



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **The Platinum School**

**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  
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## CHARTER SCHOOL

### 2013 Application Process

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

#### APPLICATION DUE DATE/TIME

**January 4, 2013**

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

**March 1, 2013**

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

**March 8, 2013**

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

#### APPLICATION SPECIFICATIONS

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

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

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	4
	<u>Grade Levels Served and Total Student Enrollment:</u>	4
II.	<u>MISSION and PURPOSES</u>	6
	<u>Mission:</u>	6
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	6
	<u>Purposes of the Proposed Charter School:</u>	7
	<u>Goals for the Proposed Charter School:</u>	8
III.	<u>EDUCATION PLAN</u>	10
	<u>Instructional Program:</u>	10
	<u>K-12 Curriculum and Instructional Design:</u>	11
	<u>Special Programs and "At-Risk" Students</u>	13
	<u>Exceptional Children</u>	14
	<u>Student Performance Standards</u>	16
	<u>High School Graduation Requirements</u>	16
	<u>Student Conduct:</u>	17
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	18
	<u>Governance:</u>	18
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	18
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	20
	<u>Private School Conversions: complete</u>	20
	<u>Projected Staff:</u>	20
	<u>Staffing Plans, Hiring, and Management</u>	21
	<u>Staff Evaluation and Professional Development</u>	23
	<u>Enrollment and Marketing:</u>	23
	<u>Marketing Plan</u>	24
	<u>Parent and Community Involvement</u>	24
	<u>Admissions Policy</u>	24
	<u>PROJECTED ENROLLMENT 2014-15 through 2018-2019</u>	27
	<u>Transportation Plan:</u>	28
	<u>School Lunch Plan:</u>	28
	<u>Civil Liability and Insurance</u>	28
	<u>Health and Safety Requirements:</u>	29
	<u>Facility:</u>	29
	<u>Facility Contingency Plan:</u>	30
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2014-15</u>	31
	<u>Total Budget: Revenue Projections 2014-15 through 2018-2019</u>	32
	<u>Personnel Budget: Expenditure Projections 2014-15 through 2018-2019</u>	33
	<u>Operations Budget: Expenditure Projections 2014-15 through 2018-2019</u>	34
	<u>Overall Budget:</u>	35
	<u>Budget Narrative:</u>	35
	<u>Financial Audits:</u>	37
VI.	<u>AGREEMENT PAGE</u>	
	<u>LEA Impact Statement:</u>	38
	<u>Applicant Signature:</u>	38

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: The Platinum School

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: *The Platinum School, Inc.*

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

Name of contact person: *Randi Wolk*

Title/Relationship to nonprofit: *Founder*

Mailing address: 14100 Wyndfield Cir  
Raleigh NC 27615

Primary telephone: 919-291-5791 Alternative telephone: 240-475-9753

E-Mail address: ThePlatinumSchool@gmail.com

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

County: WAKE

LEA: 920-Wake 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? The Platinum School, Inc.

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

Projected School Opening: Year 2014 Month July

Will this school operate on a year round schedule?

No:

Yes: X

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

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	06,07,08,09	84
Second Year	06,07,08,09,10	108
Third Year	06,07,08,09,10,11	132

Fourth Year	06,07,08,09,10,11,12	156
Fifth Year	06,07,08,09,10,11,12	156
Sixth Year	06,07,08,09,10,11,12	156
Seventh Year	06,07,08,09,10,11,12	156
Eight Year	06,07,08,09,10,11,12	156
Ninth Year	06,07,08,09,10,11,12	156
Tenth Year	06,07,08,09,10,11,12	156

*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.*

cptully  
Signature

Vice President  
Title

cptully  
Printed Name

03/01/2013  
Date

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

The mission of The Platinum School is to allow middle and high school students who present mild intellectual disabilities to maximize their functional independence through an individualized or personal education program that focuses on building core academic skills.

### **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 target population of the Platinum School is students identified as mildly intellectually disabled and/or with an IQ in the 65-85 range. In 2011 there were 10,0076 middle and high school students in the Wake County Public School System being served through special education services. At least 500 of these students have an initial eligibility of ID Mild. The assumption is that these students are a cross section of the ethnic and racial composition of Wake County. We anticipate that our students will have the same diversity such as Wake County. Wake County statistics do not break out the racial identity of special ed students.

Students in this population are better served in smaller classrooms with a higher teacher to student ratio, which is typically achieved in what are called self-contained classrooms. In Wake County there are no self-contained classrooms for the ID Mild population at the middle and high school levels. The founding members of the Platinum School believe that these students deserve the opportunity for an education that allows them to thrive. Wake County was chosen because the founding members live. Wake County is the largest school system in NC with a large special needs population. All students regardless of their intellectual capacity have the right to be prepared to be productive citizens of the community and being that the Board members reside in Wake County we want to prepare the students of Wake County to be those citizens.

- 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?*

Projected total enrollment is 156 students within 4 years. This is less than 1% of the 2011-12 ADM of Wake County.

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

The education plan is different in that the entire school population will be on the occupational course of study track. At Platinum School every child would have an individualized education plan or personalized education plan and be met at their developmental level for both their strengths and weaknesses. There will be emphasis placed on hands on learning opportunities within the classroom and the community. All aspects of learning will tie directly to functional skills and increasing levels of independence for both vocation and the highest standard for independent living.

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.*

Platinum School will allow for different and innovative teaching methods as well as innovative professional opportunities for teachers responsible for developing the learning program. Teachers will be an integral part of ensuring that Common Core standards as well as extended content standards are integrated with innovative, research based instruction. Teachers will be provided opportunities for staff development that will enhance the way instructional programming will be implemented for students attending Platinum. Teachers will be supported monetarily and professionally by administration in choosing the most appropriate materials, programs and implementing ideas that support the mission of The Platinum School. Shared leadership will be a driving force among the staff at Platinum. Data will be collected in regards to effectiveness of learning opportunities. Teachers as well as administrators will utilize this data in order to determine the success of students and teachers meeting the mission.

Parents and students will be afforded multiple and varied educational opportunities that are not currently available at most public middle and high school settings. It will also focus on improving student learning, and increasing learning opportunities for all students, specifically at risk

students. Students attending elementary school in this LEA who present with IQs 65-85 (the target population for Platinum) are typically in self-contained classrooms that have a class size limit of 12 students. Their instruction is individualized and tailored to their unique learning styles. When middle school age is reached the LEA, in which Platinum will be located, does not provide self-contained programs for students with the identified IQs. These students are expected to function in a regular education setting with only minimal support from special education teachers. Work towards meeting IEP goals is a focus in public school; however it is difficult for needs of to be truly met by regular education teachers who are facing ever-increasing class sizes that are not regulated by NC statutes. This reality coupled with minimal support from special education teachers due to limited months of employment for teaching positions is leading to a lack of support for students, keeping them from reaching their potential and preparing them to be contributing members of their community.

The Platinum School will be able to provide middle and high school students small class sizes taught by educators who have specialties in teaching students with the identified IQs. We believe that students are more engaged in learning activities and greater learning gains when class size is smaller. The Platinum School class sizes will be no more than a teacher-to-student ratio of 1:10 in middle and 1:12 in high school. These classes will emulate the setting that these students have typically grown accustomed to in elementary school in their LEA as well as a continued emphasis on individualized instruction tailored to IEP/PEP goals. However they will differ in that students will be afforded instructional programming and opportunities that will explore a variety of vocational options that will expose students to future career choices. Platinum will engage with community agencies and businesses to create authentic learning opportunities for students. This partnership will serve a two-fold purpose: 1. Students exposure to potential job opportunities within their community will be a catalyst for students to making decisions about their own futures. 2. Community leaders will see the potential in these students as future employees that will be dedicated employees. Platinum will also create a strong family partnership that will provide access to resources that will provide students and parents with support structures, such as; social workers, doctors, O.T., P.T., school counselors, mental health service, etc.

### **Goals for the Proposed Charter School:**

- 1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

The Board will know we have met our mission when the population of the school is 90% of the enrolled students are considered to be ID Mild, they each have an IEP, are known well by staff members, supported in their school environment, and are making progress on established goals and objectives. Quarterly progress reports and annual IEP meetings will be well documented and progress will be tracked for each student. Teachers will keep data on goals that have been met and goals that have not yet been met for each student. Student strengths will also be evaluated. As vocational experiences are explored and students have opportunities to engage in community based learning, data will also be collected in regard to their



success during those opportunities. Within the first 5 years we plan to incorporate special education student teachers to begin doing research based statistical analysis of our program in order to begin to formally document the success of our program as well as the success of our student population as a whole.

- 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.*

See above.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

The Platinum Schools mission is to maximize functional independence through an individualized or personal education program that focuses on building core academic skills for students who present mild intellectual disabilities. We believe that all students can learn. We believe in meeting the student at their present levels of educational and functional performance and utilizing research based approaches to maximize student achievement. The foundation for our philosophy is based on the principles of Universal Design for Learning (UDL). Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs. In line with the philosophy of UDL, The Platinum School will present information and content in a variety of ways, differentiate the ways students can verbalize their knowledge of a subject, and motivate students to learn using multiple means of engagement.

The Education Plan for The Platinum School will use the North Carolina Standard Course of Study and the Common Core Standards as the basis of student benchmarks. However, teachers and students at The Platinum School will utilize evaluation and assessment information for every student to create a unique learning plan based on their individual needs. The staff of The Platinum School recognizes the need for differentiated learning approaches, methods of presentation, and evaluation. We recognize the need for accommodations based on individual needs to maximize students opportunities to demonstrate mastery of concepts. We also understand that our student population may require a great deal of repetition and additional time to meet their goals.

The Platinum School has high expectations for all students and shares the goals of the North Carolina Accountability Model. We aim for our students to maximize their functional independence and career or college readiness by focusing not only on academics, but also 21st century skills necessary in today's workplace. Throughout instruction, emphasis will be placed on working collaboratively, communication, social skills, responsible use of technology, and self-care.

All students will be held accountable for their actions utilizing Positive Behavioral Interventions and Supports. PBIS is "a decision making framework

that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students". High behavioral expectations will be created at the school levels that are consistent across settings. A clear system of rewards focused on positive behavior will be established. School staff will utilize data to make decisions and problem solve to provide intervention for students who required additional support.

We believe in the saying that "it takes a village". At The Platinum School we believe in a strong sense of community. The students, faculty, and parents will feel a sense of community both within the school and within the surrounding community. Utilizing the talents and diversity of the board members of The Platinum School, our students will participate in educational experiences throughout the community in authentic learning experiences to make curriculum meaningful and maximize opportunities to strengthen 21st Century Skills necessary for career or post-secondary school readiness. Authentic experiences such as grocery shopping, dining out, navigating the transportation system, and vocational training opportunities will be incorporated into both academic and functional learning skills.

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

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

The Platinum Schools learning environment will begin as a classroom based model with increasing opportunities for community outreach and education as they arise. It is our belief that students increase learning by doing and the school will maximize opportunities to take learning outside of the classroom into the community to make concepts meaningful and relevant. Students will be grouped based on educational and functional goals as written in Individualized Education Plans. Classroom teachers will utilize a variety of assessment data to create Personalized Education Plans for students who do not meet eligibility criteria for Special Education Services. Class size in grades 6 through 8 will be limited to a 10:1 ratio based on North Carolina Policy for students with special needs. There will be two teacher assistants per class in order to allow for the specialized learning methods.

All high school classrooms at The Platinum School will have a student to teacher ratio of 12:1 with up to two assistant teachers per class. Small class sizes lead by special education teachers, and the additional assistance of paraprofessionals, will allow for differentiated instruction with hands-on experiences that prepare students for their futures. A collaborative culture and partnerships within the community will provide an environment that teaches the whole student and meets them at their functioning level with the goal of continuous growth. As the school grows and the level of the students increased, courses on food preparation such as those described in DPIs Career and Technical Education Essential Standards will be offered.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered

in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.

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

The North Carolina Accountability Model focuses on students graduating from high school ready for college and/or a career in the 21st Century. Our curriculum, while based on the Common Core Standards (CCS) and North Carolina Essential Standards (NCES) and will meet the student at their present levels of educational and functional performance and provide instruction in multiple modalities to maximize student achievement. Our students will also be expected to work collaboratively, demonstrate responsible and efficient use of technology, and communicate effectively in order to be prepared to enter the workforce or continue their education in college or trade school. The mission of The Platinum School is to allow for functional independence. This curriculum will move each student forward towards that goal in ways that they learn most efficiently.

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

Teachers and staff at The Platinum School will be expected to have an in-depth knowledge of the Common Core Curriculum as well as mastery of differentiating instruction, making accommodations to maximize student mastery of learning targets without modifying content, and integration of 21st Century Skills. Teachers will also be expected to demonstrate exceptional communication and interpersonal relationships with members of the surrounding community to maximize opportunities for authentic instruction and vocational training. They will also require in-depth knowledge of evaluating data to make educational decisions individualized for each student. Teachers and staff will need to value and celebrate accomplishments, big and small, to promote a sense of value in each of our students. Understanding the challenges our students face and working to meet the individual needs of every student, will allow our students to achieve both academic success and maximize functional independence.

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

Students that are able to meet the requirements for receiving a diploma will do so within small classes taught by licensed, highly qualified teachers. Teachers will focus on the Common Core Standards as a guide for instruction while also implementing research-based strategies that meet the needs of each learner. Students that are cognitively unable to meet the requirements for receiving a diploma will be taught life skills that prepare them for lives outside the classroom in which they can function on their own and contribute to society in a positive manner.

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

It is the belief that the proposed calendar for The Platinum School will support the needs of its expected student population. Students who present with IQs 65-85 benefit from a consistent schedule with small breaks of time between instruction rather than large amounts of time that a traditional schedule schools usually provide. Also the mission of Platinum is supported by this calendar in that it will provide students opportunities to be exposed to a variety of vocations that are dependent on the seasons of the year.

## **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.

The targeted population of The Platinum School is students with disabilities and/or students whose cognitive ability falls within the range of 65-85. The majority of these students will have already been identified under the Individuals with Disabilities Education Act and will enter the school with an active Individualized Education Plan (IEP). These students will continue to receive services as dictated on the current IEP. Students who enter without current IEPs will most likely have been identified as students who struggle to meet the benchmarks set forth in the North Carolina Standard Course of Study. The staff at The Platinum School will review any prior assessments and/or documentation to include Personal Education Plans, Response to Intervention Team interventions, and Student Support Team documentation. These students will continue to receive research based interventions and progress will be monitored weekly to determine the effectiveness of the interventions. A team of professionals at The Platinum School will meet as a Professional Learning Team weekly to discuss student achievement and strategies to increase opportunities for growth.

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.

The Platinum School will utilize methods similar to that of the Wake County Public School System as described below.

If it is determined that the students primary language is one other than English, it is the responsibility of The Platinum School to administer the WIDA-ACCESS Placement Test (W-APT). Students who present scores on the W-APT below 5 in one or more of the four language domains (Listening, Speaking, Reading, and Writing) will be considered ELL. This assessment will be completed on student upon The Platinum Schools data manager discovering the following:

\* All students will complete a Home Language Survey (HLS). If the answer to all questions on the HLS is English, and the students primary language is English, then the student should be considered English language proficient and no language proficiency testing is to be administered. If the answer to any question on the HLS is a language other than English, the student is considered a National Origin Minority student (NOM). If the primary language is determined to be one other than English, the student must be tested using W-APT, as mandated by the North Carolina Department of Public Instruction within thirty (30) days of the students initial enrollment for students enrolling at the beginning of the school year.

\* Parents of students who are native-English speakers have at times listed a language other than English on the HLS to indicate their childs knowledge of a foreign language. In this situation, they would not be given the W-APT.

\* Parents of students who use a language other than English as their main mode of communication have at times listed only English on the HLS. In these situations, the parents will be required to enroll their child at the Center

for International Enrollment (CIE).

\* Adopted non-English speaking children should be given the W-APT irrespective of the fact that they are currently immersed in an English-speaking environment at home.

The Center for Research on Education, Diversity, and Excellence (CREDE), a federal research center at the University of California, has identified five standards which mark instruction in classrooms with high concentrations of students with limited English proficiency. The Platinum School is committed to ESL instruction that implements the standards as specified by CREDE (<http://www.crede.ucsc.edu>).

Limited English proficient (LEP) students are to be assessed on their progress in meeting the objectives of the Common Core or Extended Content Standards (when applicable), their knowledge of English and their progress in learning English. It is extremely important that Entering, Beginning, and Developing LEP students participate in classroom activities and be evaluated in terms of their effort and progress. When engaged in classroom activities, LEP students learn concepts and processes before they are able to verbalize, read, or write about them. The time expectation for meeting goals differs among English language learners. LEP students require 6 months to 2 years to learn conversational English skills. They require 5 to 7 years or longer for LEP students to become academically proficient in English so that they can function on par with native English speaking peers.

Students who enter The Platinum School who are currently identified as English Language Learners will have a current LEP plan. Platinum personnel will continue to implement research based interventions and educational practices set forth in the LEP plan. All students at The Platinum School will have either an IEP or PEP; the needs of ELL will be incorporated into the IEP or PEP.

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.

The Platinum School will utilize assessment data to identify students who require services as Intellectually Gifted. Students who require a more rigorous and challenging curriculum will be placed with other students of similar needs. Individual goals and objectives will be utilized to address strengths and weaknesses through research-based instructional methods.

All students, regardless of intellectual ability, at The Platinum School will be assessed to better understand their academic needs. COGAT or ITBS data will be utilized. An Personalized Education Plan (PEP) will be written for any student, including those from under-represented populations as deemed necessary and progress on goals will be assessed through both formative and summative measures. Progress will be reported on quarterly in conjunction with student Report Cards.

### **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)

It is anticipated that 75% or more of the student population will already have an IEP when entering The Platinum School. Students who enroll in The Platinum School will have a review of their student records to include assessment and eligibility data as well as current IEPs and 504 plans. If no data is currently available school representatives will meet with the student and parents to determine the student's most pressing needs and arrange for further professional evaluations.

North Carolina Department of Public Instruction mandates that every effort be made to locate and identify students and youth with disabilities who are in need of services and provide parents/guardians with information regarding services available. School based staff will conduct a battery of assessment necessary to meet eligibility requirements under IDEA.

Student records will be requested from the receiving school at the time of enrollment by The Platinum Schools Data Manager.

Student records will be maintained in a locked room. An access list to student files will be kept up to date and prominently displayed. A log will be kept to document removal of files to other locations in the building. All confidential records will be returned to the file room by the end of each day.

Upon receipt of student records, case managers will conduct a limited audit of the file for compliance. Limited audits will be conducted yearly by student case managers. The Platinum School's Administration and Special Education Team will conduct a random compliance check of 5% of the files each year. Corrective action will take place within 60 calendar days of the full audit.

## 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.

The targeted population of The Platinum School will be students with disabilities and students who do not meet eligibility criteria under the Individuals with Disabilities Education Act, but require an individualized approach to meeting academic standards and functional independence. The Platinum School will be staffed with highly qualified teachers who have experience teaching students with disabilities. We will recognize existing Individual Education Plans and continue to follow federal guidelines for

creating and implementing IEPs including, but not limited to annual review and reevaluation procedures.

The Platinum School will adhere to federal guidelines outlined in PL 94-142 (Individuals with Disabilities Education Act) to make sure compliance procedures are in place to meet the needs of each student. Appropriate instruction will be provided to each student through the use of their Individualized Education Plan and Common Core Standards.

Highly qualified special education teachers will be responsible for implementing IEPs as written and following federal guidelines for timelines. Teachers and related service providers will complete progress reports on IEP goals quarterly to accompany the students report card.

The Platinum School plans to provide contract services for both service delivery and necessary evaluations as deemed necessary by the IEP team and documented on the DEC 5, Prior Written Notice.

### **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.

To be determined.

### **High School Graduation Requirements**

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

It is anticipated that most students able to earn a diploma will be on the Future Ready Occupational Course of Study. All students will receive instruction from licensed, highly qualified, teachers for the subject(s) in which they teach. Students will be expected to complete four credits in English, four credits in mathematics, three credits in science, four credits in social studies, one credit of health and physical education, and six elective credits. Small class sizes will allow for more individualized instruction to meet the needs of all students attending The Platinum School. Hands-on and real-world experiences that focus on 21st century skills will allow students to put content to practice so that they are able to better generalize skills to all areas of their academic day and prepare them for their futures. Quarterly report card grades and assessment documentation will be included on all transcripts so that a thorough academic history can be readily available to necessary recipients.

Through the use of a support team of special education teachers, related service providers and paraprofessionals, students will receive research-based instruction and accommodations/modifications to address goals and objectives within their Individualized Education Plans, in conjunction with Future-Ready Occupational Course of Study requirements. A student to



teacher ratio of 10:1 in middle school and 12:1 in high school will allow for individualized and differentiated instruction within students core academic classrooms. Students whose disability adversely affects their ability to follow through with requirements for receiving a diploma will receive job-ready and life skills instruction to become productive, self-sufficient citizens.

Continuous support will be given to all students throughout their academic career at The Platinum School. Teachers and staff will address the whole student by closely monitoring progress within each of their classes and collaborating regularly to ensure follow through with all curriculum requirements. Preventative measures that include continuous communication with parents and student buy-in to their success will be used. It is anticipated that some, if not many, of the students at The Platinum School will graduate as older students (up to 22 years of age as allowed by law).

**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.

Platinum School is committed to meeting the social and emotional needs of its students. The primary purpose of a discipline policy is to inform parents, students and the greater community of staff's commitment to responding to students needs in a compassionate and proactive manner; emphasizing the physical and emotional safety of all members of the Platinum Community. School Discipline is best accomplished by preventing misbehavior before it occurs and then using effective interventions after it occurs. School safety and academic success are formed and strengthened when all school faculty and personnel build positive relationships with its students; actively engaging in their lives and learning. The Platinum School's philosophy is in a non punitive, positive approach to discipline being the foundation for a productive and empathetic learning community. One of The Platinum Schools core belief is that conflict is an opportunity for both students and faculty to learn and practice a critical life skill; problem solving. The Platinum School commits to implementing a researched based social and emotional curriculum which incorporates rules of conduct, expectations of behaviors and consistent and reliable responsive interventions to the conduct and discipline needs of its students.

**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:* The Platinum School, Inc.

*Mailing Address:* 14100 Wyndfield Circle

*City/State/Zip:* Raleigh NC 27615

*Street Address:* 14100 Wyndfield Circle

*Phone:* 919-291-5791

*Fax:*

*Name of registered agent and address:* Randi Wolk  
14100 Wyndfield Circle  
Raleigh NC 27615

*FEDERAL TAX ID:* 46-1846037

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
John Muter	Director	WAKE	Contractor
Chris Tully	Vice-President	WAKE	Consultant

Randi Wolk	President	WAKE	Occupational Therapist
Glenn Scott	Secretary/Treasurer	WAKE	Parent

**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 Head of School is hired/fired/by Board. The Head of School will report directly to the Board and the Board will maintain all authority with respect to overseeing the job duties and responsibilities of the Head of School, including setting goals and overseeing performance of Head of School. All other faculty shall be hired/overseen/fired by Head of School. Parents will communicate with Head of School and staff directly.

- 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 Governing Board of Directors (GBOD) will consist of at least nine (9) and no more than eleven (11) members. The GBOD will oversee financial solvency of School; manage the budget and all income/expenses of School; oversee solicitations and fundraising; oversee the facility management; set rules and regulations with the assistance of the Head of School; ensure compliance with all rules and regulations necessary to sustain nonprofit status and do all acts necessary and appropriate to ensure that the School's mission is maintained and the highest educational goals are achieved. The Board of Directors will represent a cross-section of backgrounds, professions and experiences. There will be a minimum of three key stakeholders (parents of students or former students) on the GBOD.

- 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?*

Randi Wolk, the Corporations founder, has solicited and appointed members of the Initial Board to serve an initial term of three years. The focus has been on selecting Board members with a solid belief in the mission along with diverse skills able to run an efficient and excellent school. It is expected that the current board vacancies will be filled within six months.

- 4. How often will the board meet?*

Monthly during the school year.

- 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).*

To be determined.

- 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.*

Any Director shall disclose to the Board any relationship, which she/he may have with any person, corporation or other entity with whom the Corporation proposes to enter into any contract or other transaction which will or may result in financial gain or advantage to such Director by reason of such relationship. If it appears that a Director has failed to make this disclosure before the Corporation enters into such contract or transaction, the Board may remove the Director by a simple majority vote of the Board by secret ballot counted by the secretary and confirmed by the Vice President, at any meeting at which a quorum is present.

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

To be determined.

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.*

There are currently no advisory bodies, councils or associations that are a part of The Platinum School.

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

#### Include in the Appendices:

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

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

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

**X Not Applicable**

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

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

**X Not Applicable**

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

**X Not Applicable**

### Projected Staff:

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

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

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

The Platinum School will conduct candidate searches using advertising in newspapers, web and professional journals, publishing on our school website, attending job fairs and "word of mouth." If necessary, a recruitment agency might be utilized to fill a difficult position. Phone interviews will be conducted prior to deciding upon finalists for in-person interviews. All finalists will receive school publications in order to familiarize themselves and prepare questions for the interviews.

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 only employee of the nonprofit board will be the Administrator.

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

Recruitment activities will be conducted by the School Administrator and Assistance Administrator(s). Personal interviews will be required of finalists and they will be asked to share a written explanation of how they will further the mission of the school. These will help the interviewers see if there is "goodness of fit" between the candidate and the school.

Background checks and detailed reference checks will be conducted. An interview rubric will be developed and used. All recommendations for potential hires will be submitted to the Board for review and comment.

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

See Financial Plan.

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

Informal Resolution

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions when problems do occur.

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. In those circumstances where informal procedures fail or are inappropriate or where the employee requests formal procedures, a grievance will be processed pursuant to steps outlined by the Board.

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

All positions are expected to take on multiple responsibilities.

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.*

It is expected that the majority of the school population will have special

needs and or be ELL. As such all teachers will be expected to be specialized in special education. The recruitment strategies and staffing will reflect that need.

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).*

Teachers at The Platinum School will be required to meet the standards set forth by NC Law for teachers in a NC Charter school (at least 50% licensed in grades 6-12 in the subject areas where they are teaching). We will assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs.

The qualifications and attributes of an ideal teacher at The Platinum School are based on the job description provided below. Such attributes include: commitment to the Schools mission and vision; expertise in subject area; ability to challenge and support diverse learners; superb classroom management skills; instructional expertise; commitment to the principles of Universal Design for Learning; willingness to integrate reading, writing and other communication skills into content area; enthusiasm for contributing to school life outside of the classroom; active involvement in professional development; willingness to assume leadership roles, as well as be a team player; willingness to mentor new faculty, as required; ability to serve as a positive and inspiring Core advisor to students; and excellent relational and communication skills when working with families and community members.

Position: Teacher

Job Goal: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible young men and women.

Supervision: Reports to the school Administrator. Supervises paraprofessionals as designated.

Education, Work Experience, and Licensure:

Required: College degree with relevant coursework in special education as well as experience in content area assigned to teach.

Preferred: NC Teacher License applicable to assigned teaching responsibilities and prior relevant work experience as a teacher in a private, charter, or public school setting.

Position: School Administrator

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Supervision: Reports to Board of Directors. Supervises all personnel.

Education, Work Experience, and Licensure:

Required: Undergraduate or graduate degree in education and at least three years prior experience as an educator. Experience working with students with disabilities

Preferred: Licensure as a school principal and prior work experience as a school administrator in a charter, private or public school setting.

Position: Administrative Assistant/Data Manager

Reports To: School Leader

Job Goal: To use administrative skills to organize the schools main office

and to assist with tasks necessary for the efficient operation of the school. Performs a variety of technical and computer support functions for the student information systems.

Qualifications: Graduation from a two year college or technical school majoring in a computer related field or administrative office support, and at least two years of job-related work experience, one year of which includes data entry as a Student Information Data Manager I; or an equivalent combination of education and experience.

Position: Teacher Assistant

Reports To: Teacher and School Administrator

Job Goal: An employee in this class provides support to the teacher in the instruction of students. A wide variety of tasks are performed to support the teacher in the teaching-learning process for students.

Qualifications: Graduation from high school. Working knowledge of child development principles.

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

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

Administrator, Assistant Administrators, and teachers.

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.*

Teachers at The Platinum School will be required to meet the standards set forth by NC Law for teachers in a NC Charter school (at least 50% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. We will assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs.

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.*

To be determined.

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.*

To be determined.

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.

To be determined.

### **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 Platinum School has established a website at [www.theplatinumschool.com](http://www.theplatinumschool.com), which will be one of the key vehicles for publicizing the school, and where contact information will be provided to inform the public. The school also has a Facebook page and Twitter account. Information sessions will be held and be publicized in local newspapers and advertised on the radio. Application forms will be distributed at key sessions mentioned above, as well as mailed; they can be filled out on line at the school's website, too. All publications will be in both English and Spanish. There will be an option for translation for all informational and promotional services. We intend to network with organizations such as the Family Support Network and the Triangle Down Syndrome Network to help us recruit for the school.

Because of our broad range of marketing and publicity, we believe that enrollment will mirror the demographic composition of the area. The targeted population for the school will be students from Wake County. Enrollment will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, religion, gender, intellectual ability, athletic ability, measures of achievement or aptitude, race, creed, ancestry, or disability.

The Board of Directors will regularly examine student demographic data so that adjustments to the marketing plan can be made to all ethnic groups are provided the opportunity for school enrollment.

## **Parent and Community Involvement**

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

The information about the application and enrollment process to The Platinum School will be distributed in the county using flyers (in two major languages spoken in the area; English and Spanish), direct mailing, and announcements in the local newspapers. We propose to organize workshops and open houses, where we can give information about the mission, the vision and the education philosophy of the school. Application forms can be filled out on line at the school's website, as well. The Platinum School has established a website at [www.theplatinumschool.com](http://www.theplatinumschool.com), which will be one of the key vehicles for publicizing the school, and where contact information will be provided to inform the public. The school also has a Facebook page and Twitter account. We intend to network with organizations such as the Family Support Network and the Triangle Down Syndrome Network to help us recruit for 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.*

Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to The Platinum School. The Platinum School shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, The Platinum School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

The school will open the application submission window on or about January 15, 2014 and will close applications on April 15, 2014. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12.

The application deadline will be announced three months before the last day of application. The lottery will be conducted in a public forum.

Distribution of information:

The information about the application and enrollment process to The Platinum School will be distributed in the county using flyers (in two major languages spoken in the area; English and Spanish), direct mailing, and announcements in the local newspapers. We propose to organize workshops and open houses, where we can give information about the mission, the vision and the education philosophy of the school. Application forms can be filled out on line at the schools website, as well.

The application process:

The application forms must be submitted by April 15th of the previous academic year for the following education year. The application forms will include information about the student, such as name, date of birth, address of residence, parents name and address, current and previous school attended and the grade, special needs, and the name of the siblings applying for the other grades at the school. The list of student names who have been enrolled will be announced on June 1st and information will mailed to the students addresses on or before June 10 with the handbook of the school, including the code of conduct, and school calendar for the coming academic year.

The eligibility criteria to be enrolled:

There is no entrance exam for students to be enrolled in The Platinum School. The application forms must be filled out completely and the

agreement forms for the Code of Conduct should be signed by the parents prior to actual enrollment.

The enrollment policy in case of an overload in the number of the applicants:

In case the number of applicants is more than the space available space in The Platinum School, we will conduct a lottery.

The lottery will be organized by a member of the community who is not working at school or who is not directly related to the students in the school. The lottery date will be announced three weeks before the lottery. The lottery will be conducted in the following manner:

Lottery cards will be assigned to each applicant.

The lottery will be conducted in a public forum.

The date of the lottery will be aligned with other area charter, magnet, and private school application dates

Applicants will receive confirmation of being in the lottery, along with the date, time and place of the lottery.

Volunteer(s) will draw cards from a large container. Openings will be filled in each grade and class in the order drawn.

Children of current faculty members are exempt from the lottery, provided their number does not exceed

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

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools  
 LEA #2  
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Grade 06	20	0		20	0		20	0		20	0		20	0	
Grade 07	20	0		20	0		20	0		20	0		20	0	
Grade 08	20	0		20	0		20	0		20	0		20	0	
Grade 09	24	0		24	0		24	0		24	0		24	0	
Grade 10	0	0		24	0		24	0		24	0		24	0	
Grade 11	0	0		0	0		24	0		24	0		24	0	
Grade 12	0	0		0	0		0	0		24	0		24	0	
	84			108			132			156			156		

**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 school will develop a parent sign-up system for carpooling so that parents in various nearby locations can make contact with each other and develop a carpool. The Platinum School will ensure that transportation is not a barrier to any student who resides in Wake County.

**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.*

Lunch at The Platinum School will be eaten "picnic style" in the classrooms. Parent volunteers will watch the classes during their 25 minutes of lunch and 30 minutes of recess immediately following lunch. There is no cafeteria, so all students will need to bring a healthy lunch from home. Students in all grade levels will also have either a morning or afternoon snack break. All students may bring an extra water bottle and healthy snack for this time. Any family who feels they qualify for free or reduced lunch should call the office for further information.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$3,000,000		\$3,070.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,387.00
Property Insurance	\$250,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$900,000		\$5,030.00
<b>Total Cost</b>			<b>\$11,500.00</b>

\*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.

cptully 02/28/2013

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(Board Chair Signature) (Date)

**Facility:**

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

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

The Platinum Charter School facility design will mirror its mission. This is no ordinary school environment. The facility program provides various learning environments within the building and on the site supporting and supplementing the curriculum. A temporary location will be sought to house the school for its first few years. A building program has been developed in conjunction with an architect experienced in planning K-12 schools in North Carolina. Square footage and space needs have been identified for two population scenarios to aid in the facility search.

The facility will be welcoming and secure with a lot of natural light and opportunities for nature to engage teaching. This facility is not focused on the classroom as a silo of learning but provides opportunities in learning space, both in classrooms and around the facility. Classrooms will support students from grades six through twelve as a series of leveled learning environments with students assigned based on their learning level in the given subjects. These will be positioned such that a set of rooms share support spaces and are linked to the building core. The facility will have a core common area near the entry with adjacency of administration and varied learning supplements:

The cafe off the common area with kitchen is planned as a learning laboratory.

An opportunity to experience retail sales is planned as a school store.

Lifestyle learning labs provide areas for life skills training including living area, kitchen, dining, laundry and bathroom areas.

Arts opportunities with visual and music experiences are located at the commons with direct access to exterior space.

Physical movement opportunities are provided in a gymnasium type space including a sensory learning lab and a stage where presentations and

performances can be held.

The site and its relationship to the interior uses is made more important as it provides additional learning lab environments. The site will be secured from the surrounding environment with both natural barriers and fencing to provide safe protective areas for student use. Some of the unique site amenities to support the educational program may include:

A vegetable garden located adjacent to the teaching kitchen and near the classrooms.

A walking trail for support of science and other curriculum with areas for class work, refectation, natural learning and physical activity.

An area to support small animals living at the school with a fenced yard, barn, utility support and provided health and safety measures.

The facility will be equipped with wireless technology throughout. There is no designated library or media area as the entire facility operates as a technology and learning center. Wireless will extend to the outdoor classrooms spaces as well. Each space is supplemented with appropriate learning materials.

Administration is located at the building entry and very focused on serving the individual student as each will have an individual education plan. The entry is controlled with a secure vestibule where after morning bell the building will lockdown with visitors only able to enter through reception. Within this suite are the principal and major administration operations. Additional administrator offices are also planned within the academic classroom areas of the building. The office area is supported by multiple conference areas and a main records room. A health clinic is planned for control and distribution of medications, area for changing, private area for service of individuals medical needs throughout the day and an accessible shower. Multiple areas with flexible use as workspace, testing and meeting area for student service professionals are included as they will be a large part of program delivery at this school.

**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.*

The team will endeavor to provide space similar to the description that may be more basic with fewer classrooms to support only the initial grades with grades adding each year. The program is presented in three options. The first column is the planned functions for the school when fully realized, the second column includes the requirements for the temporary location and the third columns allows some additional reductions should the administration need to consider a smaller space for lease or rental.

**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 #1920 - Wake County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,434.28	84	\$372,479.52
Local Funds	\$2,030.78	84	\$170,585.52
Federal EC Funds	\$3,743.48	63	\$235,839.24
<b>Totals</b>			\$778,904.28

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>-Exceptional Children Federal Funds</b>	\$235,839	\$384,081	\$469,432	\$554,784	\$554,784
<b>-Local Per Pupil Funds</b>	\$170,586	\$219,324	\$268,063	\$316,802	\$316,802
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-State ADM Funds</b>	\$372,480	\$478,902	\$585,325	\$691,748	\$691,748
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	\$778,904	\$1,082,307	\$1,322,820	\$1,563,334	\$1,563,334

**\*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).

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>2014-2015</b>			<b>2015-2016</b>			<b>2016-2017</b>			<b>2017-2018</b>			<b>2018-2019</b>		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
<b>Personnel:</b>															
Lead Administrator	1	\$65,000	\$65,000	1	\$66,300	\$66,300	1	\$67,626	\$67,626	1	\$68,979	\$68,979	1	\$70,358	\$70,358
Assistant Administrator	1	\$50,000	\$50,000	1	\$51,000	\$51,000	2	\$52,020	\$104,040	2	\$53,060	\$106,120	2	\$54,122	\$108,244
Para Educator(s)	16	\$13,000	\$208,000	20	\$13,260	\$265,200	24	\$13,525	\$324,600	28	\$13,796	\$386,288	28	\$14,072	\$394,016
Exceptional Children Teacher(s)	8	\$40,000	\$320,000	10	\$40,800	\$408,000	12	\$41,616	\$499,392	14	\$42,448	\$594,272	14	\$43,297	\$606,158
Contracted Personnel	1	\$17,550	\$17,550	1	\$22,564	\$22,564	1	\$27,589	\$27,589	1	\$32,593	\$32,593	1	\$32,593	\$32,593
Staff Supplements	1	\$25,000	\$25,000	0	\$25,500	\$0	1	\$26,010	\$26,010	1	\$26,530	\$26,530	1	\$27,061	\$27,061
Professional Development	1	\$5,000	\$5,000	1	\$6,517	\$6,517	0	\$7,948	\$0	1	\$9,629	\$9,629	1	\$9,822	\$9,822
<b>Total Personnel</b>	<b>29</b>	<b>\$215,550</b>	<b>\$690,550</b>	<b>34</b>	<b>\$225,941</b>	<b>\$819,581</b>	<b>41</b>	<b>\$236,334</b>	<b>\$1,049,257</b>	<b>48</b>	<b>\$247,035</b>	<b>\$1,224,411</b>	<b>48</b>	<b>\$251,325</b>	<b>\$1,248,252</b>
<b>Benefits:</b>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Health Insurance	11	\$5,000	\$55,000	14.5	\$5,500	\$79,750	17.25	\$6,050	\$104,363	21	\$6,655	\$139,755	21	\$7,321	\$153,741
Medicare	27	\$359	\$9,693	34.5	\$362	\$12,489	41.25	\$365	\$15,056	49	\$377	\$18,473	49	\$384	\$18,816
Retirement Plan	11	\$2,091	\$23,001	14.5	\$2,055	\$29,798	17.25	\$2,069	\$35,690	21	\$2,111	\$44,331	21	\$2,153	\$45,213
Social Security	27	\$1,534	\$41,418	34.5	\$1,548	\$53,406	41.25	\$1,561	\$64,391	49	\$1,610	\$78,890	49	\$1,643	\$80,507
<b>Total Benefits</b>	<b>76</b>	<b>\$8,984</b>	<b>\$129,112</b>	<b>98</b>	<b>\$9,465</b>	<b>\$175,443</b>	<b>117</b>	<b>\$10,045</b>	<b>\$219,500</b>	<b>140</b>	<b>\$10,753</b>	<b>\$281,449</b>	<b>140</b>	<b>\$11,501</b>	<b>\$298,277</b>
<b>Total Personnel Budget</b>	<b>105</b>	<b>\$224,534</b>	<b>\$819,662</b>	<b>132</b>	<b>\$235,406</b>	<b>\$995,024</b>	<b>158</b>	<b>\$246,379</b>	<b>\$1,268,757</b>	<b>188</b>	<b>\$257,788</b>	<b>\$1,505,860</b>	<b>188</b>	<b>\$262,826</b>	<b>\$1,546,529</b>

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

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books and Supplies	Copy Paper	\$840	\$1,102	\$1,373	\$1,655	\$1,689
	Curriculum/Texts	\$16,800	\$6,610	\$7,241	\$7,895	\$3,377
	School Supplies	\$1,680	\$2,203	\$2,747	\$3,311	\$3,377
	Testing Supplies	\$500	\$510	\$520	\$531	\$541
Human Resources Costs	Legal Counsel	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
	NC Wise	\$840	\$1,080	\$1,320	\$1,506	\$1,560
	Personnel Software	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082
Other	Insurances	\$11,600	\$11,832	\$12,069	\$12,310	\$12,556
	Marketing Plan	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
Rents and Debt Services	Custodial Supplies	\$200	\$204	\$208	\$212	\$217
	Extermination	\$500	\$510	\$520	\$531	\$541
	Facility Lease/Mortgage	\$480,000	\$489,600	\$499,392	\$509,380	\$519,567
	Maintenance	\$4,500	\$4,590	\$4,682	\$4,775	\$4,871
	Rent of Equipment	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	Security/Alarm	\$200	\$204	\$208	\$212	\$217
Technology Hardware	Network/Internet	\$5,516	\$5,626	\$5,739	\$5,853	\$5,970
	Office Software	\$0	\$0	\$0	\$0	\$0
	Other	\$7,600	\$2,970	\$3,685	\$3,510	\$2,260
Total Operations		\$564,776	\$561,721	\$575,077	\$587,762	\$593,545

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

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$819,662	\$995,024	\$1,268,757	\$1,505,860	\$1,546,529
TOTAL EXPENDITURE (OPERATIONS)	\$564,776	\$561,721	\$575,077	\$587,762	\$593,545
TOTAL EXPENDITURES	\$1,384,438	\$1,556,745	\$1,843,834	\$2,093,622	\$2,140,074
TOTAL REVENUE	\$778,904	\$1,082,307	\$1,322,820	\$1,563,334	\$1,563,334
ANNUAL NET PROJECTIONS	-\$605,534	-\$474,438	-\$521,014	-\$530,288	-\$576,740

**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?*

Given the special needs of The Platinum School's target population, the population projections have been designed based on what the board members, and several current Special Education teachers who have been advising the board, feel can be reasonably cared for in each year. The first years projection was chosen to include 6th through 9th grades as 6th and 9th grades are the points in time when students are most likely to be looking for a change in educational environment. Each subsequent school year one more grade is added until grades 6 through 12 are offered. The total population was limited to 156 students because:

- \* The board feels it is critical for all staff members to know each student.
- \* Given the target population the board expects that most if not all of the students will have IEP's and thus require additional record keeping, annual IEP review meetings, etc.

Based on the current allotments from the state and local governments and including an Exceptional Children's allotment of 75% of the students in the first year and 95% of the students each subsequent year, The Platinum School will never break even. This is despite setting salaries as low as we feel is reasonable in the local market and using the most conservative budget estimates that we can. We recognize that this is a significant problem and have been working hard on making connections with potential donors to help fund the school.

Fundamentally based on the budgets that we have worked on for this application we have reached the belief that public school funding is not sufficient to educate special needs students in the manner and environment that we feel will give them the best chance for learning and becoming contributing members of their communities.

- 2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

The board has allocated funds for financial services based on commentary from Acadia Northstar. Given the relatively small number of staff at The Platinum School, having a financial officer on staff is not feasible. The board expects to contract for all financial services as supervised by the Treasurer and the Finance Committee.

- 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.*

As stated above, the government funding (State, Local and Federal) is not sufficient to fund the student to teacher ratios that The Platinum School's board feels are critical to giving our target population the best possible chance to learn and become contributing members of the community.

With this in mind we do not have any additional cash on hand to supplement the budget but are actively pursuing private donations, corporate donations and grant funding.

- 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.*

We do not at this time have any promised funds.

- 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?*

Given the large short fall in the budget we plan to and will have to do a significant amount of fund raising each year. Our goal is to raise approximately \$1,000,000 more per year than our operating requirements in order to build an endowment that will eventually fully fund the school.

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

Given the disparity between available government funding and The Platinum School's operating plan, we are starting the process with negative cash flow. We have already begun courting possible donors and investigating grant funding opportunities.

**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.*

It will be two and a half years before we will require an audit so we have not contacted any CPA firms at this time. Our board will undertake a search from the recommended list at a later date. We estimated our audit costs based on input from Acadia Northstar.

During normal operations prior to the first audit and between audits, the board will employ best practices for internal controls, working with accounting expertise on our Board and seeking advice from Acadia Northstar.

*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.*

Acadia Northstar  
5029 Falls of Neuse Rd  
Raleigh, NC 27609  
(919) 954-7040

## 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 The Platinum School (*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: cptully

Board Position: Vice President

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

Date: 03/01/2013

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

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

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

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