5	0.5	0.5
Teacher Assistants	1	2	3	3	3
Librarians					
Guidance		0.5	0.5	0.5	0.5
Custodian	0.5	0.5	1	1	1
Food Service					
PE (P-T)	0.5	0.5	0.5	0.5	0.5
Maintenance			1	1	1
IT	1	1	1	1	1
Athletic Director	1	1	1	1	1
21st Century Media					
Coaches (supplement)					
Other					

2012-2013 Budget	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	250	375	500	500	500
Facilities Expenses					
Rent and Upfit	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0
Maintenance and Repair	\$0	\$0	\$0	\$0	\$0
Total Facilities	\$0	\$0	\$0	\$0	\$0
Personnel					
Headcount	<u>16.5</u>	<u>23</u>	<u>30.5</u>	<u>30.5</u>	<u>30.5</u>
Salaries					
Health insurance - State Plan	<u>Included:</u>				
Retirement - State Plan	\$5,192	\$1,382,986	\$1,805,378	\$1,805,378	\$1,805,378
FICA	14.23%				
	7.65%				
Substitutes - 9 days/teacher	\$10,260	\$14,535	\$19,665	\$19,665	\$19,665
Worker's Compensation (est)	\$396	\$552	\$702	\$702	\$702
Total Personnel	\$1,003,409	\$1,398,073	\$1,825,744	\$1,825,744	\$1,825,744

Instructional

Technology	\$15,000	\$22,500	\$30,000	\$30,000	\$30,000
Textbooks	\$31,250	\$46,875	\$62,500	\$46,875	\$15,625
Staff Development	\$3,500	\$5,250	\$7,000	\$8,750	\$8,750
Educational Programs	\$3,750	\$5,625	\$7,000	\$7,500	\$7,500
Testing Materials	\$5,000	\$7,500	\$10,000	\$10,000	\$10,000

Total Instructional	\$58,500	\$87,750	\$116,500	\$103,125	\$71,875
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Office and Administration

Office Equipment	\$25,000	\$37,500	\$50,000	\$50,000	\$50,000
Telephones/Communications	\$12,500	\$18,750	\$25,000	\$25,000	\$25,000
General Insurance	\$15,000	\$22,500	\$30,000	\$30,000	\$30,000
Office Supplies	\$20,000	\$30,000	\$40,000	\$40,000	\$40,000

Total Office and Administration	\$72,500	\$108,750	\$145,000	\$145,000	\$145,000
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Other Expenses

Marketing	\$7,500	\$11,250	\$15,000	\$15,000	\$15,000
Software Support	\$7,450	\$11,175	\$14,900	\$14,900	\$14,900
Financial Support	\$28,750	\$43,125	\$57,500	\$57,500	\$57,500
Audit	\$12,500	\$18,750	\$25,000	\$25,000	\$25,000

Legal	\$17,500	\$26,250	\$35,000	\$35,000	\$35,000
Food Service	\$12,500	\$18,750	\$25,000	\$25,000	\$25,000
Athletics (excluding salaries)	\$3,750	\$5,625	\$7,500	\$7,500	\$7,500
College Counseling			\$3,750	\$3,750	\$3,750
Graduation			\$7,500	\$7,500	\$7,500
Total Other	\$89,950	\$134,925	\$191,150	\$191,150	\$191,150
Total Expenses	\$1,224,359	\$1,729,498	\$2,278,394	\$2,278,394	\$2,278,394
Annual Reserve	\$668,657	\$1,110,025	\$1,507,637	\$1,507,637	\$1,507,637

PROVIDENCE CHARTER HIGH SCHOOL

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)		\$1,003,013	\$1,397,521	\$1,825,043	\$1,825,043
TOTAL EXPENDITURE (OPERATIONS)		\$220,950	\$331,425	\$452,650	\$439,275
TOTAL EXPENDITURES		\$1,223,963	\$1,728,946	\$2,277,693	\$2,264,318
TOTAL REVENUE		\$1,648,264	\$2,472,395	\$3,296,527	\$3,296,527
ANNUAL NET PROJECTIONS		\$424,301	\$743,449	\$1,018,835	\$1,032,210

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

Providence Charter High School (PCHS) is beginning with a targeted headcount of 250 students to allow for sufficient revenue to initiate a rigorous curriculum that prepares future leaders to be ready to accept the challenges of the colleges of their choice. The total staffing level for year 1 is 16.5 positions growing to 30.5 positions by year 3 (2016-17 school year). Teacher positions are included in this count and will increase on an annual basis from 10-20 in years 1-3. As previously mentioned we have intentionally held back a significant reserve awaiting building selection and the subsequent upfit and operating costs. The PCHS Board of Directors will monitor this closely and work together to determine the best use of funds. One consideration is that we may add up to (2) more full-time teachers and up to (3) more part-time teachers in Years 1 and 2. The purpose of this decision is to provide any necessary remediation to our incoming students to get them on track as efficiently and effectively as possible. We feel this effort will not only boost confidence and morale, it will further strengthen their resolve to make the most of their experience at PCHS, ensuring a successful and focused path to being college ready. These additional and/or supplemental staffing needs will be made based on the needs of our incoming students.

Some positions will not be funded during year 1 or will be funded on a part-time basis for the first two years PCHS is open. For example, the decision was made to fund an IT position in Year 1 as opposed to contracting the work. The IT position will also teach 1-2 electives as needed, preventing us from having to hire a part-time position. As a result, we will rely on strong coordination between PCHS, parents and community volunteers to support extensive IT efforts.

A custodial position will be funded on a part-time basis for years 1 and 2, moving to a full-time position year 3. Parental volunteer hours will heavily support maintenance and custodial tasks during the first two years.

As with the IT position, we also made the decision to bring in an Athletic Director in Year 1. The Athletic Director will also teach 1-2 electives as needed, preventing us from having to hire another part-time position.

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?

Providence Charter High School

PCHS is beginning with a targeted student population of 250 in grades 9-10 to allow for sufficient revenue to initiate a rigorous curriculum that prepares future leaders to be ready to accept the challenges of the college of their choice. Great demand is anticipated from the Bethany Charter Middle School, which has a current enrollment of approximately 220 students in grade 6-8. Bethany will serve as a natural "feeder" school for PCHS. Growth at Providence Charter High School is planned for one grade per year, with a class membership of 125. Once capacity of 500 students is reached, we anticipate being able to offer our students additional learning experiences and increasingly challenging programs. Further, extra-curricular opportunities will increase.

It is expected that key coordination roles, such as athletics and supplemental IT, will be supplied by parent and/or community volunteers until the school reaches a headcount and revenue level sufficient to support bringing full-time staff positions for sufficient revenue to fund these roles. Should actual enrollment not meet projections, action will be taken to ensure personnel and materials match needs. It is anticipated that an enrollment of no less than 200 students would allow for effective operations to begin.

PCHS has a substantial contingency reserve. This is largely due to keeping staffing levels conservative, yet sufficient to operate, as well as keeping operating costs at minimal levels until we know the facility start-up and operating costs. As more details are known we will make the necessary adjustments and allocate funds appropriately. PCHS is committed to providing optimal resources to both students and staff to ensure a successful environment. We expect our revenues to grow as we pursue grants and financial support from the local business community. Through our networks we have access to number of experienced marketing professionals and grant writers who will prove invaluable to this end. We have a marketing expert on the PCHS board who is in charge of this effort.

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

PCHS will ensure full compliance with Uniform Education Reporting System (UERS) and comply with DPI Financial Guide for Charter Schools as resource to better understand; Follow Monthly Financial and Statistical Requirements (MFR) schedule utilizing UERS to transmit data to DPI.

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 PCHS Board of Directors and the Executive director will establish an audit committee to evaluate the school's overall educational program. The Committee will report its findings to the full board and the head of the School at the annual meeting and include

An analysis of whether student performance is meeting the goals specified in the school's educational plan
A summary of major decisions and policies established by PCHS's governing board during the year

The audit committee will ensure that folders for EC students will be maintained as required by the state of NC

Providence Charter High School

The audit committee will compile an annual performance report that will at a minimum include the following data:

A summary showing student progress of towards established outcomes

A summary showing major decisions and policies established by PCHS board of Directors during the year

Data on the level of parent involvement and summary of data from an annual parent and student satisfaction survey

Data regarding number of staff and their qualifications

A copy of the health and safety policies and a summary of their changes

An overview of the admissions process through the year and data regarding the number of students enrolled, the number on the waiting list and the number of student expelled and/or suspended

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.

The PCHS board and staff will actively seek out funding opportunities to ensure student performance and school development. In addition to the funds set forth in the budgetary data herein, we will actively seek out grant funding for special programs and opportunities, provided the matching requirement is not excessive or prohibitive.

Also, PCHS will seek necessary loans from local lending institutions for basic maintenance, school transportation needs, and extraordinary financial matters. The possibility does exist that institutional lending may be necessary in the beginning phases of PCHS.

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?

PCHS proposes to develop a foundation that will pursue grants and financial support from the local business community to curtail any shortfalls not covered by the reserve. In addition, the reserves built into PCHS budgets should adequately address even significant shortfalls in student enrollment, which is not anticipated. PCHS will break even based on these figures:

Year 1 – 160, Year 2 – 228, Year 3 – 300, Year 4 – 300, Year 5 – 300.

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

PCHS has engaged in preliminary discussions with local institutions regarding funding leading up to and establishing the school. These institutions would lend necessary funds to PCHS to enable the school to open and begin serving students, with funds anticipated shortly thereafter.

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.

Providence Charter High School will employ the services of an approved firm to conduct annual audits to accurately account for all incomes and expenditures. The firm chosen to conduct these audits will be given

Providence Charter High School

access to all financial records of the corporation, and will be provided any additional requested documents. It is anticipated that the board will facilitate any and all such requests.

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.

Name: Bernard, Robinson, and Company, LLP (M. Kyle Corum)

Address: PO Box 19608, Greensboro, North Carolina 27419

Phone Number: 336-294-4494

Fax Number: 336-294-4495

PROVIDENCE CHARTER HIGH SCHOOL

VII. 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 Providence Charter High School, Inc. 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: Philip E. Berger, Jr.

Board Position: Chair

Signature: _____



Date: February 28, 2013



Sworn to and subscribed before me this 28th day of Feb., 2013.

Madonna C. Pendleton
Notary Public Official Seal

My commission expires: 12/29, 2016.