

NORTH CAROLINA CHARTER SCHOOL APPLICATION

Public charter schools opening the fall of 2014

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

Due by 12:00 noon, March 1, 2013

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

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6303 Mail Service Center
Raleigh, NC 27699-6303

**CHARTER SCHOOL
2013 Application Process
To open a charter school in the 2014-2015 school year**

APPLICATION DUE DATE/TIME

January 4, 2013

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

March 1, 2013

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

March 8, 2013

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Waddell Elementary International Charter School

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

Name of non-profit organization under which charter will be organized or operated:
Waddell International Partners for Education, 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: Shirley B. Foster

Title/Relationship to nonprofit: Vice President

Mailing address: 12521 Acacia Street, Laurinburg, North Carolina 28352

Primary telephone: (336) 210-1865 **Alternative telephone:** (336) 617-6433

E-Mail address: sfoster784@aol.com

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

County: Scotland County

LEA: Scotland County

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

No:

Yes: If so, Public or Private:

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

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

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

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

No:

Yes:

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

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

Waddell International Partners for Education, Inc.

Grade Levels Served and Total Student Enrollment:

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

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-2	162
Second Year	K-3	216
Third Year	K-4	270
Fourth Year	K-5	324
Fifth Year	K-5	324
Sixth Year	K-5	324
Seventh Year	K-5	324
Eighth Year	K-5	324
Ninth Year	K-5	324
Tenth Year	K-5	324

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

II. MISSION and PURPOSES (No more than three total pages in this section)

Mission:

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

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

The Mission of Waddell Elementary International Charter School (WEICS) is to provide K-5 for students in Scotland County with an innovative Science, Technology, Engineering, and Math (STEM) founded learning environment that equips them to become global citizens.

WEICS will inspire intellectual exploration and motivate students in the areas of Science, Technology, Engineering and Math (STEM), through project based and inquiry based educational strategies. WEICS seeks to have every student properly equipped with the academic foundation, the personal character, and the ambition for success in the 21st century.

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.

According to the United States Census Bureau (2010), the racial make-up of Scotland County is 51.49% White, 37.32% Black or African American, 0.51% Asian, 0.02% Pacific Islander, 0.46% from other races, and 1.33% from two or more races. 1.18% of the population is Hispanic or Latino. WEICS will enroll students from all areas of Scotland County and the student population will be reflective of these demographics.

The demand for broad Science, Technology, Engineering, and Math education of all students is accompanied by an expectation that today's learning institutions will provide enhanced STEM education to students from diverse cultural and social economic backgrounds. Data from the North Carolina School Report Card (2011) reveal a significant disparity among subgroups in the percent of students who achieve proficiency in reading and math. Scotland County district data were as follows: Blacks - 53.2%, Hispanics - 58.6%, American Indian - 60.4%, Whites - 80.1%, and Asian - 85.3%. The district data for science revealed the percent of students who achieved proficiency in science at the end of grade: Blacks - 63.0%, American Indian - 61.9%, Hispanics - 78.6%, Whites - 81.9%, and Asian - 90.9%. The data from the reading, math, and science end of grade performance supports the achievement gap among the subgroups. While there is not a STEM elementary school in Scotland County, WEICS will provide parents and students with a K-5 school option that will set a foundation for learning at an early age, help prevent students from later dropping out of school, and help reduce disparities in achievement, particularly with regard to subgroups. WEICS's innovative STEM program will address student performance with the integration of reading in science, technology, engineering, math, and critical thinking that will prepare students in kindergarten through fifth grade and help build a firm foundation for the 21st century. WEICS will also maximize instruction by incorporating various technologies (smart boards, e-readers, notebooks,

net- books, laptops, and nooks) that will enhance rather than compete for attention at the early grade levels.

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

The projected enrollment in WEICS will begin with 162 students in 2014 in grades K-2 and increase to 324 in grades K-5 by the academic year 2019-2020. Scotland County has 4,243 students in grades Pre-K through 12th grades. WEICS will reflect an estimated 7% of the Average Daily Membership. WEICS will be centrally located in Scotland County and will enroll students from all areas of the County.

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

The North Carolina School Report Card (2011) data for reading, math, and science scores in 2010-11 in Scotland County indicate that there is a disparity among the subgroups. Scotland County district data in math and reading were as follows: Blacks – 53.2%, Hispanics – 58.6%, American Indian – 60.4%, Whites – 80.1%, and Asian – 85.3%. The district data for science revealed: American Indian – 61.9%, Blacks – 63.0%, Hispanics – 78.6%, Whites – 81.9%, and Asian – 90.9%. Since there is not a STEM elementary school in Scotland County, WEICS will provide an innovative STEM program that will address the disparity and student performance with the integration of reading in science, technology, engineering, math, and critical thinking that will prepare students with the skills needed for the 21st century. While the traditional schools focus on science and technology in higher grades, WEICS will incorporate technologies (smart boards, laptops, notebooks, net books, e-readers, and nooks) in grades K-5 that will spark the students' interest in the Science, Technology, Engineering and Math areas and get students excited, engaged, and motivated to learn. WEICS' rigorous STEM curriculum will enhance students' performance and help close the achievement gap with the use of project based learning (hands-on), inquiry based learning (critical thinking skills), and teacher led instruction.

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.

WEICS will offer parents and students in Scotland County a STEM based curriculum as another educational choice. Scotland County does not offer a STEM based curriculum in the elementary schools. We believe that having an educational choice will allow parents the opportunity to select a school that best meets the needs of their children. We are eager to bring an additional school choice to the families of the Scotland County community and believe that the rigorous Science, Technology, Engineering, and Math (STEM) curriculum will provide a firm foundation for students to build upon as we prepare them for the 21st century.

WEICS' curriculum model is designed to help students build the solid conceptual foundation in Science, Technology, Engineering, and Math that will enable them to apply their knowledge and learning successfully. It is based on the belief that students learn most effectively when they are given opportunities to investigate ideas and concepts through problem solving and are guided carefully into an understanding of the principles involved. The STEM curriculum model teaches critical thinking skills and effective problem-solving methods. The availability of an elementary STEM Program will offer parents/guardians of students the opportunity to select a small, more individualized, elementary school setting to prepare their children to become college and career ready.

4. Improving student learning.

WEICS will recruit highly qualified licensed teachers with a clear commitment and dedication to our mission of propelling students to high achievement. WEICS will provide a high quality, rigorous K-5 Science, Technology, Engineering, and Math based curriculum which teachers will implement using project based learning (hands on) and inquiry based learning (critical thinking skills). Teachers will integrate technology into the curriculum in order to create a student centered, learning environment, increase student motivation, and raise student achievement. Teachers will administer assessments and use the data in an on-going process to meet student needs and improve student learning. Parents and the community are highly encouraged to be advocates for student success.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

Research has shown that students of color, students with limited English proficiency, and students from economically disadvantaged families are at risk of academic failure. In Scotland County, 17.40% of families live below the poverty level. WEICS is an inclusive school that embraces underserved students, students at risk, students with disabilities, as well as students identified as academically gifted. WEICS' rigorous curriculum will include a core science, technology, engineering, and math (STEM) content focus. This will provide increased opportunities for hands-on-learning, inquiry based learning, and natural science experiences which have been shown to impact engagement and learning among all students. Self-confidence, motivation, and a positive attitude toward learning will also be needed by students at risk of academic failure. WEICS will create a sense of accomplishment, prevent frustration and will help to increase students' self efficacy by providing manageable and achievable tasks at the students' level and by increasing the level of difficulty as more tasks are accomplished.

Once WEICS identifies the areas of difficulty that put the students' at risk, the following strategies will be followed:

- a. Individualized student instruction will be provided. Additional time, materials, and tutoring will be provided by the teacher and other peers for students to master the content.
- b. Small group instruction will be provided for students which will:
 - Increase students' understanding and grasp of course content.
 - Enhance motivation and generate greater student involvement.
 - Develop positive attitudes toward later use of presented material.
 - Develop problem-solving skills specific to the course content.
 - Provide practice in the application of concepts and information to practical problems.
 - Generate ideas among students concerning ways of applying acquired knowledge.
 - Develop student commitment to recommended ways of handling problems.
- c. Parent involvement will be increased by providing academic workshops which will provide parents with strategies necessary to help their students in the science, technology, engineering, and math areas.

WEICS will also provide afterschool tutorials for any student in need of additional academic support.

Academically gifted students will be identified using the Cognitive Abilities Test (COGAT), on-going assessments including achievement tests, teacher made assessments, and teacher observations. Identified academically gifted students will be provided with instructions that will fit their needs and facilitate their growth in the area which they are gifted. Teachers will provide enriched, advanced and challenging instructions for subject acceleration and follow a differentiated curriculum. WEICS will recruit and hire competent teachers and provide professional development to meet the needs of all students. WEICS will collaborate with local and statewide community organizations (higher education institutions, and other private and public institutions) to provide gifted students with experiences and programs that suit their needs so that they develop to their fullest potential. WEICS students will also have the opportunity to participate in competitions organized within the school, district-wide, statewide and nationwide.

6. Encourage the use of different and innovative teaching methods.

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 review WEICS goals and objectives each month in three major outcome areas: (1) Academic Achievement Goal Areas: include science, technology, engineering, math, and reading; Academic goals will be evaluated at regular intervals throughout the school year to ensure they are being met. WEICS metrics will include quarterly benchmarks, and teacher assessments to monitor and measure the needs of students and the extent to which the goals and common core standards are being met. The Board will also use the end of grade test results as measures of student success.

- (2) Non-Academic Achievement Goal Areas: The Board will review the students daily attendance (daily average of at least 95%) and character education (including the number of disciplinary records of students – ISS and OSS).
- (3) School Operations: Full enrollment – The school’s enrollment will be at or above 90% of capacity. Financial management – The school will maintain a balanced-budget or positive fund balance on a yearly basis. As a result of reviewing data from these three major outcome areas monthly, WEICS’ Board will know at the end of the year that the school’s mission has been attained.

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.

WEICS will use several types of assessments to measure student achievement performance goals for the school’s educational program. These assessments will support students and provide students, parents/guardians, and staff with the information needed to meet high academic standards and make continuous improvement. WEICS will monitor the data to ensure that any student who is falling behind will receive additional support.

The assessments will include:

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading

Comprehension (TRC) – This combination of assessments measures five necessary skills for students to become proficient readers:

- Hearing and using sounds in spoken words
- Knowing the sounds of letters and sounding out written words
- Reading words in stories easily, quickly, and correctly
- Reading with comprehension, the ultimate goal of reading
- Understanding and using a variety of words and learning new words.

Benchmark Test – Assessments that are developed by the school in reading, math, and science and administered quarterly to track students’ progress and to note academic areas needing improvement or special attention.

STAR Math - It is a computer-adaptive assessment of general math achievement which will be used for screening, progress-monitoring, and diagnostic assessment.

STAR Reading—It is a computer-adaptive assessment of general reading achievement and comprehension that will be used for screening and progress-monitoring assessment.

End of Grade – State mandated End of Grade test administered in reading, math, and science.

Teacher Assessments – Test constructed by the classroom teacher.

Student Achievement Performance Goals:

Goal 1: Raise academic achievement through STEM focused instruction

Objective: All students will score at least one or more years academic growth in reading, math, and science.

Measurement/Timeline:

- DIBELS & TRC - August, January, & May
- Benchmark Test – October, January, & April
- EOG test – May

Outcome: At least 75% of students will demonstrate 1.5 years of growth.

Goal 2: Increase students' reading fluency & comprehension

Objective: A personal education plan will be prepared for all students in reading at the end of first nine weeks.

Measurement/Timeline:

- STAR(reading test) – August, January, & May
- Guided Level Reading and Accelerated Reading - ongoing
- Benchmark Test – October, January, & April

Outcome: At least 75% of students will demonstrate grade level appropriate vocabulary, fluency and comprehension.

Goal 3: Improve students' math and science performance through STEM focused instruction

Objective: A personal education plan will be prepared for all students in math and science at end of first nine weeks.

Measurement/Timeline:

- STAR Math – August, January, & May
- Benchmark Test – October, January, & April
- End-of-grade test (math & science) – May

Outcome: At least 75% of students will demonstrate a level 3 or 4 on the end-of-grade test in math and science.

Goal 4: Promote students' understanding for the interrelatedness of the cultural arts, health and physical education and STEM in addressing real life problems & challenges

Objective:

- All students will participate in appropriate grade level instructions and hands-on activities in science, technology, engineering, and math.
- All students will participate in appropriate grade level instructions and hands-on activities in music, art, and physical education.

Measurement/Timeline:

- Teacher assessments in science, technology & engineering - ongoing
- Teacher observations - ongoing
- Projects/demonstrations and performances - ongoing
- Science/ Math EOG – May

Outcome: At least 75% of students will demonstrate proficiency on STEM teacher assessments, math and science EOG.

Percentage of students achieving or exceeding mastery on identified educational goals per year in each grade level for the first five years:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	75 %	78 %	81%	83 %	85+ %
1	75 %	78 %	81%	83 %	85+ %
2	75 %	78 %	81%	83 %	85+ %
3		78 %	81%	83 %	85+ %
4			81%	83 %	85+ %
5				83 %	85+ %

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.

Waddell Elementary International Charter School (WEICS) believes that every student has a unique potential to excel academically if he or she receives quality instruction, proper motivation, and the necessary system of support. WEICS will offer an innovative academic curriculum that includes an emphasis on science, technology, engineering, and mathematics (STEM) for students in grades K-5. This curriculum will be supported a variety of instructional strategies, careful attention to student needs, and effective assessments and evaluations.

It is generally accepted that science and math competencies are vital to full participation in a global economy (National Research Council, 2005) and the traditionally underrepresented subpopulations need access to opportunities to develop these competencies, (The Christian Science Monitor, February 2013). Further, an article in the National Science Foundation News (June, 2011) emphasized the importance of a STEM background to current and future careers and identified STEM as an essential means for citizens to understand and participate in an increasingly complex world “from understanding the challenges of environmental sustainability to addressing the need for alternative sources of energy.” Also, the National Science Foundation suggested that more resources need to be placed in science and math education for the K-5 grade levels.

Consistent with the STEM focus, WEICS will provide a rigorous academic curriculum that seeks to promote the following: (1) the application of Science, Technology, Engineering and Math content to answer complex

questions, to investigate global issues, and develop solutions for challenges and real world problems, (2) an integration of STEM content and other disciplines, (3) interpretation and communication of information from STEM, (4) scientific inquiry, (5) logical reasoning and critical thinking, (6) collaboration as a STEM team and (7) the strategic and ethical application of technology. The STEM instructional activities at each grade level will involve the appropriate support and prompting to ensure full student participation and high achievement. All STEM activities will be aligned with the N. C. Common Core Curriculum and Essential Standards.

Overview of Primary Disciplines

WEICS science, technology, engineering and mathematics curriculum will have a broad focus on the skills and proficiencies in reading, mathematics and communications that are anticipated for students at the K-5 grade levels and consistent with the North Carolina Common Core Standards. An overview of the disciplines that WEICS will provide with a STEM focus is presented by the following:

K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. Students will build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students will develop awareness about the Earth through experiences in comparing, contrasting, and describe earthly materials (e.g., soil, rocks, minerals, landforms, etc.) and through investigative projects.

K-5: Mathematics

The Common Core State Standards focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts and developing the ability to apply their knowledge to practical problem solving. All grades will use word problems to promote analytical thinking skills within Project based learning. Hands on mathematics projects (e.g., cooking, map reading, building blocks, etc.) will be used.

K-5 Language Arts

The primary goal of the language arts program is to help students build a basic understanding of the mechanics and structure of the English language as expressed in the NC Grade-Level Goals and Objectives and the Common Core State Standards using a cross-curricular project based learning approach. The teachers evaluate students for skill development as they refine their writing skills in the various projects.

K-5 Reading

The primary goal of the reading program is to help students understand what they read, effectively convey what it means, and apply these skills to all areas of the curriculum as expressed in the North Carolina Grade Level Goals and Objectives and the Common Core State Standards. This goal is also aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

K-5 Technology

WEICS recognizes and embraces the important role technology plays in educating children and preparing them for opportunities in the future. Technology based learning represents a strategy for offering instruction and a set of skills that the students will master for presenting their ideas and identifying solutions for authentic problems.

K-5 Health and Physical Education

The primary goal of the program is teaching what is necessary to maintain a healthy life style and overall fitness, and will include movement activities emphasizing fine and gross motor skills development for achieving mastery of the North Carolina Grade Level Goals and Objectives. Students will also interact in team activities that encourage movement and habits of good sportsmanship.

K-5 Art

The art program provides every student an opportunity to develop and explore his or her creative potential. Students will develop art skills, aesthetic awareness of art forms in nature, the appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Art will also have a focus on science, technology, engineering and math through drawings of various types, object dimensions, images, measurements and blueprints for hands on projects.

K-5 Music

Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types. Additionally, the program will include both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practices and performances will be incorporated throughout the program.

Instructional Methods

WEICS will pursue a fully integrated approach to STEM with a variety of instructional strategies to motivate student achievement and academic growth. The school will use project-based learning, inquiry-based learning, technology-based learning, and differentiated instruction with the students across grade levels and for all disciplines.

Project-based Learning

WEICS will make use of real world projects that emphasize engineering design and technology to engage and stimulate the students' innate sense of wonder and excitement for learning. Generally, students will have the opportunity to develop projects that relate to a personal interest, to show a level of mastery of content, and demonstrate individual skills. They will have the opportunity at times to develop team projects in collaboration with others and utilize a multidisciplinary approach to real world issues and to build real solutions.

Inquiry-based Learning

The personal interest and goals of students are powerful sources of motivations to explore and learn. Thus, students will be encouraged to ask questions, taught to identify and define authentic problems, conduct research, refine questions and develop new questions. This process of discovery will create an excitement for learning and promote the problem solving skills that will last a lifetime.

Technology-based Learning

The school will make use of a variety of technology in presenting the STEM based curriculum, (e.g., computers, smart boards, projectors, electronic pads, measuring devices, the world -wide web, etc.). Also, the students will participate in learning and demonstrating knowledge through the use of technology (e.g., multimedia presentations), and in communicating their ideas for technology solutions to real world problems. The technology based learning will provide each student an important foundation for participating in our global society and for success in the 21st century.

Differentiated Instruction

WEICS has high expectations for the success of every student and recognizes that the diversity of students that the school seeks to serve will require an approach to instruction that accommodates a range of readiness, interest, and learning styles. Differentiated instruction will allow teachers to work with students as they master core content and skills at a pace where they will be challenged without being overwhelmed by the learning process. WEICS teachers expect all students to stretch and to challenge themselves to higher levels of achievement and they will use the following strategies to help accommodate the individual needs of the students enrolled:

- (1) Provisions that allow students to opt out of material that they already know and to progress through new materials at their own pace,
- (2) Class assignments that involve high levels of critical thinking but permit a range of responses,
- (3) Multiple assignments within work units and tailored for different levels of achievement,
- (4) Working with students to choose ways that they learn and on how to demonstrate what they have learned,
- (5) Opportunities to explore topics of high personal interest,
- (6) Engaging in learning activities geared toward different learning styles, levels of interest, and readiness.

Assessment Strategies

WEICS assessment strategies will include pre and post-tests, quarterly benchmark assessments, teacher made assessments, and the State required End of Grade tests. Three times during the school year (beginning, the middle, and end of each year) the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments will be administered to students in K-2 to measure the five skills necessary to become a proficient reader. The initial assessment will offer baseline information for developing an education plan for the student and to help determine academic improvements made during the year.

Similarly, the STAR Reading Test and STAR Math Test will be administered three times during the year to assess strengths and weakness in reading and math skills, respectively. Both assessments are computer adaptive and will be given to screen and monitor progress among students in grades 3-5. The STAR Tests will provide a standardized measure of the students' achievement and provide valuable source of information to measure the performances of WEICS students against national norms.

Benchmark Test will be used quarterly to evaluate the progress of the student group. The End-of –Grade Test will be administered in accordance to North Carolina guidelines.

Teacher made assessments will be given on an on-going basis and will serve as the more frequent measure of student performances. Teacher made assessments will be an important source of information for developing and modifying the daily instructional activities to meet the academic needs of the individual student.

K-8 Curriculum and Instructional Design:

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

WEICS will provide an inviting classroom environment that supports and encourages higher level thinking, effective communications, and positive social skills among K-5-students. Furnishings and equipment and lighting in each classroom will be conducive to effective teaching and learning and will include work tables where appropriate for project based and inquiry based learning activities. The class sizes of no more than eighteen students and the support of a teacher assistant will afford a high level of individual and small group interactions

with the core teachers. Classroom seating will be arranged for appropriate student interactions and facilitate teacher assistance to individuals and small groups of students.

The STEM based curriculum with an emphasis on science and mathematics will also promote language arts and reading skills. Teachers will make use of a variety of technology in presenting instruction to students and will make electronic readers, computers, and other technology available to the students for enhancing their learning experiences.

Students will participate in project based and inquiry based learning activities that are appropriate for their age and level while exploring authentic real world problems and developing creative solutions. Additionally, the students will participate in art and music with classroom equipment appropriate to each area (i.e., a piano and risers in the music room and work tables/easels for the art class), and the appropriate open space (indoors and outside) for student movement during physical education and fitness activities.

Provide a synopsis of the planned curriculum, including:

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

WEICS mathematics curriculum is integral to the school's focus on STEM and the following is a synopsis of the K-5 instruction in mathematics:

- Number operations and number sense (counting, place values, comparing and ordering, numbers, rounding, and reading and writing numbers),
- Concepts of whole number operations (adding subtracting multiplying and dividing numbers, using mental computations, estimating, recognizing the relationship between operations, using the order of operations, etc.),
- Fractions (identifying half and wholes, finding fractional parts, comparing and ordering fractions, adding, subtracting fractions and mixed numbers, and identifying equivalent fractions),
- Decimal (labeling number lines with common numbers and fractional parts
- Percents (recognizing percents in daily life, recognizing fraction decimal equivalent, finding the parts for a percent,),
- Integers (adding positive and negative numbers),.
- Money (identify and count pennies, nickels, dimes, quarters and dollar bills, using money to pay for item and make change),
- Measurements (Using feet and inches in measuring, identifies equivalent customary and metric units, identifies and reference distance in miles and kilometers, weigh objects, compare and estimate volume, compares temperature, using the clock for times, understands days of week, months and reads calendars)
- Geometry (Understanding a spatial sense-left/right, reading and extending patterns, identifies common shapes and geometric patterns, constructing and naming lines and segments, identifying lengths and widths, constructing and naming angles, graphing ordered pairs on coordinates),
- Data analysis including statistics and probabilities (produce tallies, organize and compare data, read charts, graphs and tables, identify compass direction, locations information on map, explore the concept of chance and probabilities),
- Problem Solving (identifies missing numbers in sequence, solves problems using organized list, makes tables to solve problems, and solves spatial problems).

See Appendix B for a complete scope and sequence of the math curriculum for years one and two. The proposed progression is consistent with SAXON, K-3.

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

WEICS will offer a STEM focused curriculum that is aligned with the charter school mission of “increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.” Additionally, the STEM focus to the curriculum will “provide the parents and students with expanded choice in the types of educational opportunities that are available within the public school.” The plan to provide the STEM program in the rural Scotland County area will extend to students in grades K-5 the opportunity to learn and apply rigorous science, technology, engineering and math content to real world challenges. Such opportunities are not currently available to elementary students at the K-5 grade levels and the plan to offer the STEM focused curriculum is consistent with overall mission of WEICS.

The WEICS curriculum is also aligned with the North Carolina Accountability model for proficiencies in reading, math, and communications among elementary students. The following is an overview of the STEM focus for the school:

1. Encourages student to learn and apply STEM content to complex questions, to investigate global issues, and develop solutions for challenging read world problems,
2. Analyze the interdisciplinary connection that exist with STEM and other disciplines (specifically art and music),
3. Interpret and communicate information from STEM
 - Using appropriate domain specific vocabulary,
 - Engaging in critical reading and writing of technical information,
 - Evaluate and integrate multiple sources of information (quantitative data, video, multimedia) presented in diverse formats,
 - Develop evidence based opinions or arguments,
 - Communicate effectively and precisely with others.
4. Engage in logical reasoning
 - Engage in critical thinking,
 - Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or standards for mathematical practices).
 - Apply STEM content to construct creative and innovative ideas
 - Analyze the impact of global issues and real world problems at the local, state, national and international levels.
5. Collaborate as a STEM team
 - Share ideas and work effectively with a STEM focused multidisciplinary team to achieve a common goal,
 - Listen and be receptive to ideas of others,

- Analyze career opportunities that exist in a variety of STEM fields and related multi-disciplinary team goal.

6. Apply technology

- Identify and understand technologies needed to develop solutions to problems or constructs answers to complex questions,
- Analyze the limits risks and impacts of technology,
- Engage in responsible and ethical use of technology,
- Improve or create new technologies that extend human capability.

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

There are two primary instructional strategies that WEICS will expect its teachers to master. The first is teacher competence with the teaching of STEM, and the second is the mastery of differentiated instruction. Although an increasing number of teacher preparation programs have added STEM training and certifications to their curriculums, the National Science Teacher Association (March, 2012) has suggested that many STEM teachers continue to receive much of that preparation from on-the- job development activity.

WEICS will be seeking and selecting quality teachers for the school, however it is anticipated that a thorough orientation to STEM will be needed. Thus a summer institute for a week will be provided to help all instructors develop competence and confidence in STEM. Properly certified and experienced consultants with STEM programming will be contracted to help provide the staff training. To help teachers refine and expand the use of STEM, two follow-up development activities will be offered each month during the first year of operation and as necessary afterwards to maintain the quality of instructions.

The STEM focus with inquiry-based learning and project-based learning will capitalized on the natural curiosity and joy of discovery that is characteristic of young learners. Additionally, the relevance of the real life issues, problems, and challenges that the students will be seeking to address with STEM, the hands on nature of the teaching and learning, and the intrinsic rewards of learning will serve as additional sources of motivation for student achievement.

Differentiated instruction will be used in conjunction with the STEM focus to promote student achievement. This instructional strategy has a significant history with both gifted and special education, and Tomlinson and Allen (2000) have suggested a broader use of this strategy to meet the instructional needs of all students. The principles outlined in their book Leadership for Differentiating Schools and Classroom will be required reading and will serve as a basis for on-going staff development activities.

Differentiated instruction makes flexible use of time, materials, modes of teaching, temporary groupings, on-going assessments and data to promote individual and whole class success. A focus on the needs of the individual learner and the thoughtful management of the whole class or small groups will increase the achievement of the K-5 students enrolled.

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

School Calendar

The school year will consist of 185 instructional days and 12 teacher workdays. There will be at least 4 teacher workdays at the beginning for preparation and professional development, 5 workdays during the school year for grading and staff development, and 3 days at the end of the school year for grading, professional development, and close-out. There will also be 4 early release days for students/ staff development.

School Calendar
2014-2015

August 4-8	Staff Orientation/Training
August 19-22	Teacher Workdays
August 25	First Day of Classes
September 1	Labor Day Holiday
September 19	Early Release Day (Staff Development)
October 16	Early Release Day (Staff Development)
October 24	End of 1 st Grading Period
October 27	Teacher Workday
November 11	Veteran's Day Holiday
November 26	Teacher Workday
November 27-28	Thanksgiving Holidays
December 22 – January 1	Winter Break
January 2	Teacher Workday
January 16	End of 2 nd Grading Period
January 19	Martin L. King Holiday
January 20	Teacher Workday
February 12	Early Release Day (Staff Development)
March 13	Early Release Day (Staff Development)
March 26	End of 3 rd Grading Period
March 27	Teacher Workday
April 3	Holiday
April 6-10	Spring Break
May 25	Memorial Day Holiday
June 10	Last Day for Students/End of 4 th Grading Period
June 11-15	Teacher Workdays

High School Curriculum and Instructional Design: This is not applicable to WEICS. WEICS is an elementary school.

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

Provide a synopsis of the planned curriculum, including:

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

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.

At-Risk Students:

Waddell Elementary International Charter School will identify at-risk students, including homeless students at the beginning of the school year. WEICS will adhere to the federal mandate of the Child Find Act to clearly identify homeless children and other at-risk students. The law entitles children who are homeless and at-risk to a free appropriate education. WEICS will remove all barriers for their enrollment, attendance, and success in school.

WEICS will identify at-risk students using a variety of evaluation tools to include diagnostic tests, previous skill assessments, checklists, rubrics, teacher and parent concerns and recommendations.

Performance levels will be identified and a personal education plan will be developed according to the data. A referral may also be made to the Intervention Support Team (IST) if necessary. In order to meet the needs of at-risk students, WEICS will provide:

- Teaching and re-teaching
- Individualized tutoring
- Guided instructions
- Study Island (reading skills program)
- Web based multimedia instructional program
- Group tutoring
- Peer tutoring.

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.

English Language Learners:

WEICS will use the WIDA-ACCESS Placement Test (W-APT), an English language proficiency test to identify and place English language learners (ELL). This test will assess students in listening, speaking, reading, and writing. Once a student is identified, WEICS staff will prepare a language acquisition plan for the student. Identified students will be pulled from their content classes and placed into their English as a Second Language (ESL) class based on their English language proficiency level. The length of these students' instruction will also depend on their level of English language proficiency.

In order to address the needs of the English language learners, WEICS will organize its classes into five possible language proficiency levels: Level I (Entering), Level II (Beginning), Level III (Developing), Level IV (Expanding), Level V (Bridging). This will allow the curriculum in the ESL classes to address the specific language needs for students at each level of language proficiency. If eligible, ESL students will receive testing accommodations which will include extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. WEICS will provide an environment that will continue to enhance the students' English language and enable them to acquire the necessary skills to be successful for life.

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

Students who are academically gifted

Students may be identified for extra services as academically gifted (AG) at any grade level. WEICS will utilize the following protocol (adapted from that used by the Scotland County Public School System) for identification of Academically Gifted students.

Referrals may be initiated in several ways:

1. Written referral by parent.
2. Referral by teacher.
3. School-wide norm referenced testing of all grade 3 students.

At the third grade level the effort is made to search out and identify students who qualify for AG services. Students who score at or above the 90th percentile on the Iowa Test of Basic Skills will be considered.

- Achievement score of 85
- percentile and above in math and/or reading
- Aptitude score of 85 percentile and above
- Teacher check list of 3 out of 5 categories of 60 percentile.

Once identified as academically gifted, WEICS will provide an enrichment class for at least 90 minutes per week in the student's area of eligibility. Critical thinking exercises are important to meet the needs of the gifted child.

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Students who are academically gifted will also need supports in order to achieve their potential. WEICS will address their unique needs, with full compliance with state and federal regulations for special student populations. The Least Restrictive Environment (LRE) classroom paradigm will always be used when appropriate and will be the default mode. WEICS will use pull out from the classroom for more intensive support recommended by the special education team. However, our emphasis is upon the exceptional children (EC) staff (comprising both special education teachers and all related service providers) working within the regular classroom and engaging the family support structure of each student to provide out-of-school follow through. Special education staff and general education teachers are partners who collaborate to design, implement, and assess effective strategies that best meet the needs of all students. The special education staff will train all general education teachers in identifying and implementing instructional strategies for special needs students, as well as typical learners. These teaching teams will also have regularly scheduled common planning sessions to provide ongoing support for students needing modifications. Family members and upper grades peer mentors, who are identified as especially skilled at working with special needs populations, also will be able to receive education and training, and are valued as important components of a high-functioning team. Our inclusive approach—which includes tailored and personalized instruction, modifying curriculum and instruction to best suit students' varied intelligences, tutoring, mentoring, and core group. WEICS will provide counseling in an effort of reducing the number of problems that atypical learners might encounter in a more traditional learning environment.

Forms of Modification Strategies for Gifted Education

Hobby

Activities such as reading, creative writing, sport, computer games, chess, music, dance, foreign languages, and art give an extra intellectual challenge outside of school hours. This is one of the ways that we will assist and train parents to provide additional activities, reading and STEM based activities at home and in the community.

Enrichment

On the primary school level, students spend all class time with their peers, but receive extra material to challenge them. Enrichment may be as simple as a modified assignment provided by the regular classroom teacher, or it might include formal programs such as Odyssey of the Mind, Destination Imagination or academic competitions such as Brain Bowl, Future Problem Solving, Science Olympiad, National History Day, Science Fairs, or *Spelling Bees*. *This work is done in addition to, and not instead of, any regular school work assigned.* WEICS will assist parents in finding activities that will enhance a gifted student's hunger for learning.

The regular school material is compacted by pre-testing the student to establish which skills and content have already been mastered. Pre-tests can be presented on a daily basis (pupils doing the most difficult items on a worksheet first and skipping the rest if they are performed correctly), or before a week or longer unit of instructional time. When a student demonstrates an appropriate level of proficiency, further repetitive practice can be safely skipped, thus reducing boredom and freeing up time for the student to work on more challenging material. This is a learning moment where the classroom teacher can provide a hands-on project to enhance and bring to life the paper skills and contents.

Self-pacing

Self-pacing methods such as flexible grouping practice to allow children to advance at their own pace. Self-pacing can be beneficial for all children and is not targeted specifically at those identified as gifted or talented, but it can allow children to learn at a highly accelerated rate. Directed Studies are usually based on self-pacing.

Acceleration

A low-cost option from the perspective of the school is the accelerated approach. This approach presents gifted children academic material from established curricula that are commensurate with their ability and preparedness. The use of this approach may result in a small number of children taking advanced classes (ex. a 3rd grade student taking a 4th grade math course). However, acceleration is beneficial both academically and socially.

Pull-Out

Gifted students are pulled out of a heterogeneous classroom for at least ninety minutes of academic educational challenges. The material contains extensions and enrichment to the core curriculum. The pull-out programs include an assortment of critical thinking drills, creative exercises, and subjects typically not introduced in standard curriculums. Students are encouraged to apply these empirical reasoning skills to every aspect of their education both in and outside of class.

Cluster Grouping

Cluster grouping is the gathering of four to six gifted and talented and/or high achieving students in a single classroom for the entire school day. Teachers will receive specialized training through staff development in differentiating for gifted learners. Within a cluster group, instruction may include enrichment and extensions, higher-order thinking skills, pre-testing and differentiation, compacting, an accelerated pace, and more complexity in content.

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

The academically gifted teacher will monitor the progress and success of the gifted students by test results from quarterly benchmarks, continuous teacher made assessments, teacher observations, and EOG tests. Teachers along with parents will prepare a personal education plan for each student. Teachers and parents will meet quarterly to discuss the personal education plan and/or make adjustments.

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.

Assessment and Monitoring

Teachers will be responsible for ongoing classroom observations and for identifying students who may, for academic or non-academic concerns, need special education services. Parents and teachers will be engaged in conversations about the needs of at-risk students. When a teacher, parent, or Principal believes that regular education classroom accommodations are insufficient to address the identified academic or non-academic concern, a referral will be made to special education.

WEICS emphasizes the critical role of parents in the education of their student. WEICS personnel will remain available to discuss the special education procedures throughout this process. The procedural notice required will: (1) ensure compliance with all content requirements established by federal law and state law; (2) seek required parent consent for a special education evaluation to occur; and (3) provide an opportunity for the parents to raise questions, offer concerns or to provide additional information regarding the identified referral concerns. As per law, parents will be afforded the right to be active participants in all meetings that involve the identification, evaluation, IEP development, and educational placement of their student and will be notified at least five school days before the IEP team meeting. The school will make reasonable efforts to make IEP meetings convenient for parents and school staff alike.

When evaluations are completed, the school team and the parents/guardians will meet to discuss the results of evaluations and to determine whether or not a student is eligible for special services. Assuming a student is identified as meeting special education classification criteria through the evaluation process, the IEP team will develop an IEP.

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.

WEICS will utilize an Instructional Support Team (IST) that includes the exceptional children’s teacher, a regular classroom teacher, the counselor, and principal to review pertinent student information to make recommendations for students exhibiting a need for special considerations. The IST will make use of teacher observations, teacher assessments, standardized test scores and parent interviews to formulate recommendations for the student. The recommendations could involve special strategies for assisting the student in the classroom or a request for a formal evaluation for special education.

Before a child receives special education and related services for the first time, a full and individual initial evaluation of the child will be conducted to see if he or she has a disability and is eligible for the services. Professionals trained to administer education evaluations will assess the specific area(s) of need for students and develop the proper reports or evaluation, and no evaluations will be done without parental consent. Additionally, a team of individuals with the expertise for understanding the meaning of the student’s

evaluation, relevant staff members who are familiar with the student, and a parent or guardian of the student will engage in the placement decisions when needed.

The following criteria will be relied on in the assessment of a student's specific learning disabilities and in determining his or her eligibility for special education:

- That achievement is determined not to be commensurate with the age and ability of the student;
 - A severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, mathematics calculation and reasoning;
 - The severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

Records for students with disabilities and 504 accommodations will be updated monthly. Special accommodations will be inserted into the folder as needed. As accommodations are met, assessments will be given and evaluated.

a) Requesting Records from previous schools

WEICS will send a letter of request for student records to the student's previous school or to the Exceptional Children's department. This request will ask for all psychological testing and results and any other pertinent information that will be meaningful to understanding the student's exceptionality.

b) Record Confidentiality (on site)

WEICS will file and keep all exceptional children records in a locked, secure cabinet in a location near the main office. The keys to the record cabinet will be kept in the Principal's office. WEICS staff will need to see the counselor to review or check out student folders. All student folders are to be returned to the locked cabinet before the end of the school day.

c) Record Compliance (on site)

Record Compliance (on site) The records may contain: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings, and observations and external agency reports. WEICS will file and keep all exceptional children records in a locked secure cabinet in a location near the main office. The keys to the record cabinet will be kept in the Principal's office. WEICS staff will need to see the counselor to review or check out student folders. All student folders are to be returned to the locked before the end of the day.

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.

The educational programs, strategies and continuum of services for students with disabilities at Waddell Elementary International Charter School for students will include the following:

- an instructional program that incorporates a range of curricula offerings and a variety of instructional strategies, both within a context of system standards and assessments;
- a trained and culturally/linguistically diverse teacher and support staff population for whom needed professional development and supports are provided;
- student empowerment programs, including peer learning programs, active learning opportunities for students and student-to-student support activities;
- collaboration among school staff and with community members to serve all students in the school;
- family and community involvement;
- supports that are portable across school settings;
- effective access to community and agency services, both to serve students and to support school staff;
- school-wide approach to behavioral issues;
- a regular system of assessment with accountability that defines success by the learning of each and every student within the school;
- a system of transitional services to support students as they move to new settings within the school; and
- a system of supports based on functional assessment/intervention that addresses student needs in the general education and special education setting.

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).

School climate is the overriding factor in providing assistance to students that are not performing at expected levels. A combination of strategies will be used to address performance and social behavior. Disabled students will be mainstreamed into general classrooms. WEICS will ascertain that each disabled student will receive support free of charge as is provided to non-disabled students. WEICS will also provide access to general education services for children with disabilities by encouraging that support and related services be provided to children in their general education settings as much as possible. The facility will be adapted to meet the physical needs of disabled students. As with all of our students, WEICS will encourage the involvement of the parents and will provide the parents with support in finding services and events that will further improve their student's academic and social skills. WEICS will use many of the same strategies that are used with the general school population to create a successful learning environment for the disabled student.

Instructional Strategies

- Develop learning experiences that build on students' prior knowledge
- Identify and engage the unique interests of students
- Allow students to operate in their preferred learning styles
- Seek hidden talent.

Intervention

- Provide developmentally appropriate structures
- Develop peer support groups

- Bring integrated social services into the school
- Create circuit breaker mechanisms, such as “responsibility” or “success” rooms
- Utilize alternative grading approaches
- Provide challenging, not overwhelming, expectations
- Exhibit a high regard for cooperation and helpfulness

Skill Development

- Build social competence as well as academic skills
- Implement goal focused programs
- Train students in self motivation
- Build critical thinking skills
- Teach problem-solving and decision-making skills
- Teach cause and effect relationships
- Develop learning experiences that build on students’ prior knowledge
- Identify and engage the unique interests of students
- Allow students to operate in their preferred learning styles
- Seek hidden talent.

Experiences

- Provide for development of self-responsibility
- Present opportunities
- Utilize advisory groups
- Encourage and act on student input
- Allow students to share talents and skills
- Provide after-school academic clubs
- Provided community-based recreation programs.

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

During placement meetings, the parent or guardian will be informed of their rights and given an opportunity to challenge the evaluation, recommendations, placement, procedures and decisions. If the parents or guardians disagree with the set of proposals or decisions concerning their child, they will be provided with the procedures to appeal the decision. When appropriate, an Individualized Educational

Plan (IEP) will be developed that outlines the modifications and accommodations that will be needed for a student to pursue studies at the same level as their peers in the least restrictive setting. Also, WEICS seeks to ensure their success in the *general learning environment of the overall student population*. This will be attained with the appropriate support and services integrated within the

school's program and student access to the technology-based learning and other related activities on the student's IEP. All IEP will be implemented and reviewed annually.

WEICS policies and procedures will ensure that all children with disabilities who are in need of special education and related services are identified, located and evaluated. WEICS also believe the school's philosophy, instructional approaches, the attention to individualized learning, accommodations, and modifications reflect an inclusive educational environment.

4. Describe the proposed plan for providing related services.

The IEP team should determine whether a specific type of service should be included in a student's IEP. Generally, if the methodology is an essential part of what is required to meet the individualized needs of the student, the methodology should be included a specific program. The Pupil Personnel Team intervention and support process benefits students, parents and the school.

Early identification of students in need of support allows for the development of a comprehensive, multidisciplinary intervention plan. A scheduled review of student progress provides periodic assessment and an opportunity to design other interventions as necessary. Parents may be able to draw on school and community resources to assist their children. Teachers are supported in their effort to educate students at higher standards while participating in a professional process of shared experience, consultation and collaboration.

Student Performance Standards

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

WEICS student performance standards for the school as a whole will be based on the following levels:

- **Level I:** Students performing at this level will not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.
- **Level II:** Students performing at this level will demonstrate inconsistent mastery of knowledge and skills in the subject area and will be minimally prepared to be successful at the next grade level.
- **Level III:** Students performing at this level will consistently demonstrate mastery of the grade-level subject matter and skills and are well-prepared for the next grade level.
- **Level IV:** Student's performing at this level will consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

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.

Waddell Elementary International Charter School will use a variety of evaluation tools and assessment strategies to diagnose the needs of students, to assess student progress, and to evaluate the outcomes of the curriculum and services offered at the school. Teacher made assessments, informal assessments, and the **STAR Assessment** (Reading and Math) will be used to assess the general skills of students in kindergarten, and first grade. The data concerning the communications, academic and social skills of students will be used to develop personal educational plans. Learning Logs and portfolios will be used to help track student progress. Additionally, **The Stanford Achievement Test Series** will be used along with teacher made assessments to determine the academic needs of students in grades 2-5. These data will be used to develop appropriate instructional plans to meet student needs. The WIDA-ACCESS will be used to help determine the instructional needs of students who are learning English as a second language. Decisions about resource staffing will be supported by results from the WIDA-ACCESS.

Consistent with the State Board of Education READY accountability model, Waddell Elementary International Charter School will document the percentage of the third and fourth grade students that achieve a proficient level in reading, writing, and math, and the percent of the fifth grade students that scored at the proficient level (70%) on the end-of-grade assessment in math, reading, and science.

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.

Policy and Standards for Promoting Students

WEICS will hold all students to a high standard of academic excellence as reflected in their achievement in the STEM curriculum, their behavior in the school, and their involvement in the community. Additionally, WEICS will hold all families to a high standard of commitment as reflected in family's support of the child's involvement at the school (attendance and participation), and their accountability for homework. The promotion standards will include student grades, and their scores on local and state test student local and State test scores with a 70% proficiency level to advance to the next grade level. The expectations for student achievement and parental involvement will be communicated at the time of the application to the school and will be reinforced with the distribution of printed literature for the school and emphasized at each meeting with the parents and teachers.

Promotion of Students with Disabilities

Promotion standards for students with disabilities will be based on the level of mastery expected and achieved on the IEP goals and objectives. The criteria will include grades, and student scores on local and state test. The standards for promotion to the next grade level will be discussed with the parent at the initial IEP meeting of the school year.

PROMOTION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Students of Limited English Proficiency (LEP) will meet the same standards as all students.

However, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. An LEP student's instructional portfolio containing documentation of the student's English language proficiency and progress in all academic areas will also be considered for promotion. The student's instructional portfolio will be examined to determine if:

- The student's level of language proficiency is having an impact on the student's ability to perform at grade level on the required test or alternative assessment.
- Documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level.

The Principal will then determine whether the documentation supports the student advancing to the next level. (Legal References: G.S. 115C-36,-45(c) 47-81,105.21; 16 N.C.A.C. 6D.0501 through .0507 and 6E.0202; State Board of Education Policy No. HSP-N-000 through 008; Guidelines for Testing Students with Limited English Proficiency (NCDPI)

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.

Students who complete the fifth grade at WEICS will, at a minimum, demonstrate literacy in science, technology, engineering and math. They will have effective reading skills, writing skills, math skills and presentation skills with an adequate mastery of the strands of ability related to these various skill areas. Some strands include the ability to analyze key ideas, identify details, and the craft and structure in reading materials. Exercise critical thinking, reflect an integration of knowledge and ideas, comprehend informational text across a range of subjects, and demonstrate collaboration. Student will be able to present ideas effectively, understand various types of writings and produce informative or explanatory writings. In math, the WEICS fifth grade graduate will have a mastery of Number Operations and Algebraic Thinking, including operations with base ten numbers and fractions, Measurements and Data Analysis, Geometry, and the ability to use computations to solve real world problems. The graduate will also be a motivated learner with a sound foundation in science, technology and engineering. WEICS seeks to have every graduate properly equip with the academic foundation, the personal character, and the ambition for success in the 21st Century.

High School Graduation Requirements **This does not apply to WEICS. WEICS is an elementary school.**

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.

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.

Student conduct is the pillar of the WEICS’s education environment. Character education will be emphasized as a clear derivative as to what is required to be a global citizen in the 21st Century Character Education, accountability and educational excellence are our expectations for all of our stakeholders (students, parents/guardians and teachers) and external stakeholders (community leaders). As stakeholders, we will all achieve our goal of creating great citizens of the world.

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.

IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)

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

Private Nonprofit Corporation:

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

Name of Private Nonprofit:

Mailing Address:

City/State/Zip:

Street Address:

Phone:

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

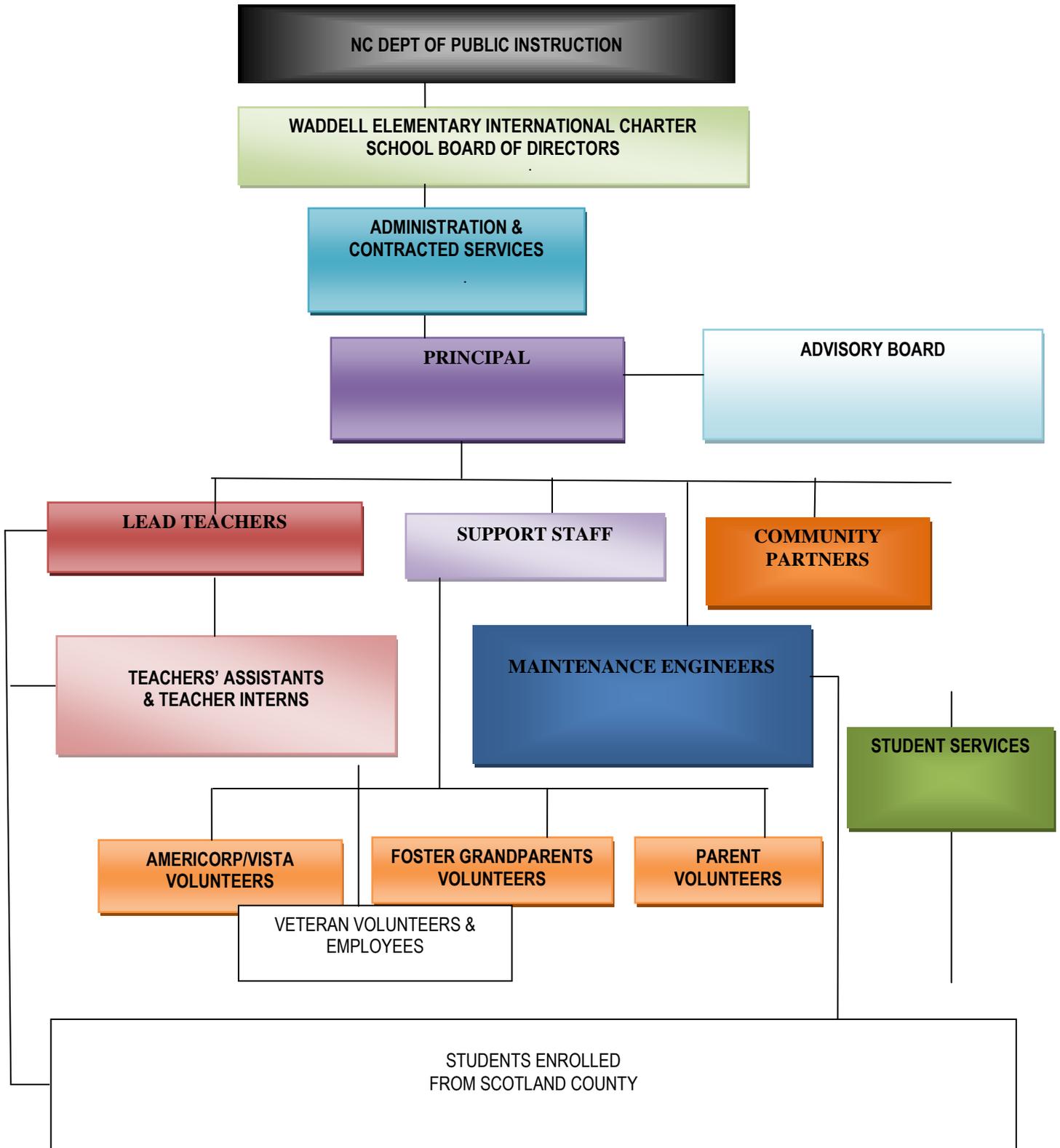
Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
James E. Armstrong	President	Guilford/ NC	Community College Instructor
Shirley B. Foster	Vice-President	Guilford/ NC	Tutor
Bobby W. Allen	Treasurer	Scotland/ NC	Community College Instructor
Mary T. Goodwin	Historian	Scotland/ NC	Teacher
<u>Ophelia F. Armstrong</u>	<u>Director</u>	<u>Guilford/NC</u>	<u>Counselor (Retired)</u>
Shefi S.Arias	Director	Guilford/ NC	Social Worker
Elizabeth A. Oxendine	Director	Robeson/ NC	Educator (PhD)
Betty J. Wilson	Director	Guilford/ NC	Teacher (Retired)

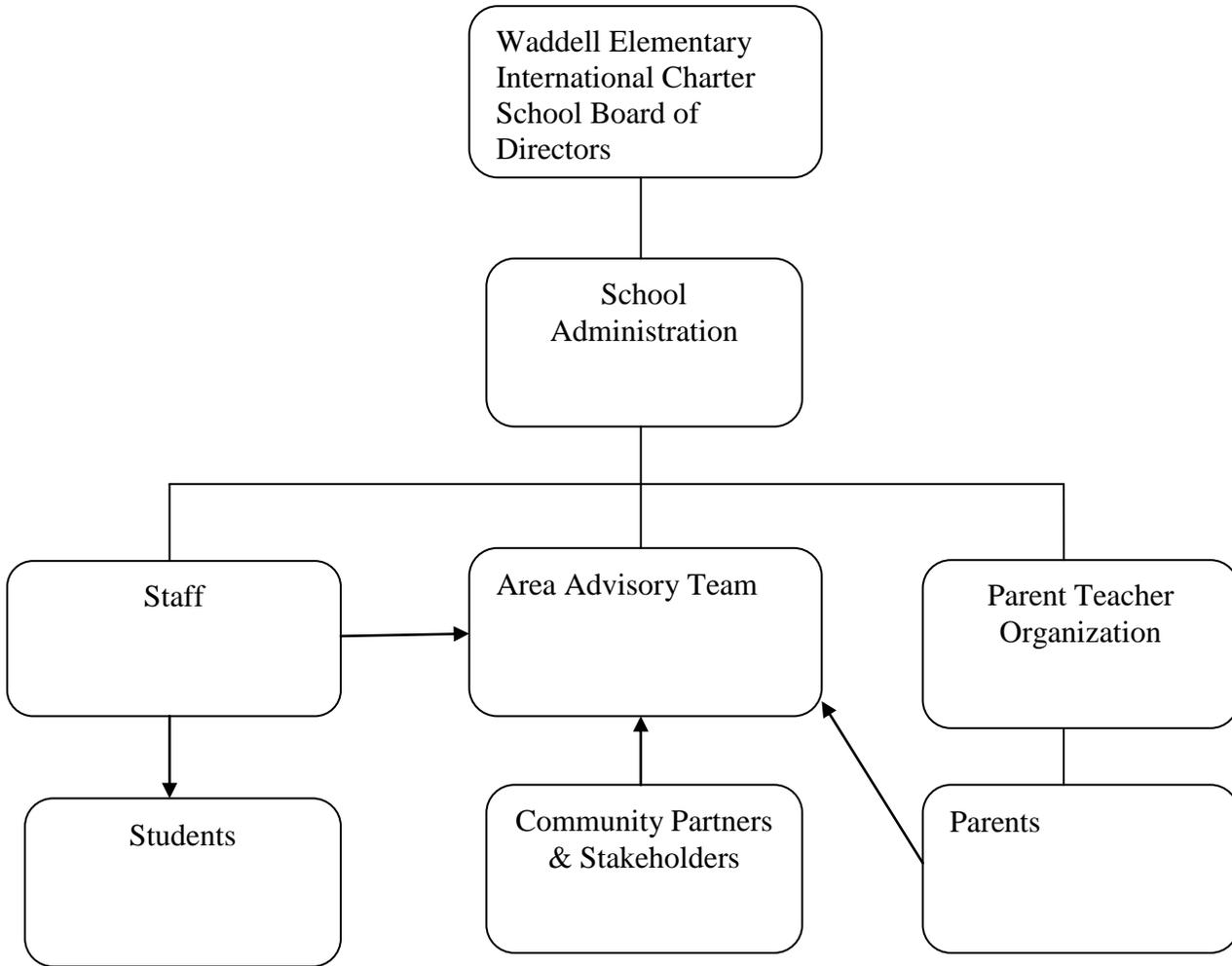
Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

WADDELL ELEMENTARY INTERNATIONAL CHARTER SCHOOL



**Waddell Elementary International Charter School
Area Organizational and Support Structure**



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

WEICS Board of Directors is a group of conscientious, committed parents, educators, and community leaders who developed and implemented the mission of Waddell Elementary International Charter School (WEICS). WEICS Board is a corporate body created for the purpose of implementing WEICS school policy.

The Board will acknowledge the NC Open Meetings Law by giving proper public notice of all meetings and will keep accurate minutes of those meetings. The minutes will be available to the public at all times. WEICS Board Members will hold themselves responsible for all transactions of Waddell Elementary International Charter School. The Board will exercise reasonable care when it makes a decision as a steward of WEICS. It will follow the "Conflict of Interest" policy that is stated in our by-laws. Each Board of Director will sign a conflict of interest pledge statement regarding full disclosure of connections of anyone doing business with the information obtained for personal growth. All board members will act in the best interest of the charter school. Rotation of Board members will adhere to the specified period as outlined in our by-laws. All board members will attend a mandatory Board training workshop to ascertain that each board member is trained and understands their duties, full knowledge of responsibilities and are well versed in the North Carolina and Federal Charter School Laws, State Board Policy and operation procedures established by the State Board of Education and how it is implemented by the Department of Instruction. Robert's Rules of Order will be used to conduct our board meetings.

The Board will meet monthly. The board will use principles of effective leadership to conduct its meetings, business practices, financial planning and procedures, and management of the school. In addition, the Board will:

1. Attend all board and committee meetings and functions, such as special events
2. Be informed about the organization's mission, services, policies, and programs
3. Review agenda and supporting materials prior to board and committee meetings
4. Serve on committees or task forces and offer to take on special assignments
5. Make a personal financial contribution to the school
6. Inform others (parents, potential donors, community leaders and corporations) about the school
7. Suggest possible nominees to the board who can make significant contributions to the work of the board and the school
8. Keep up-to-date on developments in the elementary school field.
9. Follow conflict-of-interest and confidentiality policies
10. Refrain from making special requests of the staff
11. Assist the board in carrying out its fiduciary responsibilities, such as reviewing the organization's annual financial statements.

WEICS Board of Directors is responsible for the operations and fiduciary duties of the charter. There are many internal and external forces that influence the decision making process for a school board. The board will empower the principal to implement school-based decision-making.

School-based decision-making rests on three well-established propositions:

- The Principal, teachers, parents, students and community of the school are the primary decision-making unit within the school.
- WEICS' mission statement and the school pledge set the tone for accountability and involvement of all stakeholders.
- WEICS will promote ownership at all levels of stakeholders. We will give the opportunity to participate in change and the flexibility to adapt individual circumstances for students and teachers; the corollary is that change does not result from imposed procedures.

WEICS' decision-making process will be inclusive of its stakeholders. The development of the school's vision statement will be a school wide effort affording the stakeholders the opportunity to understand the power of their commitment to decisions.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

WEICS currently has 7 board members. There is an opening for 4 directors that will be filled by parents of WEICS students. The key skill areas of expertise and constituencies range from education administrator, teachers, contracts and grants auditors, social worker, counselor, master teachers specializing in reading, math, science, bilingual and a U.S. Army Veteran.

the executive and founding members have a combined 100 years of educational experience and have formed a network of education professions. WEICS executives have received extensive training and support from the Accelerator. It is our belief that with the Accelerator's support, and the Board's expertise and knowledge, WEICS will organize a successful charter school.

The board will evaluate the success of the school and school leader by reviewing data from the following key areas:

(1) Academic Achievement Goal Areas - include science, technology, engineering, math, and reading: Academic goals will be evaluated at regular intervals throughout the school year to ensure they are being met. WEICS metrics will include quarterly benchmarks to monitor and measure the needs of students and the extent to which the goals and common core standards are being met. The Board will also use the end of grade test results as measures of student success;

(2) Non-Academic Achievement Goal Areas: The Board will review the students daily attendance (daily average of at least 95%) and character education (including the number of disciplinary records of students – ISS and OSS);

(3) School Operations: full enrollment (The school's enrollment will be at or above 90% of capacity) and financial management (The school will maintain a balanced-budget or positive fund balance on a yearly basis.).

As a result of reviewing data from these three major areas, WEICS Board will determine that the Principal has provided the leadership to produce a successful school.

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

The founding Board members were recruited through our collective concern for the rural students in Scotland County. They have expertise in areas that would enable them to make informed decisions on all aspects of operating a charter school such as education, finance, marketing, non-profit management and other background that is critical to the vision of the school. Although two of the Board members currently live in Guilford County, one of them was born and raised in Scotland County and attended the public schools there. The other member's spouse was also born and raised in Scotland County and attended the Scotland County public schools. Two other Board members were born, raised and still live in Scotland County. One member lives in neighboring Robeson County, and the other two Board members have family ties in Scotland County.

If a position is vacant, either by death, resignation, removal from office or for any reason other than the end of a term, the vacancy shall be filled by a 2/3 vote of the remaining Board of Directors. The Board may require an application, a letter of interest, resume, or interview for an individual seeking to become a Director. If an applicant is approved as a new Director, he/she shall serve out the term of the Director that he/she succeeds.

5. How often will the board meet?

Board members will meet at least once per month. Special meetings will be held as needed. Advisory board members will attend between 2 -12 meetings each year to share information, discuss ideas and make decisions.

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

Each member of the Board will participate annually in governance training on or before August 1 of each school year. Training will include a minimum of four (4) hours of instruction focusing on NC Open Meeting Law, Conflicts of Interest, Ethics, and Financial responsibility. Prior to the first Board meeting, new Board members will be required to attend an orientation on how to become well informed and effective Board members and will receive and review a detailed Board member's manual. Existing Board

members will attend training on how to strengthen leadership skills. Required workshops and training for new and existing Board members will be on-going during the year and will focus on more specialized training and development including planning and policy development, community and organizational development, and fundraising and support development.

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

The Board will obtain training for all members of the initial Board and will utilize the Guidebook for Boards of Directors of North Carolina Nonprofit Corporations as a component of the training.

No Director, Officer, or employee of the corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the corporation; the corporation shall not employ an individual who serves as a Director or Officer of such an entity or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Board member or employee of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for contractual services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. Also, the Board will have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

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

WEICS Board will meet monthly and more if necessary. The meetings will be open to the public unless it is a special call meeting. The Board and its committees will develop a set of goals and objectives that will guide their work during the year. Issues for consideration may be raised by members attending the meeting. Depending on the nature of the issues, the Board may appoint standing committees to consider them. Board committees will meet to discuss their goals, develop policies, and procedures and present recommendations for the Board to consider at its regular meetings. The Board will adopt policies with a majority vote of members present in a legal Board meeting. All policies will be reviewed by the Board periodically and revised when necessary.

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

WEICS Board of Directors will provide ultimate governance of the school. The Board will ensure that WEICS is fiscally sound, educationally successful, organizationally viable, and consistent with the school’s mission and vision. The Board will hire the Principal and receive monthly reports from him/her regarding all major aspects of the school. WEICS Advisory Board is composed of a group of parent and community volunteers who will report to the Principal. This group of members’ responsibilities will include school fund raising, technical assistance, assessment of a program's impact and serving as a public advocate for the school.

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

Include in the Appendices:

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

Not Applicable

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

Name of the Company:

Address:

Website:

Phone Number:

Contact Person:

Fax:

Email:

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

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

Not Applicable

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
2. Provide a detailed description of the existing private school’s financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization’s IRS Form 990 for the last three years as Appendix Q.
3. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.
4. Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.
5. Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

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

2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.
3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.
4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.
5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q

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.

WEICS will recruit only those teachers with a clear commitment and dedication to our mission of propelling high student achievement. WEICS will advertise locally and nationally for persons to fill administrative and instructional positions and locally for persons to fill clerical, non clerical, paraprofessional and other positions.

WEICS will utilize the following sources in recruiting qualified applicants:

- Teachers-Teachers.com – NCDPI website that contains thousands of potential applicants
- Website marketing
- Classified ads in newspapers and educational publications
- Online college/university databases and job postings
- Job fairs at colleges/universities and professional conferences
- Online college job postings
- Posting vacancies on DPI web site
- Employee referrals
- Temporary agencies.

WEICS will initiate an aggressive campaign to publicize the school to a broad audience in order to foster a student body that is representative of the local community. The school will also utilize targeted publicity/recruitment efforts to specific populations to help ensure representation from various constituencies.

WEICS will seek to retain the most highly qualified staff possible. It will provide professional development to the faculty and staff and will build a quality working environment. WEICS will reward its teachers with special incentives during the school year for outstanding work (example: Teacher of the Month, perfect attendance, personal parking space and Teacher of the Year).

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.

WEICS Board will hold quarterly informal meetings with the school employees to dialogue and address any concerns. These meetings will be held in a non-threatening, relaxed environment. The Board will conduct staff surveys to evaluate the school and its working environment. WEICS Board will communicate to the staff that they have its full support.

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

The hiring process will begin with the advertisement of a vacancy through ads and the web which will result in a pool of applications. The Principal will do a preliminary screening of the teacher's certification to make sure the applicants meet the school and state requirements for qualified instructional personnel and that all appropriate documentation is on file before the application is approved. WEICS will require prospective employees to complete and submit an application package to the Principal that includes the following:

- W-4 and 1-9 forms
- Personnel Application
- Two sets of fingerprints
- TB Test Results
- Curriculum Vitae/ Resume
- Official Transcripts
- 2 Letters of Recommendation
- Current North Carolina Teaching Credential (faculty)
- 2 valid forms of identification.

The Principal will select at least three of the applicants who seem to best fit the qualifications for the position to interview. He/she will also conduct reference checks on each applicant interviewed. The

Principal will make the selection and present his/her recommendation to the WEICS Board for hiring. Once the Board approves the recommendation, the Principal will offer employment to the applicant. If accepted, the applicant will be given a start date and a contract will be issued.

Once WEICS has decided to terminate an employee before the written contract has expired, it must give the employee a written notice of the termination. If the terminated employee wishes to discuss the reason for termination, he or she must contact the Principal in writing. If the terminated employee does not feel that the Principal has adequately addressed his or her issue, he or she should submit a written complaint to the Board.

Criminal Background Checks: In accordance with 115C-238.29K (c), WEICS will check references of prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice’s criminal history records. All of the information received by WEICS in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the Administration. The cost of conducting criminal history checks will be paid by WEICS.

WEICS will not hire individuals who have a criminal history. Criminal history is defined as county, state, or federal conviction of a crime, whether a misdemeanor or felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

Applicants must certify that all information provided on the application is true and correct and understand that failure to disclose information could lead to discharge. WEICS reserves the right to terminate employees at any time for any reason.

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

Principal	1	\$50,000	\$52,000
Administrative Assistant	1	\$23,500	\$24,500
Core Area Teachers	6	\$30,000	\$31,000
Para-Educators/Teacher Assistants	3	\$17,3604	\$18,000
Exceptional Children’s Teacher	1	\$31,000	\$32,000
Guidance Counselor	1	\$32,000	\$32,000
Media Specialists	1	\$30,000	\$31,000
Instructional Technology Teacher	1	\$30,000	\$31,000
Art Teacher	PT	\$13,500	\$13,500
Music Teacher	PT	\$13,500	\$13,500
Physical Ed.	PT	\$15,000	\$15,000
Custodian	PT	\$13,500	\$13,500

***Employee Benefits**

Employee Benefits will include the following:

- FICA@ 7.65%
- Unemployment Compensation @ 1.2% of \$20,400

- Health Insurance - 3%
- Life Insurance – 1%
- Worker’s Compensation- \$5498.00.

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

WEICS will have open, honest communications to ensure that relationships of trust between staff and the Principal exist. However, if an employee has a problem or concern that needs to be addressed, the following steps should be taken:

1. The individual will meet with his/her immediate Supervisor to openly discuss the issue or problem. It is possible the Supervisor is unaware of the issue. This gives the Supervisor the opportunity to address the issue and hopefully solve the problem.

2. If the problem cannot be resolved by talking to the Supervisor or the problem is with the Supervisor and the person feels uncomfortable discussing it, he or she may move to the next level which is the Principal. If the school Principal makes a decision regarding the grievance and the complainant does not like the ruling, he/she has seven (7) days to ask for an appeal of the decision. If the appeal is not made within these seven calendar days, the decision will be final.

3. The individual may write a grievance letter to the Chairperson of the Board. This letter needs to specify the issue and state specifically what steps have been taken to resolve the issue, what resolution is sought, and any supporting documentation that the individual has. Once it has been received by the Board chair, he/she will address the issue within 10 working days by either requesting a meeting with the person filing the complaint, responding in writing to the person, or by scheduling it to be reviewed for a decision at the next Board meeting. (In which case, the individual filing the complaint will be notified so that he/she can have the opportunity to address the full Board.) The decision made by the Board will be final.

All employees of WEICS are at-will employees and can be released with or without cause and with or without notice. This will be fully explained to all employees in the *Employees’ Handbook*.

REASONS FOR TERMINATION

WEICS expects all employees to follow rules of conduct that protect the interests and safety of employees, students, and the organization in order to ensure orderly operations and be an excellent work environment. WEICS reserves the right to terminate employees at any time for any reason. The following are examples of infractions of rules of conduct that may result in disciplinary actions, up to an including immediate termination. The list includes:

- Inadequate performance
- Insubordination
- Neglect of duty

- Physical or mental incapacity
- Sexual misconduct and harassment
- Habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5 of Chapter 90 of the General Statutes
- Conviction of a felony or a crime involving moral turpitude
- Failure to comply with such reasonable requirements as the board may prescribe
- Failure to maintain his/her certificate in a current status
- Providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

All WEICS employees are at-will and may be terminated with or without cause or notice at the end of the contract period. WEICS also reserves the right to change the organizational structure of the school and eliminate jobs or job classifications when necessary.

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

N/A

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.

To ensure teachers have the skills and knowledge to work with special need students, WEICS will provide professional development training at the beginning of the school year and during the school year regarding how to meet the needs of the special needs population in order for them to achieve and be successful. The special needs population include the English Language Learners (ELL), exceptional children, at-risk students, and gifted students. The professional development training will focus on appropriate classroom modifications, effective instructional strategies, and the role and responsibilities of the teacher when implementing IEPs and staying in compliance according to state law, IDEA, and Section 504 of the Rehabilitation Act of 1973.

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).

Waddell Elementary International Charter School staff will be a group of qualified and committed educators who share the following “Core Values”:

- **Improve Student Learning:** WEICS staff will inspire intellectual exploration and motivate students in the areas of Science, Technology, Engineering, and Math. WEICS seeks to have every student properly equipped with the academic foundation, the personal character, and the ambition for success in the 21st century

- Teamwork: WEICS staff will work together with the students, parents, and community to maximize student learning and achieve excellence in the STEM Program.
- Respect: WEICS staff respects and appreciates each other, the students, the parents, the community and the work they do for students.
- Professionalism: WEICS staff is a group of professionals who model professional behavior at all times in their work with the students, parents, and the community to achieve student success.

WEICS staff will use these “Core Values” alone or in public in all aspects of their lives.

Principal:

The Principal will be responsible for recommending employment, supervising, and evaluating all school staff. He/she will have an energetic personality; a style of leadership focused on building and maintaining an atmosphere of mutual respect and caring between administration, staff and students, and a heart for the school’s mission and a passion for working with academically at-risk students.

Qualifications include:

- Master’s degree in school/education administration
- At least one year of administrative and teaching experience
- Meet the required score on the North Carolina School Leaders Licensure Assessment (SLLA). Administrative certification
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals
- Agreement with and commitment to the academic goals and philosophy of the charter school
- Experience or familiarity with data management and presentation and commitment to achieving for students’ academic goals
- Demonstrated success in encouraging parental involvement.

Administrative Assistant:

The Administrative Assistant will be responsible for attendance, data management, ordering supplies, clerical duties, and other office management and duties assigned by the Principal

Qualifications include:

- Associates degree in business or related area
 - Two years of experience providing general administrative support in an office setting
 - Demonstrated organizational and writing skills
 - Demonstrated ability to use Microsoft Office, especially Excel
 - Ability to read and interpret documents and procedure manuals
 - Ability to write routine reports and correspondence using Microsoft Word
- .
- Ability to speak effectively in person or by telephone to exchange information and provide service and explain service instructions and procedures
 - Ability to use standard office equipment (voicemail, FAX, Scanners, copiers)

- Demonstrated ability to relate well to adults and children
- Considerable knowledge of the school attendance regulations
- Considerable knowledge of data management, policies and procedures.

Teacher:

The teacher will provide academic instructions to students according to the North Carolina Common Core Standards and demonstrate competencies in their subject area, hold parent conferences, attend meetings and staff development, and other duties assigned by the Principal.

Qualifications include:

- BA degree in elementary education from a state-approved teacher education program from an accredited college or university
- Possess NC state teaching certification and meet any other applicable credentialing requirements
- Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school-age children
- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated ability to work well with parents
- Demonstrated ability to evaluate tests and measurements of achievement.

Teacher Assistant (Paraprofessionals):

The Teacher Assistant (Paraprofessionals) will carry out the instructions of the classroom teacher and help with small group instruction.

Qualifications include:

- Possess at least a high school diploma
- Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position
- Working knowledge of effective methods of dealing with children
- Working knowledge of the core subjects at the grade level to which employment assignment is made
- Some knowledge of the school organization and its community
- Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages
- Skill necessary to operate audiovisual equipment and common office machines
- Skill to make learning aids which will strengthen lesson plans
- Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective
- Ability to discern significant student behavior and refer this to the teacher
- Ability to impart information to the child's level of comprehension
- Ability to solve independently most minor problems
- Ability to follow minimally detailed written and oral instructions without constant supervision
- Ability to record and store data accurately
- Ability to maintain confidentiality of student information.

Special Education Teacher:

The Special Education Teacher will provide academic instruction and address the needs of exceptional children according to their Individual Education Plan.

Qualifications:

- Will hold a BA degree in Special Education from a state-approved teacher education program from an accredited college or university
- Possess a NC state teaching certification and meet any other applicable credentialing requirement
- Knowledge of Special Education in K-5 school setting
- Demonstrated expertise in the subject to be taught
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school-age children
- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results.

Computer/Technology Teacher:

The Computer/Technology Teacher will provide computer/technology instructions to the students and support to the faculty and staff.

Qualifications include:

- College/technical degree
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles
- Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner
- Ability to analyze complex business/technical problems to define system scope and objectives
- Strong analytical and problem solving skills and ability to manage a project independently
- Strong documentation and oral, written and communications skills
- Self-motivated team player, able to set priorities and manage deadlines
- Excellent troubleshooting, communication and customer service skills
- Exhibits a professional image and presence in making oral and written presentations
- Superior project management skills, with strong ability to multi-task
- Strong interpersonal and communication skills, high integrity and strong ability to take accountability and follow through.

Counselor:

The Counselor will provide individual, group, and classroom guidance, will coordinate all local and state testing, and other duties as assigned by the Principal.

Qualifications include:

- Master's degree in Counseling from a state-approved education program from an accredited college or university
- Possess NC state certification
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school-age children
- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated ability to work well with parents
- Request and maintain student records
- Ability to maintain confidentiality of student information
- Demonstrated ability to work effectively as a team member.

Custodian:

The Custodian will perform routine, manual work cleaning and maintaining the building, controls heating and air conditioning equipment for the building, and performs recurring tasks in accordance with established practices and cleaning schedules.

Qualifications include:

- Possess at least a high school diploma or its equivalency
- Demonstrated ability to work effectively with faculty, staff, parents, and the community
- Have a strong interest in working around students
- Possess some skill in the use of small equipment used in routine cleaning.

Staff Evaluation and Professional Development

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

All teachers in grades K-5 at WEICS will be responsible for maintaining teacher licensure requirements and professional development. In accordance with 115C-238.28F(e), at least seven-five (75) percent of the teachers hired by Waddell International Partners for Education, Inc (whether full or part-time) in grades kindergarten through five will hold teacher certificates. Prior to each academic year, as required by the SBE, the School will report the total number of employed teachers and the total number of employed teachers who hold valid licenses.

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.

WEICS will provide school based mentoring in which staff members will mentor each other in a collaborative relationship. The more experienced teachers will be paired with the lesser experienced teachers. They will share ideas, teaching strategies, and advice regarding the STEM Program. WEICS will also seek outside mentors who have expertise in the areas of Science, Technology, Engineering, and Math. These mentors will play a developmental role rather than an evaluative one. They will provide teachers with support and assist with strategies that will help all students.

WEICS will make every effort to retain certified and quality teachers. It will provide excellent leadership and opportunities for teachers to develop genuine relationships with their Principal and other staff members. Professional development opportunities will be available to provide teachers with training and skills needed to be a successful teacher with the STEM program. Workshops will also be provided for teachers to receive renewal credit for teacher certification. WEICS will offer various teacher incentives throughout the school year (e.g., Teacher of the Month, Teacher of the Year, staff birthday celebrations monthly, Teacher Appreciation). Teachers will complete work satisfaction surveys annually to provide feedback as to any policies and practices that need to be re-evaluated.

WEICS staff will be given formal evaluations two times per year by the Principal. Informal evaluations will be conducted as needed. Periodically the Principal will do individual checklist teacher walk-thru. Evaluation meetings between the Principal and teacher will occur after the classroom visit and will include discussions about observations in the classroom, relevant data on student performances, and how the data is being used by the teacher to achieve student success with the STEM program. Teachers will also be given the opportunity to complete a self evaluation and discuss their results with the Principal.

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.

WEICS will conduct professional development for teachers prior to school opening and during the school year. With the school's mission and STEM curriculum in mind, the purpose is to provide on-going STEM and Common Core curriculum training for teachers. This training will help teachers develop and apply the knowledge and skills needed to help students learn and be successful. With approval from the Principal, teachers will also be able to attend outside professional development activities during the school year.

The core components of the professional development plan that WEICS will address are:

- Context Standards– refer to standards that address the organization, system, and culture in which learning will be implemented. In order for learning to take place, professional development will provide for goals to be aligned with the school's mission. WEICS leadership will continuously guide instructional improvement. The school will acquire the resources to enhance effective teacher learning and collaboration.
- Content Standards– refer to standards that improve overall student achievement. WEICS professional development will provide for equity of all students and will hold high expectations for students' academic achievement. WEICS will provide teachers with the research based instructional strategies that will meet academic standards. WEICS will provide teachers with knowledge and skills to involve families and other stakeholders.
- Process Standards – refer to standards that provide the knowledge and skills and address the use of data, evaluation, and research. WEICS professional development will determine students' learning priorities, academic progress, and will help promote continuous student improvement. WEICS will prepare teachers to apply research to their decision making and use data to help drive their instruction.

It is WEICS' belief that these essential components will serve as the framework for identifying professional development and will provide teachers with continuous learning opportunities. These standards will help equip WEICS teachers with different instructional and assessment strategies to be utilized with the STEM Program. They will also enable teachers to become more self- confident, self-directed, and knowledgeable in the science, technology, engineering, and math areas.

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.

Scheduled Professional Development prior to WEICS’ opening is below.

August 4 – 8	Staff Development (Orientation/Training)
August 18 - 20	Optional Teacher Workdays
August 21 – 22	Mandated Teacher Workdays

WEICS staff will attend a week of Staff Development orientation and training the first week in August, 2014. The staff development will include orientation to the school, mission and vision, corporate policies, state and federal requirements, school policies and procedures, equipment and technology, and an opportunity to organize instructional resources and materials.

Further professional development will be provided on the two mandated workdays prior to the first day of school. This training will include an overview of the teacher evaluation instrument that will be used to evaluate effective Professional Teaching Standards, collaboration for the science, technology, engineering, and math (STEM) units and lesson plans, and organization and team building. The two optional teacher workdays will provide teachers an opportunity to continue work on their lesson plans, development of their units, instructional methods, and to prepare their rooms for the opening of school.

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

WEICS school calendar will consist of 185 instructional days, 8 teacher workdays, and 4 early release days. Professional Development training will occur each month during a faculty meeting, on mandated teacher workdays, and early release days. Additional workshops will be provided based on teacher needs. The projected workshop dates will be reflected on a month/yearly school calendar. Teachers will know ahead of time in order to make preparations.

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

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

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)*).

WEICS has formed a network of collaborators with representatives from a variety of ethnic groups, socio-economic groups and community leaders. The marketing strategy has crossed all demographic groups including African Americans, Native Americans, Hispanic Americans, Caucasian Americans, and other diverse ethnic groups.

The WEICS staff will be reflective of the schools' communities. We believe that this is the first indicator to potential students and parents that they are welcomed in the school. We will have a Spanish interpreter for Hispanic parents and students. Parents, veterans, and community leaders will be involved in the planning stages of the school.

Marketing will occur by word of mouth, churches, social organizations, social media, radio and TV announcements and the web. Committee members will go door-to-door informing, distributing flyers and getting petitions from interested parents and community leaders. Aggressive marketing will occur in all areas of Scotland County with the idea of attracting students who will reflect the make-up of the county.

WEICS Advisory Board, committees, and to keep parents and the community informed of what's taking place. Also, a power-point presentation has been created to help market the school. It states the school's mission and vision, outlines the STEM Program and how the students, parents, and communities of Scotland County will benefit from having a STEM Elementary School.

Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

WEICS will continue to hold interest meetings and information sessions in Scotland County from the time the school is approved through opening. These meetings and sessions will be publicized in the local newspaper, radio, flyers, church meetings, email, and by telephone. Parents and community members will be informed of school developments as they occur and will be asked to serve on various planning committees.

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.

Parents will be an integral part of the WEICS family. WEICS will have parent representation on the Board and the school Leadership Team. Parents will serve as volunteers, serve on various school committees, and be a part of the Parent-Teacher Association (PTA). Parents will always be welcomed to visit WEICS classrooms and observe the great teaching and learning that is taking place between the teachers and students.

WEICS values the support of the family and believes that it is necessary in promoting student success. Therefore, plans for WEICS to build engaging partnerships with the family will include the following:

- Effective communication – The Principal and teachers will keep families informed of students’ progress and school events on a regular basis by newsletters, flyers, email, telephone, and conferences.
- Workshops – WEICS staff will provide and conduct various workshops and seminars for the family to help educate them about the mission and vision of the school, the STEM Program and strategies to assist their students.
- Parent-Teacher Association (PTA) – WEICS will strongly encourage each family to become a part of this association to help promote parental involvement and promote student achievement.
- Special Appreciation Events – WEICS will hold appreciation events (e.g., Mother-Daughter Day, Father-Son Day, Grandparents’ Day) to recognize influential people in the students’ lives.

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.

A tentative enrollment date will begin in March 1, 2014 after the approval by NCDPI. The enrollment deadline will be July 31, 2014. Students will be chosen by a lottery. Parents/guardians of all potential enrollees must submit an application by the designated closing date. All applicants who submit an application prior to the enrollment deadline will be admitted, unless the number of applications for a grade level exceeds the number of openings at that grade level. If the number of applicants for a grade level exceeds the number of openings at that grade level, a public lottery will be held to determine the admissions for that grade level. Once WEICS maximum enrollment is reached, all applicants that are not admitted will be placed on a waiting list.

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

WEICS will hold an announced and advertised open enrollment meeting as per the requirement of the Open Enrollment policy. Any interested applicants must attend an open house meeting. A statutory student can fall under the Homeless Education Student Act. The act states that free schooling should be provided to students who are domicile in a school district; living with an adult 18 or older in the school district other than a parent or guardian due to a family hardship.

The date, location and time for the admissions lottery will be publicized in the local newspaper, radio, flyers, churches, and email. It will be open to the public. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn. If any admitted student declines to enroll in WEICS, then admission will be offered to students on the waiting list, in order.

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

All applicants who submit an application prior to the enrollment deadline will be admitted, unless the number of applications for a grade level exceeds the number of openings at that grade level. If the number of applicants for a grade level exceeds the number of openings at that grade level, a public lottery will be held to determine the admissions for that grade level. All applicants that are not admitted after WEICS maximum enrollment is reached, will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in WEICS, then admission will be offered to students on the waiting list, in order.

In the event of a withdrawal or transfer, WEICS will determine the school the student is transferred to and notify the local Board of Education in the student's attendance area so that the local board may fulfill the legal obligation to verify the student's compliance with compulsory attendance laws.

No special consideration will be given to students who attended WEICS and withdrew for whatever reason. Students who are interested in re-enrollment in WEICS will have to re-apply and go through the lottery process again.

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

WEICS will hold pre-admission sessions throughout the year prior to the opening of the school. The purpose of these sessions are to inform parents and students about the School's mission and vision, the STEM Program, and the educational approach teachers will use to meet the needs of the students. These sessions will also help to build partnerships and establish good relations with parents and the community.

5. Clear policies and procedures for student withdrawals and transfers.

In the event of a withdrawal or transfer, WEICS will determine the school the student has transferred to and notify the local Board of Education in the student’s attendance area so that the local board may fulfill the legal obligation to verify the student’s compliance with compulsory attendance laws.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 _____
 LEA #2 _____
 LEA #3 _____

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

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

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

10 ^h	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
11 ^h	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
12 ^h	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____			_____			_____			_____			_____			

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.

WEICS will ensure that all disabled students who are admitted to the school will be provided transportation as outlined in the IDEA and the Homeless Child Act. WEICS will develop a parent sign-up system for carpooling so that parents who live in various locations can make contact with each other and develop a carpool. WEICS Board will explore the option of contracting transportation services with the Scotland County Schools.

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.

At least sixty percent of the students in Scotland County receive free or reduce lunch. During the application process, all applicants will be asked to complete a free or reduce lunch form. Students will be encouraged to bring a healthy lunch from home each day until WEICS is approved for the Free and Reduce Lunch Program. Upon approval, WEICS will contract with a license and state approved food contractor. WEICS has in its budgeted line item, under food service, an amount to purchase and supply lunch to any child who cannot afford to bring his or her lunch. WEICS will ensure that no student is lacking a daily meal. WEICS will apply for reimbursement through the Free and Reduce Lunch Program. It will seek contractual services for its school lunches.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000.00		
Officers and Directors/Errors and Omissions	\$1,000,000.00		
Property Insurance	\$225,000.00		
Motor Vehicle Liability	\$1,000,000		
Bonding Minimum/Maximum Amount	\$250,000.00	\$250,000.00	
Other (student accident coverage)	\$7 per student		
Total Cost			

*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 § 115C-238.29F (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.

(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 Waddell International Partners for Education, Inc has looked at several options for a school facility and location including renting and constructing. The Board has used the services of realtors, community leaders and citizens.

Waddell International Partners for Education, Inc. will take into consideration the safety of the facility and its effectiveness for the use of educating students, costs for renovation/retrofitting or construction, rent/mortgage payments and location.

Once a facility is decided upon, Waddell international Partners for Education, Inc. will submit to the school planning section of the Department of Public Instruction all plans for any additions, or renovations. If Waddell International Partners for Education, Inc. decides to construct a school, it will also seek the advice of the NCDI.

As per NCGS 115C-238.29F WEICS will meet the health and safety guidelines required of a local school unit. The school will have the required insurance and local building codes administered by NC Department of Insurance.

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.

Mr. Patrick Beausoleil, Director of Business Development with High Mark School Development has approached members of the Board regarding 100% financing and turnkey development of a permanent, high-quality school facility. The Board plans to meet with High Mark for a complete overview of their facility proposal. If High Mark School Development services are needed, Mr. Beauoleil has stated that they will secure the real estate development, design, and construction of WEICS facility and he will be the contact person. Also, the Board is seeking information regarding the leasing of the former Highland Charter School at 17160 Plant Road, Laurinburg, North Carolina. The minister from St. John's Baptist Church, N. Main St., Laurinburg, North Carolina has agreed to meet with the church Board of Trustees to build a facility that will accommodate a charter school on their church property and lease the facility to WEICS.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

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

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

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

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

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

LEA #1 (Insert LEA Name & Code)

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

LEA #2 (Insert LEA Name & Code)

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

LEA #3 (Insert LEA Name & Code)

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

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
- <i>Local Per Pupil Funds</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
- <i>Exceptional Children Federal Funds</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
- <i>Other Funds*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
- <i>Working Capital*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>									
Personnel:															
Lead Administrator															
Assistant Administrator															
Finance Officer															
Core Content Teacher(s)															
Para Educator(s)															
Electives/Specialty Teacher(s)															
Exceptional Children Teacher(s)															
Related Service Teacher(s)															
Contracted Personnel															
Food Service Staff															
Transportation Staff															
Staff Supplements															
Professional Development															
Total Personnel															
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>												
Health Insurance															
Retirement Plan															
Life Insurance															
Disability															
Medicare															
Social Security															
Total Benefits															
Total Personnel Budget															

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

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Instructional Materials					
	Curriculum/Texts					
	Copy Paper					
	School Supplies					
	Testing Supplies					
	Other					
Technology	Technology Hardware					
	Instructional Software					
	Network/Internet					
	Office Software					
	Other					
Human Resources Costs	Legal Counsel					
	NC Wise					
	Personnel Software					
Rents and Debt Services	Facility Lease/Mortgage					
	Rent of Equipment					
	Maintenance					
	Security/Alarm					
	Extermination					
	Custodial Supplies					
	Utilities	Phone				
	Energy					
	Electric					
	Water/Sewer/Trash					
Other	Insurances (page 19)					
	Marketing Plan					
	Transportation Plan					
	Food Plan					
	Travel Expenses					
TOTAL OPERATIONS						

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)					
TOTAL EXPENDITURE (OPERATIONS)					
TOTAL EXPENDITURES					
TOTAL REVENUE					
ANNUAL NET PROJECTIONS					

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

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.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Name:

Address:

Phone Number:

Fax Number:

VII. AGREEMENT PAGE

LEA Impact Statement:

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

Applicant Signature:

The foregoing application is submitted on behalf of _____ (*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:

Board Position:

Signature: _____

Date:

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

Notary Public

Official Seal

My commission expires: _____, 20____.

VI. APPENDICES

A. Evidence of Educational Need (No more than a total of five pages)

B. Proposed Curriculum Outline(s) (First Five Years)

(b)

<p>WEICS Mathematics Curriculum Scope and Sequence</p>	
<p>Grade K:</p> <ol style="list-style-type: none"> 1. Skip counting – by 2’s, 3’s, 5’s, 10’s. Expanded skip counting by 5’s and 10’s. What if I start with 25 and now want to skip count by 10? Apply to learning to count money. 2. Tally counting and apply to telling time. 3. Adding – one digit whole numbers (some may be able to add all 1 digit numbers) some will need +0, +1, +2. 4. Exchanging – Using base 10 blocks, teach the idea that for every 10 units you can trade in for a 10 block. 5. Modeling place value with 10’s blocks for units, 10’s, and 100’s. 6. Reading numbers to the 100’s. 7. Learning doubles: work on memorizing (using song is helpful) all the doubles. 8. Adding to 10 ($10 + 3 = 13$) Build the concept of place value. 	
<p>Grade 1</p> <ol style="list-style-type: none"> 1. Mastery of Counting Money 2. Mastery of telling time 3. Adding numbers without regrouping 4. Using what was taught about regrouping in Kindergarten, expand to modeling addition with regrouping 5. Add place value to the 1000. 6. Teach addition strategies. 7. Introduce the concept of multiplication and how it applies to addition and begin study of multiplication 8. Begin unit on subtraction and teach subtraction strategies 9. Teach basic measurement 	
<p>Grade 2</p> <ol style="list-style-type: none"> 1. Review units on telling time, counting money, addition of numbers with and without regrouping, subtraction 2. Teach multiplication strategies 3. Teach concept of factors 4. Link multiplication to division 5. Begin the process of modeling with division 6. Do mixed word problems, teach wording of problems involving +, -, X 7. Expand place value 8. Introduce concept of fractions & decimals 9. Order decimal numbers 10. Do 2 digit by 1 digit multiplication 	
<p>Grade 3</p> <ol style="list-style-type: none"> 1. Solidify multiplication 2. Build to long division 	

3. Equivalent fractions
4. Adding fractions with like denominators
5. Using equivalent fractions, add with unlike denominators
6. Multiply fractions
7. Divide fractions
8. Introduce decimals and how they relate to fractions
9. Introduce concept of percent and how it relates to fractions and decimals
10. Convert between percents and decimals
11. Add and subtract with decimals
12. Discuss degrees (90, 180, 270, 360) – do turns with your body

Grade 4:

1. Introduce mixed numbers
2. Add & subtract with mixed numbers – use models
3. Convert mixed numbers to improper fractions
4. Multiply and divide with mixed numbers
5. Apply real world uses of percents (interest)
6. Discuss concept of variable
7. Use variable to represent unknown in math problems
8. Introduce Perimeter and Area and practice arithmetic by applying these two problems

Grade 5:

1. Discuss multiples and factors
2. Build factor trees
3. Find Greatest Common Factor (GCF) and LCM (relate LCM to equivalent fractions)
4. Probabability and Statistics UNIT
5. Begin Pre-Algebra

- A.** Student Conduct Handbook (Draft)
- B.** Federal Documentation of Tax Exempt Status

- C.** Charter School Board Member Information Form and Resume
- D.** Proposed Bylaws of the Non-Profit Organization
- E.** Articles of Incorporation



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

WADDELL INTERNATIONAL PARTNERS FOR EDUCATION

the original of which was filed in this office on the 13th day of February, 2012.



IN WITNESS WHEREOF, I have hereunto
set my hand and affixed my official seal at the
City of Raleigh, this 13th day of February, 2012

Elaine F. Marshall
Secretary of State

Document Id: C201203900033

SOSID: 1243558
Date Filed: 2/13/2012 12:38:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201203900033

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: Waddell International Partners for Education
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 1804 Wilpar Terrace
City, State, Zip Code Greensboro, North Carolina 27406 County Guilford
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
James E. Armstrong
6. The name and address of each incorporator is as follows: James E. Armstrong
1804 Wilpar Terrace, Greensboro, NC 27406
7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 1804 Wilpar Terrace
City, State, Zip Code Greensboro, NC 27406 County Guilford
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 4th day of February, 2012.



Signature of Incorporator
James E. Armstrong **INCORPORATOR**

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

- F. Copy of Non-Profit Organization Board Policies
- G. Copies of Meeting Minutes
- H. CMO/EMO Contract

- I. Projected Staff
- J. Employment Policies (Draft)
- K. Insurance Quotes
- L. Facility Form
- M. Copies of Completed Facility Inspections
- N. Revenue Assurances and/or Working Capital Report
- O. IRS Form 990
- P. Additional Appendices Provided by Applicant (10 page Limit)

You may include additional appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

Appendix E:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name:

Home Address:

Business Name and Address:

Telephone No.:

E-mail address:

3. Brief educational and employment history.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school’s operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years of the schools is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

*Please include a one page resume with your Information Form

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature
Date

Appendix K:

PROJECTED STAFF

Charter School Staff Position Title	Number of Positions (Note Part-Time positions as .5)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: _____
- (b) Type of Lease: _____
- (c) Rent: \$ _____ per month (provide evidences within the appendices)
- (d) Approximate student per square foot

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Describe how the renovations and maintenance will be provided for the facility. What is the funding source of these renovations?

Include Documented inspections for the following this page in the appendices (Appendix O):

- (a) Fire: _____
- (b) Safety: _____
- (c) Handicapped accessibility? _____