



NORTH CAROLINA CHARTER SCHOOL APPLICATION

A Michael Dixon School of Leadership And

Public charter schools opening the fall of 2014

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

Due by 12:00 noon, March 1, 2013

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

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

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: A Michael Dixon School of Leadership And

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

Name of non-profit organization under which charter will be organized or operated: A Michael Dixon School of Leadership And

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: *Melissa Barnes Grimes*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 3006 Phillips Road
Greenville NC 27834

Primary telephone: 252-916-8159 Alternative telephone: 252-364-8418

E-Mail address: melissagrimes31@gmail.com

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

County: PITT

LEA: 740-Pitt County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? A Michael Dixon School of Leadership And

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08	300
Second Year	K,01,02,03,04,05,06,07,08	330
Third Year	K,01,02,03,04,05,06,07,08	360

Fourth Year	K,01,02,03,04,05,06,07,08	390
Fifth Year	K,01,02,03,04,05,06,07,08	430
Sixth Year	K,01,02,03,04,05,06,07,08	450
Seventh Year	K,01,02,03,04,05,06,07,08	475
Eight Year	K,01,02,03,04,05,06,07,08	500
Ninth Year	K,01,02,03,04,05,06,07,08	550
Tenth Year	K,01,02,03,04,05,06,07,08	600

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.

mbgrimes
Signature

Melissa Grimes, Board Member
Title

mbgrimes
Printed Name

02/26/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

The mission of The A. Michael Dixon School of Leadership and Arts is to empower students to become active learners and creative thinkers through rigorous academics, arts, and leadership opportunities that will build self-confidence, while developing students cognitively, socially, and emotionally; thereby, preparing them to be life-long learners and impact and change a global society.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

The A. Michael Dixon School of Leadership and Arts is one school that will ultimately be in two locations in Pitt County. The school will serve students in grades Kindergarten - 8th grades, from the entire Pitt County community and the surrounding areas. The school will begin with students in Kindergarten - 8th grades with a proposed location in the Farmville, North Carolina area. Students in grades 6 - 8 will be housed at a separate campus from students in grades Kindergarten - 5th grade, also located in Farmville, North Carolina.

Pitt County has its county divided in six attendance areas for students. Students attend schools in their preset, predetermined "zone" and are not allowed (unless under special circumstances) to attend school outside of those zones. Students attending Pitt County Schools in the Farmville High School attendance area experience significant disparities in student achievement. In the 2010-2011 school years, Pitt County Schools served a student population that was 48% black, 39% white, 9% hispanic and approximately 4% others. The A. Michael Dixon School of Leadership & Arts (AMDSL) seeks to enroll a diverse student population that demographically mirrors the diversity in the general Pitt County Schools population. The Farmville attendance area includes four feeder elementary schools: H.B. Suggs (Grades PK-2), Sam D. Bundy (Grades 3-5), Falkland Elementary (Grades K-5) and Farmville Middle (Grades 6-8). According to the N.C. School Report Cards, Farmville area schools Sam D. Bundy Elementary School the black/white achievement gap is 37.8 percentage points and the Hispanic/white achievement gap is 50.0 percentage points. At Falkland Elementary School, the black/white achievement gap is 21.0 percentage points and the Hispanic/white achievement gap is 16.2 percentage points. At Farmville Middle School, the black/white achievement gap is 30.5 percentage points, and the

Hispanic/white achievement gap is 24.0 percentage points. H. B. Sugg Elementary School is not required to take mandated End-of-Grade test based upon the grade levels the school serves. By high school the minority student achievement gap is 28.9 Black/White and 15.5 Hispanic/White. Minority groups (black and Hispanic) have lower SAT scores, higher dropout rates, and are less likely to attend college. The minority groups are more likely to experience chronic unemployment, incarceration, and are likely to be prepared for participation in the global economy.

The A. Michael Dixon School of Leadership & Arts selected the Farmville area to begin the educational process for the following reasons:

1. Pitt County has no charter schools to date, which severely limits parents and students learning options.
2. The existence of the A. Michael Dixon School of Leadership & Arts will relieve projected overcrowding in the Farmville High School attendance area and the Greenville area at large.
3. All of the schools in the Pitt County School district are essentially the same type of schools (classes and course offerings), with a limited amount of leadership and arts opportunities for its' students, especially in elementary and middle school.
4. The economic situation and budget cuts in schools, has led to leadership and arts opportunities being the first programs to be cut.
5. The Farmville area is a small town, centrally located between Wilson, North Carolina and Greenville, North Carolina, and offers easy access to parents and students who aspire participation in the arts and more leadership opportunities for their children.
6. The Farmville area is not congested with traffic and is a perfect location to start a charter school.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment for the A. Michael Dixon School of Leadership & Arts in its' 10th year is 600 students. The Pitt County School System has an enrollment of approximately 23,000 students as of the 2011-2012 school year. Pitt County Schools Long Range Facilities Plan projects significant growth (13%) in the Pitt County Schools student population over the next 10 years. In the Farmville High School attendance area H.B. Suggs Elementary School is already above the state recommended 90% capacity and is projected to exceed 105% by 2014-2015. Sam D. Bundy is projected to exceed 105% by 2015-2016.

The percentage of Average Daily Membership (ADM) reflected by 600 students is approximately .025%. While we believe the school district will be impacted at the loss of 600 students; however, we believe the impact will be minimal with the projected overcrowding and also is significantly less than the number of students that drop of Pitt County Schools each year.

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

The A. Michael Dixon School of Leadership & Arts shall serve a diverse population of Kindergarten through 8th grade students. The educational plan for the school is different from the local school district in that the teachers and students will take an active role in what they learn and how they learn after the first year. Also, there are no speciality schools or

charter schools in Pitt County. A. Michael Dixon School will focus on forming partnerships with community partners to give students real hands on opportunities to perform and lead in various ways. The school will also actively recruit parent volunteers with special skills to work with students (ex.: design of set and custom for productions, design of uniforms for chorus chorus/choir, etc.

In addition, the proposed A. Michael Dixon School of Leadership & Arts will be the only "school of arts" in Pitt County which will focus its curriculum on the arts and incorporating leadership opportunities for students in Kindergarten through eight grade. Pitt County previously had a school that had a "Drama" program that focused on elementary, but there was only one and it no longer exist.

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.*

The A. Michael Dixon School of Leadership & Arts instructional program will operate from the foundation of multiple educational theories including "Constructivism," "Cognitivism," and "Behaviorism" in the traditions of Dewey, Bode, and Skinner. (Null, 2007). Teachers will be required to master the concepts of "Culturally Responsive Teaching" and apply them in the classroom setting. (Gay, 1993, 1996, 2000, 2003, 2005). Teachers will be required to master Kagan Cooperative Learning Structure and apply them in the classroom. (Kagan, 1998). The School's educational model is a combination of past theories and 21st Century learning concepts. The school will seek to improve students by engaging students in a rigorous, arts and leadership filled program based on the Common Core and Essential Standards.

1. The A. Michael Dixon School of Leadership & Arts will operate as a "Professional Learning Community". The school will allow teachers the

opportunity to be responsible for the educational offerings and the school's learning program. After the first year, students will participate in the development of the learning program, starting with third grade.

The A. Michael Dixon School of Leadership & Arts will host a series of workshops with community professionals and university professionals (where possible) to expound on evolving opportunities and also bring in speakers and experts in their field, to interact with the staff of the school.

The A. Michael Dixon School of Leadership & Arts will also provide support for teaching staff through conference attendance, internet opportunities, and staff sharing best practices. The school will also pay for (or a portion) for teachers and other staff members that choose to continue their education. Recipients must share with staff members.

2. The A. Michael Dixon School of Leadership & Arts will be accountable for meeting measurable student achievement and operate as a performance based system using the Common Core and Essential Standards as the primary basis for the curriculum and instructional program. The school will participate in the North Carolina Accountability Program mandated by the North Carolina State Board of Education. the school will supplement the required state standards with a longitudinal portfolio that will serve as both a formative and summative evaluation instrument. Each portfolio will contain student writings, any homework, drafts and teacher feedback from conferences, test, and grading expectations for each class. Portfolios will be kept in teach classrooms for evaluation by instructors and parent conferences.

Instructors are expected to provide written and oral feedback on student portfolios for each of the four marking periods. this formative assessment will provide teachers, students and parents with cumulative data concerning student's academic growth, current ability level, and provide a basis for early intervention for struggling students.

At the end of the year students will be required to write a longer reflection, that will be judged and the winning writing will be converted and brought to the stage as the year's production. All other entries will be compiled in a booklet and published for students, parents and family members. Each writing will be evaluated on the basis of:

1. Overall writing style
2. Complete thoughts and sentences
3. Development of writing
4. Demonstration of understanding of the writing process
5. Level of difficulty (forward thinking) shown in writing

Each marking period student will be required to assemble examples of their work, thus allowing them to build their writing abilities. Students will compose a short reflection on the contents of the portfolio that will require them to have a narrative of the contents of the portfolio and what their thinking process consisted of in the compilation of the portfolio.

Goals for the Proposed Charter School:

1. *How will the governing board know that the proposed public charter school has attained their*

mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

The A. Michael Dixon School of Leadership & Arts believes that rigorous academics coupled with training in the arts and leadership opportunities bring a level of discipline, focus, and strength to all participating students. The outcome of full participation, by all stakeholders, will bring a level of pride to students, parents and the greater community; thereby, producing leaders ready for a global society, whether students choose to continue their studies (college), or move directly into the market place.

The governing Board will know that the A. Michael Dixon School of Leadership & Arts has attained its' mission in the following seven ways:

1. Lower turnover student rate (less than 15% of students leaving the school each year), with the exception of the exiting grade. The metric to be used to gage the success of this mission is the a student waiting list and the list should be available for analysis ongoing after October of each school year.

2. Demand for enrollment in the A. Michael Dixon School of Leadership & Arts will be up each year as seen in list of returning students from thethe NCWise (PowerSchool) Report available at the end of each year.

3. Low retention rate in each grade of the school, each year (less than 3% in each grade). The metric used to gage the success of this goal is the Promotion/Retention Report in NCWise (PowerSchool) available at the end of each school year.

4. A yearly student production that draws community support of 200 or more each year, as well as participation from at least 75% of the student population in each class in the production in some way. The School will produce a booklet of student writings, art products, and the process of choosing the writing to be turned into a production as a metric to gage success. Also, a signed attendance sheet of community attendees and family members a means of evaluating the success of the event.

5. Low suspension rates each year (less that 5% of student population per grade. The success of goal can be gaged through the NCWise (PowerSchool) Discipline Report, ran monthly (more if needed). The Board will be able to evaluate the success of this goal through the Safe Schools Report available each year June or July.

6. 85% of the student population will be at or above grade level upon completion of each school year as seen on the students yearly report card grades. The report card will be available at the end of each marking period, with the completed report card available at the end of the school year.

7. 85% of students will pass all End-of-Grade End-of-Course test each year as seen from the Department of Public Instruction generated Report Card and available on the DPI website at year's end.

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.*

The A. Michael Dixon School of Leadership & Arts will utilize NWEA (MAP Testing) for students in grades kindergarten through eight to be administered three times each year in July/August (before students attend school as much as possible, November/December, and March/April. All students will be expected to score at least 80% or above on the test by the March/April testing cycle. Students who do not will be place in an intensive remediation session to strengthen the weak areas and also be place with a peer tutor.

The specific and measurable goals for the A. Michael Dixon School of Leadership & Arts are as follows:

1. 80% or higher parent satisfaction as demonstrated on the yearly Parent Satisfaction Survey.
2. 100% of the 8th grade class will move forward to the next school with at least 85% of grades on the report card 85 or higher.
3. Students will accept the responsibility of keeping individual portfolios and the many facets that go into bringing the end-of-year production to the stage (i.e., writing, producing, dance theatre, singing, etc.)
4. Students will be more involved in the community through their community service projects.
5. Students will become creative thinkers, speakers and writers.
6. Students will exhibit leadership skills as seen through their debate competitions.
7. Students will be respectful to their fellow classmates as well as adults.
8. Students will become effective thinkers, speakers and writers.
9. Students will be more involved in their communities as they become leaders by performing their community service projects, participating in math competitions, science fairs, local and national spelling bees and other appropriate leadership opportunities.

The objective for the students of the A. Michael Dixon School of Leadership & Arts is to become familiar with the above expectations and to meet and exceed all goals. The students will also be expected to participate in their own personal goal setting and goal setting for the school programs and offerings.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

DESCRIPTION OF OVERALL INSTRUCTION PROGRAM

The A. Michael Dixon School of Leadership & Arts proposed to construct a school model based on the Common Core and Essential Standards from the North Carolina Department of Public Instruction in conjunction with David Coleman's Guiding Principles for the Arts grades Kindergarten through twelve, as a guide for teachers and instructors.

Students attend the AMDSL&A will be guided by the following four principles:

Principle One:

Studying works of arts as training in close observation across the arts disciplines and preparing students to create and perform in the arts (i.e.: dance, music, theatre, visual arts, and public speaking).

Principle Two:

Providing explicit learning progression in the arts disciplines along the pre-kindergarten - grade 12 continuum that is developmentally appropriate (i.e.: dance, music, theatre, visual arts and public speaking, etc.)

Principle Three:

Studying the arts associated careers, developing problem solving skills, building character, and understanding and mastering the influences (positive and negative) of a global society.

Principle Four:

Developing a life-long curiosity about the arts and understanding that arts transcends time.

INSTRUCTIONAL METHODS

The methods used to deploy the Common Core and Essential Standards and David Coleman's Guiding Principles will include (but not limited to) the following methods:

1. Teacher Collaboration
2. Professional Learning Communities
3. Differentiation of Instruction
4. Peer tutoring and collaboration

5. Culturally Responsive Teaching

6. Course Integration

While many of these methods are used in schools across the United States, there is currently no school (to my knowledge, through research) that combines these methods in a full program for student learning.

ASSESSMENT STRATEGIES AND HOW TARGET POPULATION NEEDS ARE MET

The assessment methods used by the AMDSL&A will include NWEA MAP testing (Measures of Academic Progress) for grades three through eight and Children's Progress Academic Assessment (CPAA) - Adaptive Skills Assessment for Early Learners (PK - 3rd grades). This will allow our teachers to direct instruction to meet the needs of all students. Based on the diagnostic results, instruction within the classroom will be differentiated to meet individual student needs and by third grade students will be expected to take an active roll in their personal, academic goal setting.

All grade level students will come to the school to take a pre-assessment using NWEA Map testing prior to the start of each school year. For students in PK - 3 grade CPAA will provide instant information to guide instruction for teachers. Map testing charts growth, which will allow teachers to see the progression (or lack of progression) of students they teach, at least three times each year. Teachers may test more frequently individually as they see the need. Assessment results will be used to develop individualized education plans for each student. The school will also utilize another web-based program such as Study Island to allow students to work from any location that has computer access. This program also allows parents/guardians to monitor and work with their student and receive real-time information. Study Island is aligned with the Common Core standards.

Bi-monthly, school-wide assessments will be given to each student to monitor student progress throughout the academic year.

The school will offer/provide academic flex schedule for one hour each day. Students who are struggling/weak will be placed with a teacher to work on developing and strengthening needed skills. Students who are advanced will go to enrichment classes to challenge them in the learning process.

The school will utilize the early-bird method. During this time students will work on missing needed skills, or accelerated curriculum.

K-8 Curriculum and Instructional Design:

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

The A. Michael Dixon School of Leadership & Arts will have classroom sizes of 20 students or less in all grades kindergarten through eight. Teachers' expectation and practice will include one-on-one work with each student, regular teacher-student conferences, the use of multiple formative assessments (through the use of portfolios), baseline assessments and school-wide pretest, and consistent communication with students, parent/guardian and administrators as it relates to student progress.

Teachers will also work with students (after the first year) to develop

goals for student learning and class offerings.

Teachers are expected to treat students with respect and have the expectation that students are capable of understanding and deserving of trust. Teachers are expected to stay away from the lecture method of teaching and collaborate with students using the Socratic Method. According to Ford and Harris (1994), teachers must recall that, for students, especially African American students, learning is equated with activity and the role of being a passive participant is detrimental. Any strategy, "which incorporates a joint collaborative activity between the student and the teacher will result in successful instruction because this allows them to establish an educational rapport for problem solving (Ford & Harris, 2026)." As they are seeking a solution or a common problem, such as trying to determine why a historical event is important, the student and the teacher are required to communicate effectively. This will form a common observable bond between the two which will extend to future collaborations.

Teachers are expected to work with students in leading and encouraging them in taking on responsibility for displays, projects, and writing. Teachers should allow all students to have an opportunity to learn and practice important social and academic skills they may not have gotten at an earlier age. Korte (1990) has written that, "when children choose work for displays, performances, or sharing, they learn to reflect on their work. By creating opportunities for displays, sharing or performances that recognize effort rather than perfection, children better understand that learning is a process of growth, not just a process of mastery." Payne (1994) also puts a great deal of belief in creating opportunities for displays, sharing and performances and feels that they can affirm children's growing sense of competency and give them practice in individual and group decision-making, because it provides an opportunity to learn from each other and to appreciate the work of others, nurturing empathy, respect, and a strong sense of classroom community (Payne, 1994).

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The A. Michael Dixon School of Leadership & Arts will utilize the Common Core Curriculum through the study of arts and leadership for student learning, while using subject integration and teacher collaboration to advance student learning. A minimum of three discipline areas (but not limited to) will collaborate to teach students and advance learning. Students will hear (be taught) goals and apply (evidence of learning) the lesson in each of the content areas. All students, in all grades, will also complete a service project each year in fulfillment of Leadership requirements. Just as the new accountability model incorporates a learning diagnostic tool, the A. Michael Dixon School of Leadership & Arts will incorporate a learning diagnostic tool NWRA MAP testing and assessment program three times each year, school wide, to mimic the End-of-Grade test to familiarize students with the accountability expectations. This method

will produce an atmosphere of comfort and ease for students taking tests. This methodology aligns with the schools mission in the following ways:

1. Empower students - becoming responsible for course offerings
2. Active learners - Socratic method of questioning everything, no absolutes
3. Creative thinkers - If no absolutes, how does learning take place
4. Rigorous academics - MAP testing pushes growth in all students
5. Build self-confidence - No absolutes leads student to think of other way to handle situations
6. Development of students - Students comfortable with the learning and assessment process
7. Life-long learners - Concepts learned are with students all of their lives

This method aligns perfectly with the schools mission and for the targeted student population and the North Carolina Accountability Model.

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.

The primary instructional strategy the school will expect teachers to master is the Socratic Methods and visual cures. This strategy will result in increased academic achievement because of cultural and societal reasons. Many students tend to personalize relationships, which makes the attitude of the teacher instrumental in ensuring affirmative participation from students. The Socratic Method is one of the oldest and most powerful approaches to teaching and developing critical thinking skills. By removing pretenses of certainty, the method aims to provide a deeper understanding of any subject matter. Basically, you must question everything; leave no possibility untouched.

The classroom teacher is one of the most influential adult in the life of any student. Within each individual classroom, the classroom teacher will be seen as either positive or negative by students. Strategies teachers are expected to master are:

1. The process of getting to know students.
2. Teacher participation in community service programs (observe students in their environment).
3. Teachers should make it clear that they value students personally and collectively.
4. Teachers are to connect the real world to the classroom content.
5. Teachers are to give students adequate instruction when new information is being introduced.
6. Teachers are to give students the reason for why performing the skill is important.
7. Teachers are to show the students how to perform the skill through demonstration.
8. Teachers are to allow time for frequent practice of the skill so that students are able to properly complete it.
9. Teachers are to review the procedural steps of the skill.
10. The teacher need to ensure that the classroom climate is conducive to learning and is respectful for all students.

These strategies will ensure that all students are given the maximum opportunity for success.

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.

The school academic calendar found in Appendix R is/will be aligned with the Pitt County Schools calendar. This decision was made to minimize the added responsibility of attending several school functions, different days out of school, and different extra curricular activities for parents. However, the A. Michael Dixon School of Leadership & Arts will offer other leadership opportunities such as shadowing and community service projects and offerings the end-of-year community productions in the arts that may require students to complete hours in the school day. This aligns with the school's mission because leaders are not always able to complete leadership goals during the regular day, and the same holds true for student completing art goals.

The calendar has been designed to reflect 10 staff development days before students come to school. This gives teachers and school staff time to bond as a group and to examine student records to familiarize themselves with the students they will be teaching.

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.

Students entering the A. Michael Dixon School of Leadership & Arts will be given a pre-assessment using NWEA MAP testing. This pre-assessment will establish a baseline for student learning. Three times each year students will be tested school-wide using MAP. Teacher and parent/guardian referral will also be a major part of the assessment process for students. Any student that is not showing growth after the second assessment, will conference with the teacher. Teachers will make sure parents have been notified and asked to be a part of the team establishing goals for the student's success. The student will also be referred to Student Services (guidance) to determine if other factors are contributing to the student's lack of growth. Students not performing at expected levels will have access to remediation each day for at least one hour, also students will have the early-bird schedule available for student success.

If these strategies are not successful, students will be referred for further evaluation, such as psychology for possible other causes of students lack of success. Students will also be scheduled for sessions with the Guidance Department for conferences, perhaps there are issues going on at the student's home that would hinder students from progressing.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

1. METHODS FOR IDENTIFYING ELL STUDENTS

Students enrolling in the A. Michael Dixon School of Leadership and Arts will fill out an application for enrollment. A part of the enrollment

application is an English/Language Survey form. This form asks questions about the language a students speaks at home as their primary language. Any student that fills this form out with a language other than English as their primary language will be given special services to help with learning the English language. The school will also seek to hire at least one teacher who is bilingual in Spanish and English to facilitate parent conferences and help with other services as may arise to ensure student success. The school will also monitor incoming student data (i.e.: report cards, progress reports, previous testing, etc.) for possible previous placement.

2. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

ELL learners will be tested through the NWEA MAP testing three times each year along with all other students in the school. As previously stated, MAP charts student growth which gives teachers real-time information to know at all times how ELL students are progressing. ELL students will also be provided with a web-based program such as "English In A Flash" or Rosetta Stone to sharpen their English skills. ELL learners also have access to the Spanish speaking teacher for added support.

3. MONITORING AND EVALUATING PROGRESS AND SUCCESS FOR ELL STUDENTS (INCLUDING EXITING STUDENTS FROM SERVICES)

Students who qualify for ELL services (through the Home Language Survey) can only be exited from receiving these services through ACCESS testing. Additionally any student failing a course will conference with the teaching team and strategies will be discussed and decided on and transferred to the student's PEP (Personal Education Plan) to allow all teachers working with the student to have the most current data for student success.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

1. SPECIFIC INSTRUCTIONAL PROGRAMS, PRACTICES, AND OPPORTUNITIES FOR INTELLECTUALLY GIFTED STUDENTS

The A. Michael Dixon School of Leadership & Arts academic program is designed to challenge all students at the level they are performing. The student schedule will be structured each day to include academic enrichment for academically gifted students. There will be one hour of each day dedicated to enrichment opportunities. Also, gifted students will have a portfolio of work completed through out the year. The combination of individualized instruction and project-based learning will help teachers identify and serve talented and gifted students. These students will also have opportunities for internships, and other leadership roles in the school and community.

2. PLANS FOR MONITORING AND EVALUATING INTELLECTUALLY GIFTED STUDENTS PROGRESS AND SUCCESS

The NWEA MAP testing is a major tool for setting a baseline for gifted &

talented students. A combination of different criteria will be incorporated in the gifted students program. Teacher referral will be used in the identification and monitoring process for gifted students. The A. Michael Dixon School of Leadership & Arts will contract with a Gifted Specialist to refine curriculum for gifted & talented students. Gifted students will be referred to the Gifted Specialist for further testing and assessments.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

The A. Michael Dixon School of Leadership & Arts will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The school will hire a EC teacher/coordinator who will be responsible for making sure all EC records are requested and will be responsible for the EC software. Also school personnel will be informed and trained on "Child Find" to ensure that children who are suspected of having disabilities are properly evaluated and identified.

IDENTIFICATION OF STUDENTS ENROLLED ELIGIBLE FOR SPECIAL EDUCATION SERVICES

The Special Education software in conjunction with the intake process for receiving records will assure that students entering the A. Michael Dixon School of Leadership & Arts will be served as quickly as possible and also identified as quickly as possible.

PROCESS FOR IDENTIFYING STUDENTS

Students who may be eligible for special education services will be given a pre-assessment using NWEA MAP testing upon entering the school. The record check of past report cards, end-of-grade test, previous assessment, and teacher notes will be helpful for teachers working with potential students. Teacher referral coupled with MAP testing will offer a solid baseline for students who may need further testing. Also parents may request their child be tested because of concerns they may see while working with their child. Students who meet at least two of the criteria (parent request, teacher referral and MAP testing indications) will be referred for further

psychological testing.

HOW RECORDS MANAGED

1. Requesting Records

A form will be developed for the request of student records. The NCWISE data manager will fill out the form and fax it to the appropriate school/education facility requesting all records. The form will have a place requesting EC records, all types of testing including psychological. Also parents enrolling students in the school will be asked of the enrollment application if the student has an IEP, 504, or other special condition the school should be aware of. Parents may also bring copies of records to the school when enrolling students.

2. Records Confidentiality (on site)

The NCWISE data manager (or their designee) will request records only of all students requesting to attend the A. Michael Dixon School of Leadership & Arts. All records that come into the school will be received by the data manager only for check in (date received, school received from, special issues, and missing items) from records. The data manager will follow-up as needed. All EC records will be passed along to the EC coordinator for housing in a separate location. Once records are received, a note or e-mail will be sent out to all appropriate personnel apprising them of the arrival of records. Teacher must sign out and date records and back in when finished.

3. Records Compliance (on site)

EC records will be monitored by the EC teacher and coordinator for compliance and a report presented to Administration monthly of record status and completion of any outstanding issues.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

EDUCATIONAL PROGRAM, STRATEGIES AND ADDITIONAL SUPPORTS

The Educational Program for Exceptional students mirrors the educational program for regular education students. The Common Core and Essential Standards along with David Coleman's Guiding Principals will be used with notable exceptions:

1. Differentiation of Instruction (teacher will incorporate various ways of teaching the same subject matter)

2. Modification of Instruction (i.e.; less math problems, less spelling words, read aloud to student for students who have this provision in the IEP, etc.).
3. Leveled teacher instruction (small group instruction or one-on-one instruction as needed)
4. Computer technology programs such as Study Island or other appropriate programs.

METHOD AND SUPPORT SYSTEM TO ENSURE A FREE AND APPROPRIATE PUBLIC EDUCATION(FAFE)

The A. Michael Dixon School of Leadership & Arts will institute the SWAT Team (Student Watch and Academic Training) Team. This team will be made up of all school personnel (i.e.: administration, teachers, teacher assistant, custodians, office personnel, cafeteria, parents, and others as available). The main function of the SWAT Team is to receive and examine referrals of academic concerns from students, parents, and all other school personnel and propose strategies to address the concerns. The team will meet at least once each month (more if needed). A report will be given to Administration once each month. Administration will share the SWAT Team report with the Board and Advisory Board for further wisdom and expertise from these professionals.

IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PLAN MONITORING PROVIDING RELATED SERVICES

The Exceptional Children's coordinator will monitor all exceptional children's records and IEP's. All students entering the A. Michael Dixon School of Leadership & Arts with an IEP will have an initial meeting with the Exceptional children's coordinator, exceptional teacher, regular education teacher, administration, parent, teacher, and all others as appropriate). The IEP will be updated and appropriate strategies added for the student. All attendees at the meeting will sign the paperwork and a copy will be given to the parent/guardian.

The Exceptional Children's coordinator will share appropriate information (within the law) with relevant staff members at the monthly staff meeting with recommendations. The Exceptional children's coordinator with assistance from Administration will see that all exceptional children's IEP's will be fully implemented in accordance with IDEA and reviewed annually. They will put procedures and practices in place to insure that the confidentiality of all information regarding children with disabilities as required by the Family Education Rights and Privacy Act (FERPA) is maintained. The EC coordinator is the keeper of all EC records and will provide a secure plan for teachers and service providers seeing and working with records.

Also procedural safeguards will be put in place for EC children and parents as required by law. These include access to records, notice, the opportunity for mediation of disputes, and the rights to a due process hearing.

PROPOSED PLAN FOR RELATED SERVICES

The A. Michael Dixon School of Leadership & Arts will contract for the

following related services as needed:

1. Speech-Language Therapy
2. Occupational Therapy
3. Physical Therapy
4. Assistive Technology
5. Deaf/Hard of Hearing (DHH) Services
6. Psychologist

Individuals performing services for the A. Michael Dixon School of Leadership & Arts shall be licensed with all of the proper credentials needed to serve students. The contracting entity shall be responsible for making sure all individuals performing services meet that standard. The Exceptional Children's coordinator shall be the direct line of contact for the contracting entity.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.
 2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
 3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
 4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.
1. DESCRIBE STUDENT PERFORMANCE STANDARDS FOR THE ENRIRE SCHOOL

The student performance standards are as follows:

- A. Maintain passing grades on their report card for all classes.
- B. Students will do homework on a daily basis.
- C. Students will take responsibility for their learning.
- D. Students will take all assessments seriously and do their very best on all assessments.
- E. Each student is required to have a portfolio of work in each class, to chart growth.
- F. Students are expected to respect teacher, peers, and self.
- G. Students will take all end-of-grade test and teacher generated test and do their best.
- H. Students are expected to participate in a community service project each year.
- I. Students are expected to respect the school and the community and represent the A. Michael Dixon School of Leadership & Arts, their family and themselves in a positive manner wherever they go.

2. EXPLAIN USE OF EVALUATION TOOLS OR ASSESSMENT. HOW WILL IT DRIVE INSTRUCTION?

NWEA Map testing will be used to chart student growth. The assessment will be given three (3) times, school-wide each year. Once teachers receive the results of the assessment, they are to compare student scores on each assessment to determine if students are growing in the learning process.

The assessments will also highlight the area students are not growing in. This information will help teachers to adapt their instruction and remediation to specific area for specific students.

3. POLICIES AND STANDARDS FOR PROMOTING STUDENTS

Students are required to pass subjects in the core areas (language arts, math, and science) and students are required to pass at least two (2) arts or leadership courses. Students must also exhibit satisfactory behavior in their educational process.

Any student not passing courses will be given intensive remediation to cause success in all areas. It is not the policy of the A. Michael Dixon School of Leadership & Arts to retain students. Students will be retained only in the most extreme (well documented) cases that retention will benefit students.

4. EXIT STANDARDS FOR EXITING GRADE STUDENTS (8th Grade)

All students leaving the A. Michael Dixon School of Leadership & Arts MUST pass all classes as evidenced on the report card, pass all end-of-grade and teacher generated test and complete their portfolio.

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

1. PRACTICES TO PROMOTE EFFECTIVE DISCIPLINE

The A. Michael Dixon School of Leadership & Arts will promote a school culture of respect for staff and students. The School believes in all connected parties working together (staff, students, parents, others as appropriate) to solve any problem that may arise. Classroom teachers and other staff will be trained in the use of Positive Behavior Support. Students/parents will be given a student handbook with the school requirements and practices and will be expected to adhere to them. The A. Michael Dixon School of Leadership & Arts promotes free but respectful exchanges between staff and students. However, students are expected to the rules of the school and offensive conduct will not be tolerated.

2. PRELIMINARY LIST AND DEFINITIONS OF OFFENSES WHICH MAY RESULT IN SUSPENSION OR EXPULSION

The following list may result in suspension or expulsion from the A. Michael Dixon School of Leadership & Arts:

- a. Assault resulting in serious injury
- b. Assault involving a weapon
- c. Assault on school personnel
- d. Bomb Threat
- e. Burning of school building
- f. Possession of alcoholic beverage
- g. Possession of controlled substance
- h. Possession of a weapon
- i. Rape
- j. Robbery with weapon
- k. Robbery without weapon
- l. Sexual Assault
- m. Sexual Offense
- n. Taking indecent liberties with a minor
- o. Simple Affray
- p. Bullying - this is a broad term, but may include: aggressive and unwanted behavior, pushing and shoving, intimidation, humiliation, gossiping, teasing, and spreading rumors about others (including the internet, i.e., facebook, twitter, etc.)

3. HOW TO ACCOUNT FOR THE RIGHTS OF STUDENTS WITH DISABILITIES

The A. Michael Dixon School of Leadership & Arts will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S. 115C-238.29F(g)(5). Students with disabilities will be provided with the Parent Handbook about due process from DPI and informed of their rights. Also individuals will be given the procedures to file a complaint.

4. POLICIES AND PROCEDURES DISSEMINATING DUE PROCESS RIGHT, INCLUDING GRIEVANCE PROCEDURES FOR SUSPENDED AND EXPELLED STUDENTS.

In the event of a suspension or expulsion from school the parent(s) of the student will be notified in writing (incident report) to be sent home with the student and a follow-up telephone call. Students may return to the school within 24 hours with parent(s) only for an initial conference with administration. After the conference a decision will be made to continue the suspension or expulsion or return student to class. Any student not returned to class may file a formal written appeal with the Board of Education within a period of up to 10 days after the consequences are assigned. Board members will respond in writing within a period of 10 business days after the formal request is received. The student shall not return to school unless the appeal is resolved in favor of the student.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: A Michael Dixon School of Leadership And

Mailing Address: 3006 Phillips Road

City/State/Zip: Greenville NC 27834

Street Address: 3006 Phillips Road

Phone: 252-916-8159

Fax: 000-000-0000

Name of registered agent and address: A. Michael Dixon School of Leadership & Arts
 Melissa Barnes Grimes
 3006 Phillips Road
 Greenville, NC 27834

FEDERAL TAX ID: 46-2112354

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Dr. Wanda Carr	Board Member	PITT	CFO for a Non-

			Profit Organization
Melissa B. Grimes	CEO/Board Member	PITT	Educational Consultant
Leon Johnson	Board Member	PITT	Financial Administrator
Ronda S. Everett	Board Member/Secretary	PITT	International /Parent
Fred L. Grimes	Board Member	PITT	Business Owner/Land Scaper
Barry Dixon	Board Member	PITT	Social Worker/Business Owner
Tabatha Stormer	Board Member	PITT	Assistant Principal
Carrie Baker	Board Member	PITT	Business Owner/Community Activist

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

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

The role of the governing Board, duties, and responsibilities are to develop, oversee, analyze, and refine the charter school and adherence to the school's mission. The Board shall also:

1. Establish a budget and review the financial condition of the school.
2. Participate, as appropriate, in the hiring and retaining of qualified teaching staff and non-teaching staff for the school.
3. Establish policy and procedures for the school.
4. Work in conjunction with the school's administration to establish partnerships for the growth of the school.
5. Explore community service opportunities.
6. Oversee compliance matters.
7. Participate in establishing measurable goals and objectives for student performance.

The Board plans to recruit and hire through the following means:

1. Use of The Department of Public Instruction application process.
2. Teacher, Teacher, Inc.
3. Advertisement in local newspapers, radio, and television.
4. Partnership with the Employment Security Commission.

The Board will supervise the lead administrator(s), by the use of surveys to be filled out by staff members, and parents. The lead administrators will also have to continue their education process (life-long learner) by having a minimum of 6 staff development hours each year.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the*

governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The size of the governing Board will be no less than seven and no more than nine members.

The desired make-up of the Board of the A. Michael Dixon School of Leadership & Arts will consist of people possessing the following skill and expertise:

1. Education Background (superintendents, teachers, counselors, psychologist, community college instructors or leaders, university experience such as professors, office personnel, etc.)
2. Legal Background (lawyer, paralegal, etc.) special attention will be given to people who have expertise in educational law.
3. Non-profit Background (executive directors, chief financial officers, educational degree, etc.)
4. Financial Background (bankers, finance officers in educational setting, CPA, etc.)
5. Parents (especially with children currently in school)(but not limited to)
6. Business Ownership
7. Community Workers (experience in fundraising, mayors, commissioner, board members on other boards, etc.)
8. Students (to the extend practicable).

The A. Michael Dixon School of Leadership & Arts believe this composition of desired Board make-up will be helpful in the success of the school because:

a. These individuals will bring a combined knowledge and expertise to the operations of the school. These different categories of individuals represent the many possible areas of the school and how to be successful.

b. As these individuals work together on the Board and the business of the school, each person brings a different view to the mix. The differences of the Board members will be an asset for the school because the members will question when something is not clear and also bring another view to working through problems and also their many varied connections will be available to the staff and students of the school.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The founding Board members were recruited for the knowledge and expertise each one possessed and their willingness to commit their time to working together to bring a charter school to the Pitt County - Farmville area.

Board member recruitment will be on an on-going basis. At community meetings there will be a form available for potential Board members to fill out and return to the address on the form with a copy of a resume. These forms will be kept on file at the school and when vacancies occur potential Board member information will already be available. Potential Board members will be invited to Board training when it is scheduled also.

Vacant positions on the Board will be filled as soon as possible, but not longer than two (2) months.

4. How often will the board meet?

The Board will meet at least once each month. Special meetings as needed.

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

A meeting will be scheduled for new Board members. At the meeting Board members will receive a packet of information about all aspects of the school. Staff members will present information to the new Board members on their respective areas (i.e., Curriculum, testing, assessment data, finances, facility needs, etc.) and Board members will be allowed to ask any questions and have them answered.

All Board members, new and current will have at least two (2) trainings in-house each year. One training will be with current staff, community members, parents, etc. At the second meeting an expert will be brought in perhaps from the Office of Charter Schools (as can be scheduled) or other appropriate expert to present relevant information to Board members to keep them abreast of changes and their implications.

Board members will also be encouraged to participate in on-line Board trainings as well as attending appropriate other trainings as offered.

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

The Board of the A. Michael Dixon School of Leadership & Arts has complete a "Conflict of Interest Policy" included in Appendix F as a part of the By-laws.

The current Board has the existing relationships that could pose conflict (actual or perceived): Melissa Grimes, Fred Grimes and Ronda Everett are family members. The Board of the A. Michael Dixon School of Leadership & Arts will handle all issues that arise according to the "Conflict of Interest Policy". Once the School has been approved if at any time the Board deems a conflict exist Board members will be asked to resign for the greater good of the school. This policy has been discussed thoroughly with each existing Board member and will be discussed with all new and potential Board members and they will be asked to sign a statement to that effect.

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

The technical process for Board decision making is set forth in the Bylaws. The Board will review and analyze policies adopted by other schools, including charter schools, to provide guidance in establishing school policies. The Board will also seek input from the Advisory Board member (as appropriate) to utilize their vast knowledge and expertise of agenda setting and operations for schools.

As the Board considers various issues, input may be sought from the Head of the School, faculty, non-teaching personnel, students, parents, community members and other outside professional as the Board requires further information.

- 8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The A. Michael Dixon School of Leadership & Arts realizes the importance of experience and expertise; therefore, the school has formed an Advisory Board. There are no limits to the amount of people who can serve on the Advisory Board; however, only individuals with specific expertise (such as, educational, financial, legal, CPA, etc.) can serve on the Advisory Board. The Advisory Board will work specifically with the Administration of the school to offer guidance, suggestion, wisdom and insights into how to proceed in all areas pertaining to the success of the school.

The Advisory member roll will depend on their area of expertise, (i.e.; a superintendent will bring expertise and knowledge on education, a lawyer will bring knowledge in matters of the law, a teacher will bring knowledge of classroom matter or other areas pertaining to education, etc.).

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants,

clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The Board will create the criteria and qualifications for desired staff. The Board will utilize state created web based employment sites (i.e. DPI, Teachers-Teacher.com, etc.) to obtain a listing of highly qualified applicants in which to interview. The Board will also advertise in local media sites such as radio, television and newspaper. The Board will also seek to form partnerships with local universities and community colleges to obtain highly qualified, certified applicants.

The Board will also offer financial assistance for any employee seeking advanced degrees or certificates (i.e.; praxis, add on licensure,, desired professional development). These people will be asked to commit to teach at the school a determined, agreed on amount of time and forgiven the financial award as the agreement is completed.

The school will also receive input on hiring from the Advisory Board. This Board will consist of experienced, professional, and well-connected individuals who can help AMD School in the recruitment process of the highest qualified teaching and professional candidates.

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

The Board of the A. Michael Dixon School of Leadership & Arts will create policy and procedures, hiring and firing of employees, based on Principal recommendations, and receive monthly reports of the performance of the school. The Board will interact specifically with the Principal or Principal designee for any questions or needs that may arise.

All Employees will report directly to the Principal.

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

The Board will follow the process for advertising for qualified staff. The school Administration will interview qualified potential candidates asking them relevant questions to determine their ability to be hired. Once a candidate is determined to be a fit for the School, a preliminary contract will be offered to the individual (pending board approval). A candidate will submit all of the appropriate paperwork (i.e., application, license, college transcript, letters of reference, etc.) The individual will be given paperwork and asked to obtain a background check (fingerprints) at the police station. Once the fingerprint information is returned to the school it will be sent off to DPI.

There will be a clause in the contract offered to the individual stating that they must meet the qualifications to be able to work with children.

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

The A. Michael Dixon School of Leadership & Arts proposes the following

salary ranges (All salaries are negotiable and based on the level of experience of employee):

Head of School - \$55,000.00 - \$65,000.00
Administration - \$40,000.00 - \$55,000.00
Clerical Employees - \$18,000 - \$25,000.00
Teacher/Instructors - \$28,000.00 - \$39,000.00
Teacher Assistants - \$15,000.00 - \$20,000.00
Custodians Employee - \$15,000.00 - \$22,000.00
Bus Drivers - \$9.00 per hour
Cafeteria Workers - \$8.00 per hour

Because there are many factors that go into salaries, all salary amounts are subject to change. The School will actively recruit employees who possess a variety of skills and employees who are life-long learners and exhibit enthusiasm for innovation and are looking to try new (researched) ways of educating children.

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

The goal of the A. Michael Dixon School of Leadership & Arts is to foster trust and respect between staff and their supervisors. However, if a problem or concern arises that an employee feels has not been appropriately addressed by his/her immediate supervisor, the individual needs to take the following steps:

1. STEP ONE: Set up a meeting with the supervisor to openly discuss the concern or problem. The supervisor should have the opportunity to address the issue with the goal of resolving the problem.
2. STEP 2: If the problem cannot be resolved, the next level is to schedule a meeting with the Head of School, the individual and the individual's immediate supervisor for further discussion with the goal of resolving the concern.
3. STEP 3: In the event Step One and Step Two is not successful the individual should put the grievance in writing and submit to the CEO for further investigation and a written decision (ruling) within 10 business days.
4. STEP 4: If the concern still is not resolved, an appeal should be made to the Board of Directors Chair (in writing). At this time the Board Chair will be given all information of actions taken unto this point. Once the information has been received by the Board Chair, he/she will address the issue within 10 business days by either requesting a meeting with the person filing the complaint, responding in writing to the person, or by scheduling the grievance to be reviewed for a decision at the next Board of director's meeting. The individual filing the complaint shall be informed that he/she can have the opportunity to address the full Board of Directors. The decision made by the Board of Directors is final.

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

Positions that may have dual responsibilities are cafeteria workers, teacher assistants (except an assistant in the Exceptional Children's area), custodians and bus drivers. These positions will be paid out of the school budget and each position that is a dual position may be paid a slight

increase because of the added responsibility. Special provisions will also be made to accommodate these individuals that may work in classrooms of cafeteria to be at their second position on time.

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 A. Michael Dixon School of Leadership & Arts plans to hire approximately two(1) exceptional children's instructors (depending on the exceptional student population) and perhaps even a full-time assistant. The Exceptional Children's position will work with students with IEP's and 504. As the population grows, the Board will look at the need to hire other positions. The School will also actively seek a bilingual instructor to teach foreign language and also to be the ELL coordinator and interact with students and teachers as needed.

The Board of Directors also plans to contract with companies that provided needed services such as Speech Therapist, Psychologist, etc. The contract will be entered into as the School find the need for the services these companies may provide.

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).

Administrator (to include CEO, Principal and Assistant Principal) - At least a Master's Degree in the following areas and be eligible to hold or hold a NC Principal's license and preferable have at least 3 to 5 years of experience in school administration:

1. Education
2. Public Administration
3. Administration

Other Administrators: At least a 4 Year degree and at least 3 to 5 years of successful service working with children and in other administrative areas.

Teachers: The A. Michael Dixon School of Leadership & Arts will make every effort to hire 100% certified teachers, however, per NC Charter School Law, the school must have 75% of their teachers licensed in grades K-5 and 50% licensed in grades 6 - 8 in the subject area which they teach. All teachers will have college degrees and will be Highly Qualified. The School will also give preference to teachers with certification in more than one area.

Exceptional Children's Teacher(s): All EC teachers must have a North Carolina Special Education Teaching Certificate. the teacher must also be strong in reading, writing, and math.

Teacher Assistants: All paraprofessionals will be required to meet the standards that relate to working with Title I students. They must possess a two year degree or equivalent experience. Also, these professionals will be strongly encouraged to move forward in becoming teachers and the School will be willing to help financially in this endeavor.

clerical: This position would require a two year degree or equivalent experience. Must possess strong customer service skills and practice professionalism at all time.

Staff Evaluation and Professional Development

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

professional development.

The position responsible for maintaining teacher licensure is the CEO. Licensure is extremely important to making sure students have the highest qualified staff, therefore, it will be handled by the CEO position.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The A. Michael Dixon School of Leadership & Arts plan to utilize and rely on the knowledge and expertise of the Advisory Board for help with mentoring staff members. Teachers on the Advisory board will be asked to serve as mentors for new teachers, along with other teachers at the school who are certified mentors.

Teachers are expected to collaborate with each other to incorporate arts and leadership opportunities in each of the core classes (language arts, math, science and social studies).

The School believes when teachers are allowed to participate fully in the development of the education plan (i.e. course offerings, curriculum, etc.) and they feel respected and appreciated for the knowledge they bring to students and the job they do each day, they will remain as much as possible with the school. The school plans to offer staff incentives each month as tokens of appreciation for job(s) well done. Tokens of Appreciation may include, but are not limited to, staff breakfast or lunches, letters and notes of appreciation, teacher of the month certificates for specific accomplishments, etc. The School believes when teachers are happy they work more productively just as with students. When students are respected and encouraged to be all they can be they achieve more.

- 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 A. Michael Dixon School of Leadership & Arts will offer the following staff development opportunities and training in the following areas for all staff members:

Culturally Responsive Teaching

NWEA's MAP Testing and Assessments

NCDPI's NCEducation (to include, EVAAS, NCFalcon, etc.)

Saxon Math for math grades K-8

Saxon Reading for students in k-3 and The Lexile Framework for Reading

Technology Training for all staff members in the use of ipads, eReaders, Smart Boards, etc., for classroom use with students)

Specific studies on teaching students especially "Teaching African American Students: A Look at Instructional Methods and Cultural Differences" publication by Adam Neely (School of Education, Curriculum and Instruction at The College of William and Mary, Williamsburg, VA).

The School will schedule mandatory teacher work days and early out days to schedule staff development. Teachers will also be able to make use of the on-line staff development system that can be used at their own pace for added development.

Teachers will also attend meetings and conferences that may be beneficial to

the school. Once they return from the conferences, they will be expected to hold "mini in-services" for all staff members to share what was gained.

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.*

The A. Michael Dixon School of Leadership & Arts will schedule one to two weeks of staff development before the students return. The first week will be total staff development and teacher/administration collaboration, coupled with learning the expectations. the second week will include the following schedule of possible offerings:

MONDAY

This day will be used for introductions of all staff members and Board members as they are available). Discussion of the A. Michael Dixon School of Leadership & Arts vision, mission, philosophy and expectations, from all staff member, as well as making sure there is time for input from all staff members present.

Also the curriculum will be introduced discussed with input from all present.

TUESDAY

This day will continue the discussion of curriculum and adding the other elements needed for success and where can be found (i.e., NCEducation, NCFalcon, etc.) student data will be available (i.e., previous End-of-Grade testing and NEWA Map testing for students planning to attend the School. Advisory Board members will be invited to these sessions to work with the teachers and staff and to analyze the data.

WEDNESDAY

Special speaker(s) will be brought into the School to work with all staff members. Relationships have be built with individuals who are experts in various area and can work with the teachers. Partnerships with the local universities, community colleges and business leaders will be utilized at this time.

THURSDAY

Teacher classroom list, student records, and other relevant information should be ready for teachers to view and began familiarizing themselves with their students. Also teachers will begin on this day meeting with colleague and forming collaborations and examining best practices

FRIDAY

This day teachers will continue to work with student records and making contact with parents. If after the first week teachers would like to adjust this schedule that will be a real possibility.

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

The A. Michael Dixon School of Leadership & Arts will offer two full weeks of staff development before students come to school. this time will be a great time for staff bonding and growing together as well as learning the school's expectations of the staff. The School will also commit to at least one half to one staff development day each month throughout the school year.

Staff development will start at least 8:30 and depending on the scheduled offering end approximately 2:00. The extra time teachers and staff will be expected continue the collaboration process with colleagues or work in the on-line staff development system.

The calendar is designed to align with all areas of the school including teacher, parents and community. The other calendar for Pitt County Schools will be considered in the calendar design because parents may have students in the A. Michael Dixon School of Leadership & Arts and in another Pitt County School.

The daily schedule and staffing structure works well this this mode of staff development and gives all areas enough time to work together to make sure any problems are ironed out before students come for the first day. following is an example of the daily schedule:

The School's administrative offices will open approximately 7:15 each day and the student arrival time will begin no earlier than 7:30 (other unless otherwise arranged).
Elementary School Schedule

7:30 a.m. Students begin to arriving (Early Bird)
8:00 a.m. Morning Assembly of Morning Prep
(:00 a.m. Classroom Instruction Begins
11:30 a.m. Lunch
12:00 p.m. Instructional time resumes
3:30 p.m. Kindergarten dismissal begins all others to follow in five minute intervals
3:45 p.m. Teachers work with students as scheduled individually according to the need or teacher prep

Middle School Schedule

7:30 a.m. Arrival (Early Bird)
8:00 - 8:55 a.m. - 1st Period
9:00 - 9:55 a.m. - 2nd Period
10:00 - 10:55 a.m. - 3rd Period
11:00 - 11:55 a.m. - Lunch 1/4th Period #1
12:00 - 12:55 p.m. - Lunch 2/4th Period #2
1:00 - 1:55 p.m. - 5th Period
2:00 - 2:55 p.m. - 6th Period
3:00 - 3:30 p.m. - Special Options Period
3:45 p.m. - Dismissal

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)).

The A. Michael Dixon School of Leadership & Arts will market to parents and students in several different ways. The school will have community meetings in each community about the opening of the school. At the meeting parents will have the opportunity to enroll their student/s, ask questions, or even fill out applications for employment. The community meetings will be advertised through radio, television, newspapers and fliers delivered to local churches for distribution.

Board members and Administrators will make public appearances at churches, booths in the local malls and special event days (charter fun day) to give parents the opportunities to meet members of the charter school. The charter school will also establish a web page and publish the address through the various media outlets so that interested individuals can learn more about the charter school and what it offers.

the A. Michael Dixon School of Leadership & Arts believes the community support is great for this type of school and look forward to word of mouth about the school and its offers to also be a viable way of publishing facts about the charter school.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

HOW THE SCHOOL WILL COMMUNICATE WITH AND ENGAGE PARENTS AND COMMUNITY MEMBERS

Once the A. Michael Dixon School of Leadership & Arts is approved the community meetings will be set up in the following communities of Pitt County: Farmville, Greenville, Bethel, Ayden, and Winterville to continue to engage the parents and community about the opening of the charter school. Parents will be able to register their student/s at all of the meetings. There will be a sign in sheet that asks for parents e-mail addresses and telephone numbers. The school will purchase the Alert Now system and the basic information of potential students will be entered into the system. The people in the system will begin to receive periodic informational calls concerning updates on activities of the charter school and asked to share the information with family and friends.

HOW THE SCHOOL WILL ENGAGE PARENTS IN THE LIFE OF THE PUBLIC CHARTER SCHOOL. EXPLAIN THE PLAN FOR BUILDING ENGAGING PARTNERSHIPS BETWEEN THE FAMILY AND

SCHOOL.

The A. Michael Dixon School of Leadership & Arts will establish a parenting organization for the school. All meetings (including Board Meetings) will be publicized in the local media (to include: newspapers, radio) as well as fliers sent to families of the school. The School will also make use of the Alert Now system to call parents of all events pertaining to the school. Faculty and staff will also be ambassadors for the school to share vital information with parents and all interested parties.

The Administration in conjunction with the Board will schedule at least one (1) function each year where prospective members of organizations will be invited in for a community dialogue on various ways to form partnerships with the school.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

The A. Michael Dixon School of Leadership & Arts will comply with all laws regarding admission to charter schools and not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The school will not limit admission based on any of the following: intellectual ability, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Students do not have to reside in the Pitt County School district to attend the school.

1 TENTATIVE DATES FOR APPLICATION PERIOD, ENROLLMENT DEADLINES, AND PROCEDURES.

The tentative timelines for application period, enrollment and procedures are:

- A. Application Period: Applications available to prospective students February 2014 with no ending period to be scheduled.
- B. Enrollment Deadlines: No enrollment deadlines will be set; however, the lottery process will be heavily advertised to make sure all prospective students will be able to take place in the process. The lottery process will take place the end of May 2014.

2. POLICIES AND PROCEDURES FOR OPEN ENROLLMENT LOTTERY PLAN INCLUDING STUDENT ENROLLMENT PREFERENCES

The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the A. Michael Dixon School of Leadership & Arts Head of School, teachers, and teacher assistants. If multiple birth siblings apply

for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

3. POLICIES AND PROCEDURES FOR STUDENT WAITING LIST, WITHDRAWALS, RE-ENROLLMENT, AND TRANSFERS

Waiting list: After the lottery process in May of each year and all classrooms have been assigned according to the number of classrooms projected per grade level, students will be placed on a waiting list for each grade K-8.

Withdrawals: Students leaving the school will need to re-apply for enrollment through the normal enrollment process.

Re-enrollments: Student who leave the school will be required to follow the normal process for enrollment. They will be allowed to return if space is available.

Transfers: Students who transfer away from the school will be required to follow the normal process for enrollment; however, they will be given special consideration if they would like to transfer back to the A. Michael Dixon School of Leadership & Arts.

4. PURPOSE OF PRE-ADMISSION ACTIVITIES

Pre-admission activities will be held for the School. These activities will introduce the community, parents and perspective students to the Board members, and available staff members. The activities will give all stakeholders the opportunity to ask questions, commit to volunteer and talk about school offerings and plans. Pre-admission activities will also establish the School as a part of the community.

5. CLEAR POLICIES AND PROCEDURES FOR STUDENT WITHDRAWALS AND TRANSFERS

The A. Michael Dixon School of Leadership & Arts will establish a withdrawal policy for students and the transfer of records. Records will be expected to come with the student (unless contact can be made with the school the student previously attended and arrangements made for the receipt of records). Once the records are received the date, entity received from and other required information will be recorded in a Log. The same process will followed for the transferal of students and all relevant records.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Pitt County Schools
 LEA #2 Lenoir County Public Schools
 LEA #3 Wilson County Schools

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980	LEA 740	LEA 540	LEA 980
Kindergarten	100	1		110	2		110	1		110	2		110	1	
Grade 01	25	1		30	1		40	1		40	1		40	1	
Grade 02	25	1		25	1		40	1		40	1		40	2	
Grade 03	25	1		25	1		30	1		25	1		30	1	
Grade 04	25	1		25	1		25	1		25	1		35	1	
Grade 05	25	1		25	1		25	1		30	1		35	1	
Grade 06	22	1		25	1		30	1		30	1		40	1	
Grade 07	20	1		25	1		22	1		30	1		40	1	
Grade 08	15	1		20	1		20	1		40	1		40	1	
	282	9	9	310	10	10	342	9	9	370	10	10	410	10	10
	291 300			320 330			351 360			380 390			420 430		

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.

The A. Michael Dixon School of Leadership & Arts proposed to purchase school buses for student transportation for students to ensure that any student who would like to attend the school will be able to do so. The school buses will be deployed all over the entire Pitt County school district. Any student living in Pitt County will be able to ride the school bus.

School buses will not pick up students outside of the Pitt County district unless there is at least between 15 - 20 students able to ride the bus from each county. In the event there is at least 15 - 20 student there will be designated stops, where parents can bring their student to the bus stop for transportation.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

The A. Michael Dixon School of Leadership & Arts plans to contract with the Pitt County School district or another appropriate entity to purchase lunches for the students at the school. After the first year of operation, the school proposes to have facilities to cook meals on-site for the students.

Students will be given lunch applications to fill out as part of the registration package. Any students meeting the criteria for free or reduced price lunch will be able to participate in the lunch program. However, all students will be given lunch regardless of the ability to pay. NO Student will be turned away. Every effort will be made by the cafeteria director to collect monies owed to the school by making contact with the parent/guardian. In the event monies cannot be collected from the parent or guardian, students will continue to receive a lunch, and other arrangements made for the collection if possible.

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

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

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

Area of proposed	Proposed amount of coverage	Cost (Quote)
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coverage			
Comprehensive General Liability		\$1,000,000	\$4,882.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$.00
Property Insurance		\$500,000	\$750.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$8,474	\$8,474.00
Total Cost			\$14,619.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

mbgrimes 02/13/2013

(Board Chair Signature) (Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The A. Michael Dixon School of Leadership & Arts has currently identified a building in Farmville, North Carolina located at the H.B. Sugg Community Center, 3632 South George Street that would work very well for a Kindergarten through eight grade school, with the potential for growth. The facility has more than enough square feet and a large amount of surrounding land for playground equipment or basketball courts to be installed. The location is off of a main road and very conducive for traffic. The facility was previously used as a public school and currently is used as a community resource center. In Appendix N the resource center has provided a letter of support for the charter school, a floor plan detailing the space designated for the school, and prices for the rental of the building. The building currently has a cafeteria, and a gym available, as well as more than adequate parking for staff, visitors and busing and a large amount of space

for playgrounds equipment and other outdoor activities. The owners of the facility are currently conducting fundraising projects to complete the renovations to the gym.

The building is currently occupied and in use as a educational facility; therefore, obtaining a valid Certificate of Occupancy should not be a problem, although it is not available at this time.

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.*

Two other facilities have been identified in the Farmville area that would work very nicely as a charter school.

The second building is located in Farmville, North Carolina on 264 By-pass. The building was previous used as a supermarket and has been vacant for approximately five to seven years. The owners of the building are willing to rent the space or to sell the space, whichever is appropriate. If the space is rented, the owners are willing to renovate to suit the needs of the charter school. The building is located on a main road in Farmville and has adequate parking for staff, visitors and busing and also has sufficient land to have playground equipment and basketball courts for the students.

The third facility is located on approximately five acres of land and has a building with a large amount of square footage available. The building is located on a main road in Farmville which will provide easy access for all traffic and has sufficient parking for staff, visitors and busing. This building is in an optimum location for a school, it is in a location set apart from other buildings with a large amount of surrounding land. At this time calls have been made to inquire about the building, with not response yet; however the building is for sale.

All three facilities are very good candidates for a school and at this time the Board is in the information gathering stage for these two facilities.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

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

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

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

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

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

LEA #1740 - Pitt County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,692.74	282	\$1,323,352.68
Local Funds	\$1,664.00	282	\$469,248.00
Federal EC Funds	\$3,743.48	36	\$134,765.28
Totals			\$1,927,365.96

LEA #2540 - Lenoir County Public Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,059.13	9	\$45,532.17
Local Funds	\$1,298.00	9	\$11,682.00
Federal EC Funds	\$3,395.97	0	\$.00
Totals			\$57,214.17

LEA #3980 - Wilson County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,714.36	9	\$42,429.24
Local Funds	\$1,636.00	9	\$14,724.00
Federal EC Funds	\$3,743.48	0	\$.00
Totals			\$57,153.24

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$134,765	\$148,241	\$161,583	\$174,510	\$191,960
-Local Per Pupil Funds	\$495,654	\$542,773	\$591,623	\$638,952	\$702,848
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,411,314	\$1,554,887	\$1,694,827	\$1,830,413	\$2,013,454
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,041,733	\$2,245,901	\$2,448,033	\$2,643,875	\$2,908,262

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
Assistant Administrator	2	\$33,000	\$66,000	2	\$33,000	\$66,000	3	\$33,000	\$99,000	3	\$33,000	\$99,000	3	\$33,000	\$99,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Core Content Teacher(s)	23	\$39,400	\$906,200	25	\$39,400	\$985,000	27	\$39,400	\$1,063,800	29	\$39,400	\$1,142,600	32	\$39,400	\$1,260,800
Para Educator(s)	3	\$18,000	\$54,000	4	\$18,000	\$72,000	4	\$18,000	\$72,000	5	\$18,000	\$90,000	5	\$18,000	\$90,000
Electives/Specialty Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Related Service Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Contracted Personnel	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Personnel	30	\$195,400	\$1,131,200	33	\$185,400	\$1,218,000	37	\$185,400	\$1,369,800	41	\$225,400	\$1,506,600	44	\$225,400	\$1,624,800
Benefits:															
	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Disability	27	\$400	\$10,800	29	\$400	\$11,600	33	\$400	\$13,200	36	\$400	\$14,400	39	\$400	\$15,600
Health Insurance	27	\$4,500	\$121,500	29	\$4,500	\$130,500	33	\$4,500	\$148,500	36	\$4,500	\$162,000	39	\$4,500	\$175,500
Life Insurance	27	\$300	\$8,100	29	\$300	\$8,700	33	\$300	\$9,900	36	\$300	\$10,800	39	\$300	\$11,700

A Michael Dixon School of Leadership And

Medicare	30	\$490	\$14,700	33	\$497	\$16,401	37	\$497	\$18,389	41	\$497	\$20,377	44	\$497	\$21,868
Retirement Plan	27	\$2,500	\$67,500	29	\$2,500	\$72,500	33	\$2,500	\$82,500	36	\$2,500	\$90,000	39	\$2,500	\$97,500
Social Security	30	\$2,098	\$62,940	33	\$2,125	\$70,125	37	\$2,125	\$78,625	41	\$2,125	\$87,125	44	\$2,125	\$93,500
Total Benefits	168	\$10,288	\$285,540	182	\$10,322	\$309,826	206	\$10,322	\$351,114	226	\$10,322	\$384,702	244	\$10,322	\$415,668
Total Personnel Budget	198	\$205,688	\$1,416,740	215	\$195,722	\$1,527,826	243	\$195,722	\$1,720,914	267	\$235,722	\$1,891,302	288	\$235,722	\$2,040,468

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

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Other	Administrative- Audit	\$6,500	\$6,500	\$7,500	\$7,500	\$8,000
	Administrative- Insurance	\$22,000	\$24,000	\$26,500	\$29,000	\$32,000
	Administrative- Isis & Powerschool	\$31,500	\$33,500	\$35,000	\$38,000	\$41,000
	Administrative- Legal	\$3,000	\$4,000	\$5,000	\$5,000	\$5,000
	Administrative- Office Equipment	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000
	Administrative- Office Supplies	\$15,000	\$12,000	\$13,000	\$14,000	\$15,000
	Contingency- 5% Revenue Reduction	\$102,000	\$100,000	\$100,000	\$100,000	\$100,000
	Contingency- Underbudget Of Expenses	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Instructional- Ec Contracted Services	\$20,000	\$22,000	\$24,200	\$26,620	\$29,280
	Instructional- Equipment & Other	\$50,000	\$20,000	\$22,000	\$24,000	\$26,000
	Instructional- Materials & Supplies	\$30,000	\$18,000	\$18,000	\$21,000	\$23,000
	Instructional-Staff Development	\$5,000	\$10,000	\$15,000	\$20,000	\$20,000
	Instructional-Testing Materials And Fees	\$15,000	\$16,500	\$18,150	\$19,965	\$21,960
	Operations- Food Service	\$70,280	\$77,000	\$84,000	\$92,000	\$101,000
	Operations- Marketing	\$9,000	\$3,000	\$3,000	\$3,000	\$3,000
	Operations- Rent	\$60,000	\$72,000	\$75,000	\$78,000	\$81,000
	Operations- Transportation	\$57,400	\$60,000	\$62,000	\$65,000	\$68,500
	Operations- Utilities	\$36,000	\$38,000	\$42,000	\$45,000	\$48,000
	Operations-Janitorial & Maintenance	\$19,800	\$22,000	\$24,000	\$26,000	\$28,000
	Total Operations	\$592,480	\$568,500	\$604,350	\$644,085	\$680,740

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,416,740	\$1,527,826	\$1,720,914	\$1,891,302	\$2,040,468
TOTAL EXPENDITURE (OPERATIONS)	\$592,480	\$568,500	\$604,350	\$644,085	\$680,740
TOTAL EXPENDITURES	\$2,009,220	\$2,096,326	\$2,325,264	\$2,535,387	\$2,721,208
TOTAL REVENUE	\$2,041,733	\$2,245,901	\$2,448,033	\$2,643,875	\$2,908,262
ANNUAL NET PROJECTIONS	\$32,513	\$149,575	\$122,769	\$108,488	\$187,054

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

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

- 1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

Anticipated enrollment in years 1-10 ranges from year one (300) to year 10(600) with students from primarily Pitt County. LEA allotments were derived from the LEAs' website budget information.

Revenues for years 2-5 were projected using the same per pupil revenue numbers multiplied by the Total Enrollment Table numbers of students.

EC students (36) represents an estimate of 12% of the total enrollment and revenue therefrom was calculated using the current state EC allotment rate of \$3,743.

In the event that enrollment does not reach 100% we budgeted in the Operations Budget a contingency reserve of 5%, or \$102,000, which was added as an expense item since the Revenue Projections page does not accept a minus entry. However, with no charters in Pitt County and our marketing results, we firmly believe we will receive 300 or more applications for enrollment our inaugural year.

The breakeven point for student enrollment is estimated to be 252. To calculate our breakeven point in students we determined that if "N" equals our breakeven point in Students enrolled then $N = \text{Fixed costs} / (\text{Revenue} - \text{Variable costs}/300)$. We determined that fixed costs were \$173,500; costs if zero students enrolled but certain obligations were contracted for such as rent, etc. Variable costs are then \$1,835,720 including the contingency reserves. Revenue year one is \$2,041,729. Therefore, $N = \$173,500 \text{ divided by } (\$2,041,729 - \$1,835,720 = \$206,009/300 = \$687)$ or 252 students.

The DPI software "self-populates" revenues by asking for ADMs for LEAs other than the primary LEA and multiplying state LEA allotments by the ADM. State statutes state that the home LEA of the schools determines the state ADM, not the LEA from which the student comes. We have not adjusted for this software mis-calculation which has overstated revenues by less than \$5,000 in year one.

A guide we used to determine budget expenditures was an analysis of the "fast-track" charter schools approved and opened in 2012. We scheduled information from all their budgets and after removing misleading numbers

such as Bear Grass Charter having zero rent in year one, we averaged the schools' costs and divided by the total number of students projected for year one and therefore determined per pupil estimates. We used these numbers to determine in some cases the reasonableness of our calculations.

- 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*

Three administrative assistants will share some of the accounting, purchasing, and payroll duties. Integrated Software and Information Systems (ISIS, financial reporting) and PowerSchool, the student information system will be outsourced. We will get bids on both services from the NC Public Charter Schools Association and at least one other alternate provider of these services. The Association has quoted us estimated amounts totaling \$31,500, used in our budget although what NCDPI will require regarding PowerSchool is not known at this time.

We will solicit bids for our required financial audit and ensure that the engagement is approved by the School of Government. In our determination of providers for the audit and other services we will look not only to the pricing of the services but we will attempt to evaluate the quality also. We are cognizant that the majority of failed charter schools has been a result of poor fiscal management and we will focus our efforts in the financial accountability obligation of our Board to the state and to our parents and students.

- 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.*

We understand that without facilities funding we must make our funds go further. We anticipate a frugal financial plan in year one while still offering Pitt County students a high quality education. While we anticipate 300 students we have built in a 5% contingency reserve for under-enrollment and a \$25,000 contingency reserve for under-budgeting.

Although we will develop fundraising plans we are not budgeting any revenues outside state and local funding.

Transportation and Food Service "staff" costs are included as Operational costs under those categories.

- 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.*

This is not applicable since we have not used any such funds as a part of our budgeted resources.

- 5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

The breakeven number of students is estimated to be 252 in year one, calculated above, and approximately 200 students thereafter.

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

The contingency plan for year one includes limiting or eliminating our transportation and revising the food service plans if our revenue projections are less than anticipated.

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.

The A. Michael Dixon School of Leadership & Arts will create a Request for Proposal for an audit by a Certified Public Accountant to obtain an opinion as to the fairness of our financial statements for the year end June 30,2015. As part of that engagement we will request a Management Letter to let the Board of Directors know of any weaknesses in our internal controls and ask for recommendations to improve our accounting systems as well as improve our overall financial health.

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.

The Board has not investigated Certified Public Accountants at this date. We do recognize the value in having this engagement contracted for early in our first year so that we may avail our school management of the CPAs' assistance and advice during the first year and prior to the audit itself. However, there is a CPA on the Board of Directors with experience who will be instrumental in the process of finding an appropriate CPA.

VI. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

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

Print/Type Name: mbgrimes

Board Position: Melissa Grimes, Board Member

Signature: _____

Date: 02/26/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.