



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Addie C. Morris Children's School**

**Public charter schools opening the fall of 2015**

**Due by 5:00 pm, December 6, 2013**

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

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

## **CHARTER SCHOOL 2013 Application Process**

**To open a charter school in the 2015-2016 school year**

### **APPLICATION DUE DATE/TIME**

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov) that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	<u>Grade Levels Served and Total Student Enrollment:</u>	5
II.	<u>MISSION and PURPOSES</u>	7
	<u>Mission:</u>	7
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	7
	<u>Purposes of the Proposed Charter School:</u>	10
	<u>Goals for the Proposed Charter School:</u>	12
III.	<u>EDUCATION PLAN</u>	16
	<u>Instructional Program:</u>	16
	<u>C</u>	
	<u>K-5 Curriculum and Instructional Design:</u>	17
	<u>C</u>	
	<u>C</u>	
	<u>Special Programs and "At-Risk" Students</u>	22
	<u>Exceptional Children</u>	26
	<u>Student Performance Standards</u>	31
	<u>Student Conduct:</u>	34
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	37
	<u>Governance:</u>	37
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	37
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	47
	<u>Private School Conversions: complete</u>	47
	<u>C</u>	
	<u>Projected Staff:</u>	47
	<u>Staffing Plans, Hiring, and Management</u>	47
	<u>Staff Evaluation and Professional Development</u>	53
	<u>Enrollment and Marketing:</u>	58
	<u>Marketing Plan</u>	58
	<u>Parent and Community Involvement</u>	59
	<u>Admissions Policy</u>	60
	<u>PROJECTED ENROLLMENT 2015-16 through 2019-2020</u>	63
	<u>Transportation Plan:</u>	64
	<u>School Lunch Plan:</u>	64
	<u>Civil Liability and Insurance</u>	65
	<u>Health and Safety Requirements:</u>	65
	<u>Facility:</u>	
	<u>Facility Contingency Plan:</u>	67
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2015-16</u>	68
	<u>Total Budget: Revenue Projections 2015-16 through 2019-2020</u>	69
	<u>Personnel Budget: Expenditure Projections 2015-16 through 2019-2020</u>	70
	<u>Operations Budget: Expenditure Projections 2015-16 through 2019-2020</u>	73
	<u>Overall Budget:</u>	75
	<u>Budget Narrative:</u>	75
	<u>Financial Audits:</u>	81
VI.	<u>AGREEMENT PAGE</u>	
	<u>LEA Impact Statement:</u>	85

Applicant Signature: \_\_\_\_\_ 85

## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Addie C. Morris Children's 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: *Addie C. Morris Children's School, Inc.*

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

Name of contact person: *English Bradshaw*

Title/Relationship to nonprofit: *Founding Member*

Mailing address: 1625 East Third Street No. 302A  
Winston Salem NC 27101

Primary telephone: 727-560-1390 Alternative telephone: 727-560-1390

E-Mail address: englishbradshaw@gmail.com

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

County: FORSYTH

LEA: 340-Forsyth County Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Addie C. Morris Children's School, Inc.

Is this application for Virtual charter school: Yes: No:

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

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04	193
Second Year	K,01,02,03,04,05	243
Third Year	K,01,02,03,04,05	268
Fourth Year	K,01,02,03,04,05	268
Fifth Year	K,01,02,03,04,05	268
Sixth Year	K,01,02,03,04,05	268
Seventh Year	K,01,02,03,04,05	268
Eight Year	K,01,02,03,04,05	268
Ninth Year	K,01,02,03,04,05	268
Tenth Year	K,01,02,03,04,05	268

*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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization.*

addie015  
*Signature*

Chair Board of Directors  
*Title*

addie015  
*Printed Name*

12/03/2013  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

The mission of ADDIE C. MORRIS CHILDREN'S SCHOOL is to:

- a. create a challenging learning environment for students that;
- b. encourages high expectations for success that;
- c. implements an innovative STEM curriculum that;
- d. incorporates blended instruction and inquiry-based teaching that;
- e. utilizes performance-based learning and interactive technology to create an active learning environment for students that;
- f. addresses the North Carolina Common Core/Essential Standards.

Note: An element of the mission will bleed throughout each major section of this document.

### **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.*

Winston Salem/Forsyth County Schools.

Target Population: Winston-Salem LEA serves more than 53,000 students, of which 25,088 attend 42 elementary schools. District-wide, 44 percent of the students are white; 29 percent are African-American; 21 percent are Hispanic; 4 percent are multiracial; 2 percent are Asian; and less than 1 percent of students are American Indian. AMCS will target recruitment at specific populations in the community including those at-risk students residing in the eastern areas of Winston Salem who have an historical experience of socioeconomic disadvantage. AMCS expects to have students with similar demographics to students in the school district, on average, including racial/ethnicity, low income, ESE, and ELL as depicted in the demographics below.

Demographics of Projected Target Population ZIP: 27101 (Winston Salem) 2005 - 2009, U.S. Census Bureau, 2005-2009 American Community Survey

Total Population 19,035  
Total Households 8,013

AGE 3+ YEARS BY SCHOOL ENROLLMENT:  
Total 100.0%

Enrolled in school 24.6%  
Enrolled in nursery school, preschool 1.1%  
Enrolled in kindergarten 1.9%  
Enrolled in grade 1 to grade 4 3.5%  
Enrolled in grade 5 to grade 8 4.2%

AGE 5+ YEARS BY LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH:

Total 100.0%  
AGE: 5 to 17 years  
Speak only English: 14.0%  
Speak Spanish: 1.0%  
Speak English "very well" or "well": 0.8%  
Speak English "not well": 0.3%  
Speak other Indo-European languages: 0.1%  
Speak English "very well" or "well": 0.1%  
Speak English "not well": 0.0%

In 2011-12, the districts four-year graduation rate hit an all-time high at 81 percent, exceeding the states average. Thirteen schools earned NC's top recognition for student performance as "Honor Schools of Excellence." Another 11 schools were named "Schools of Distinction." Across the school system, 68 percent of students in grades 3-8 were performing at grade level in reading. Eighty-two percent of students were performing at grade level. The district overall met 88 percent of its annual measurable objectives under the federal No Child Left Behind legislation in the 2011-12 school year.

Notwithstanding the aforementioned, the achievement gap for schools within the target area with a more diverse population is noticeable. The above information shows some significant weaknesses in student performance in the target area schools and some even more significant gaps between student achievement in reading and math, with reading performances lagging significantly behind math performance.

We believe this data shows a clear need for other educational alternatives for our target area students. A review of North Carolina's ABC results also reveals a significant achievement gap between Whites and minorities. Additionally, the information does not show how well each school is doing in moving all of their subgroups.

No Child Left Behind (NCLB) legislation was put into place to hold schools accountable for ALL students as a way to measure how well schools are doing in closing achievement gaps. The information below shows 3 elementary schools in the target area with marginal student achievement - only one of which made AYP in Reading with Safe Harbor.

School: Ashley Elementary:  
All Students: Reading: Not Met; Math: Not Met.  
African American: Reading: Not Met; Math: Not Met.  
Hispanic: Reading: Not Met.  
Economic Disadvantaged: Reading: Not Met; Math Not Met.

School: Latham Elementary:  
All Students: Reading: Not Met; Math: Not Met.



African American: Reading: Not Met; Math: Not Met  
Hispanic: Reading: Not Met; Math: Met with Safe Harbor.

School: Ibrahim Elementary:  
All Students: Reading: Not Met; Math: Not Met  
African American: Reading: Not Met; Math: Not Met  
Hispanic: Reading: Not Met  
Economic Disadvantaged: Reading: Not Met; Math: Not Met.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The total projected enrollment for AMCS will be 268 at capacity and reflects .0049% of the LEAs ADM. We will provide an option for students in grades K-5 who reside in the county targeting residents in zip code 27101 and coterminous zip codes. We expect to have students with similar demographics to students in the school district, on average, including racial/ethnicity, low income, Exceptional Student Education(ESE), and English Language Learners (ELL).

ESE Students:

Our past experience is that the percentage of ESE students will start out below the community averages and then will increase over time. The School's offer of 21st Century technology provided to each student will be appealing to low income students who have limited access to technology at home.

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

Mission Statement: Create a Challenging Learning Environment for Students:

As an alternative to traditional educational pedagogy which offers a prescriptive curriculum that makes originality a constant challenge, AMCS will provide students and parents a different choice. We all know that use of technology in instruction is progressively heading this way, and NC is setting the pace. As part of this trend, the school will be technology-rich with a challenging curriculum supported with user-friendly software systems and scalable state-of-the-art equipment. This will allow us to implement a blended integrated instructional approach and provide a unique opportunity for students to learn how to think critically and understand technological utilization and to apply them to real life situations at an early age beginning with kindergarten.

We will employ critical thinking using Blooms Taxonomy and the Socratic Method of inquiry. We will also implement project-based learning that engages students in learning knowledge and skills through an extended inquiry process structured around complex questions and carefully designed tasks. This approach allows students to dig deeper and learn to become exploratory and acquire deeper learning in a particular subject. Teachers will learn the basics of PBL and examine how to construct and organize PBL experiences in the classroom. Then, we'll shift into strategies for managing

using Bloom's Taxonomy Domains and the Socratic method of inquiry which empowers teachers to facilitate the process.

Additionally, building upon the unique and specific needs of individual students, AMCS will employ several instructional approaches, including differentiated instruction, cooperative learning, curriculum integration, and targeted interventions, as well as whole group and small group systematic instruction. These strategies will fit together seamlessly to enhance student performance.

**Differentiated Instruction:** While all students are expected to reach the same performance standards, they may follow different paths to success. A professional learning community comprised of teachers, their teaching associates, and other support staff will meet regularly to review student data and consider multiple ways of engaging all students. Teachers will use the following instructional strategies that have proven most effective when used properly:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cue, questions and advance organizers

**Cooperative Learning:** Students will be given the opportunity to work in cooperative learning groups when it is deemed as the best strategy for learning a particular skill or specific content. Research shows organizing students into cooperative groups yield a positive effect on overall learning (Marzano, Pickering, and Pollock, 2001).

**Curriculum Integration:** Brain research supports the theory that younger students take in many things, organize, and process them all at once. Teachers will develop an integrated curriculum that requires students to investigate big ideas through a variety of disciplinary lenses which blends and connects related components of the curriculum in meaningful ways. Our goal is to facilitate students abilities to see how information gained in one subject can help them to problem solve in another, thus creating an opportunity for seamless integration of subjects.

**Targeted Interventions:** These are interventions developed to address individual student needs and are based solely upon student data from regular progress monitoring.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
- 2. Hold schools accountable for meeting measurable student achievement results.*
- 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
- 4. Improving student learning.*
- 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
- 6. Encourage the use of different and innovative teaching methods.*

Mission Statement: Implements an Innovative STEM Curriculum

AMCS will implement a program of study consistent with the educational and behavioral needs of the students and with the North Carolina educational goals of the State Board of Education as specifically addressed in the NC charter school statute GS 115C-238.29A and the school's mission and operations contained in its charter.

We will address one of the legislative purposes as it relates to improving student learning.

IMPROVING STUDENT LEARNING:

If parents are looking at student learning quality across the public education sector, they should not just look at the raw data to compare, i.e., school's report card, Annual Measurable Objectives (AMO), graduation rates, etc. While this is a good place to start, it might behoove them to "scrub" the data to enable them to point out a clearer comparison.

AMCS will implement a program of study consistent with the educational and behavioral needs of the students and with the North Carolina educational goals of the State Board of Education as specifically addressed in the NC charter school statute GS 115C-238.29A and the school's mission and operations contained in its charter.

The school's curriculum will be focused on assisting students to master skills and knowledge defined by NC's Common Core Standards and Essential Standards in K-5 Mathematics and K-5 English Language Arts and the Smarter Balanced Assessments in the core content areas of reading, mathematics, science and/or writing. In addition, the school will effectively demonstrate "Blended Curriculum Approaches" which integrate the use of both innovative technologies and traditional direct instructional approaches in K-5 lessons. This will be guided by the following activities:

Integrating Technology into Education:

AMCS will use Web 2.0 digital learning, software as a system (SaaS), Cloud records storing, computing and communication tools to access, manage,

integrate and evaluate information, construct new knowledge and communicate with others to instruct students. Teachers will be well prepared for using the current technologies in educational activities.

The school will be equipped with 1:1 computer ratio Google Chromebooks and Google Docs Apps and other necessary software tools, smart boards and online networking to help students learn fundamental skills and knowledge with technology.

Student-centered Learning:

At AMCS, the focus of activity will shift from teacher to learners. We will achieve this by implementing Active Multimedia Learning, Cooperative Learning, and inductive teaching and learning such as inquiry- and project-based learning.

We will employ critical thinking using Bloom's Taxonomy and the Socratic Method of inquiry which connect to the newly adopted Common Core Standards.

We will also explore project-based learning as opposed to causative (rule-based learning). Project-based learning (PBL) is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed tasks. PBL allows for a more rigorous and relevant approach to learning which is embedded in Common Core Standards.

Common Core Standards reduces the wide range of learning expectations required of students and will allow students to learn more from less rather than less from more belying the jingoistic axiom: jack-of-all-trades, master-of-none. This approach allows students to dig deeper and learn to explore deeper learning in a particular subject. AMCS teachers will learn the basics of PBL and examine how to construct and organize PBL experiences in the classroom. Then we'll shift into strategies for managing, assessing, and celebrating PBL which empowers teachers to facilitate the process while transforming learning in the classroom.

**Goals for the Proposed Charter School:**

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Mission Statement: Encourages High Expectations for Success:

AMCS will use the following metrics to monitor and measure the needs of students and the extent to which goals and performance standards are being met. Our efforts will include:

Performance Goals

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 75 % 78 % 81% 83 % 85+ %  
4 75 % 78 % 81% 83 % 85+ %  
5 75 % 78% 81% 83 % 85+ %

#### SMART Goals

All goals and objectives will be measured annually and reported in our Annual Report and School Improvement Plan. Progress Monitoring will measure our on-going academic goals at regular intervals throughout the year to ensure annual goals and objectives are reached.

#### I. Quantitative Academic Achievement Goal Areas:

Summative assessments and accountability measures will use standard scores, mean developmental scale scores, percentile ranks in each achievement level, grade equivalents, normal curve equivalents, stanines and standard deviations, and growth scale values in the following academic areas.

Mathematics

Reading

Science

Writing

Technology acumen

#### II. Qualitative Non-Academic Achievement Goal Areas:

Attendance

Behavior Life skills

Citizenship

#### III. Qualitative School Operations:

a. Effective Board of Directors

b. Compliance with federal, state, and local requirements

Educational Leadership: Facilitating the mission

Full Enrollment: Enrollment will be at or above 90% of capacity.

Manage Expenses: Maintain a balanced-budget or positive fund balance on a yearly basis.

School Climate: Welcoming, SAFE and productive school faculty

Engage Parents: annual parent satisfaction survey with > 85% of parents responding favorably.

Student progress will be measured and monitored to ensure growth occurs annually according to levels of expectation. Student improvement will be measured by nationally normed assessments DRA, SAT 10, ITBS - administered twice each school year that provide information about student achievement and cognitive ability. This will allow us to determine, based upon that students overall achievement level, where a student is academically at the beginning of the school year and how much that student is predicted to educationally grow throughout the course of the assessment period. For each student, using an annual comparison of the beginning and ending results, it will be determined if he/she has met or exceeded their statistical expectancy using overall academic achievement levels. These tests will provide a measure of each individual students educational growth in comparison with his/her own statistical expectations. The item-by-item, area-by-area analysis will also identify specific educational areas needing remediation or intervention.

OUTCOMES:

Some outcomes of student performance are stated in our Goals and Objectives.

\*All ESE students will be operating under current and valid IEPs.

\*Teachers will utilize data to identify student needs, meet with parents and track student achievement.

\*An active portfolio will be established on each student and will be consistently reviewed and communicated with parents.

\*Students will meet or exceed districts mean student performance using norm-referenced instruments on a sample population matched demographically; prior rates of academic progress; and other mediating factors. The growth will be defined as a score mode of NCEs. Our students will maintain or gain higher NCEs than the matched sample of district students.

\*Using first year of operation as a baseline, the percentage of students who achieve a score of "3" or better on the EOG will increase a minimum of 2.5% - 3% annually, or attain a minimum of 75 percent passage rate of those taking the test.

Comparison of their t-test score total on the same assessment administered early in the fall of the same school year while comparing the difference in mean standard deviations will indicate that the Schools educational plan is working.

*2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

Mission Statement: Encourages High Expectations for Success:

Growth measures will be in accordance with NC READY Initiative Expected Growth and federal Annual Measurable Objectives (AMO). All goals and objectives will be measured annually and reported in our Annual Report and School Improvement Plan. Progress Monitoring will measure our on-going academic goals at regular intervals throughout the year to ensure annual goals and objectives are reached.

AMCS will employ a variety of strategies to evaluate the effectiveness of the schools program. This will include a diagnostic review and systematic analyses of the relationships between the actions we will take and the results we will achieve. In addition, we will develop a school improvement plan for approval by the Board that takes into consideration the annual performance goals for the school that are set by the charter and set out in the mission statement for the school.

School Improvement Plan

The school improvement plan will contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards.

School Improvement Team

The Principal, instructional personnel, support personnel, and parents of children enrolled in the school will constitute a school improvement team to

develop a school improvement plan to improve student performance.

As stated earlier, we will develop base-line data to determine our progress and shared with the Board. Our first year will be used to establish baseline data based upon previous assessments and pre-testing to establish developmental scale scores to measure student future growth. Starting in Years 2 - 5, student performance on assessments will increase at least 2.5% - 3% each consecutive year for students who are "proficient" at Level III achievement or above.

READING:

\* For each grade level, the percent of continuously enrolled standard curriculum students scoring at Achievement Level 3 or higher on the EOG reading will increase as compared to the students baseline scores from the previous year administration of the EOG at a rate equal to or better than the year over year performance of a comparable student population enrolled in regular district schools.

\* A majority of continuously enrolled 3rd through 5th grade students who are reading below grade level will demonstrate annual learning gains in reading based on developmental scale score (DSS) gains from the previous year EOG administration.

\* The percent of continuously enrolled 3rd through 5th grade students scoring at or above the national average on the EOG Reading will increase a minimum of five percent, as compared to the same students results from the previous EOG.

MATH:

\* At each grade level, the percent of continuously enrolled standard curriculum students scoring at Achievement Level 3 or higher on the EOG math will increase as compared to the students baseline scores from year 1 administration EOG at a rate equal to or better than the year performance of a comparable student population enrolled in regular district schools.

\* A majority of continuously enrolled 3rd through 5th grade students who are performing below grade level will demonstrate annual learning gains in math based on developmental scale score (DSS) gains from the previous EOG administration.

SCIENCE:

\* For fifth grade, the percent of continuously enrolled standard curriculum students scoring at Achievement Level 3 or higher on the EOG science will increase as compared to the students baseline scores from year 1 administration of the EOG at a rate equal to or better than the year performance of a comparable student population enrolled in regular district schools.

\* A majority of continuously enrolled 3rd through 5th grade students who are performing below grade level will demonstrate annual learning gains in science based on developmental scale score (DSS) gains from the previous EOG administration.

### 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 will 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.

Mission Statement: Utilizes Performance-based Learning and Interactive Technology to Create an Active Learning Environment for Students:

#### INSTRUCTIONAL PROGRAM

Instruction at AMCS will be a blended combination of critical thinking teacher-led discussions in whole group sessions, small groups, and individualized classroom sessions along with state of the art software-based interactive technology to be used to complement the use of books, manipulatives, and collaborative group activities.

#### Major Instructional Methods

Our instructional methods will be in keeping with our mission as a STEM school. Accordingly, AMCS interest is to start the school as soon as possible with technology integrated online instruction and assessments using user friendly software as a system. Students will declare an area of interest (AOI) in Math, Science or Technology in grades four and five and develop an ePersonal Educational Planner (ePEP) to receive additional classroom instruction in those areas. This ePEP will be created as part of a career and educational planning pathway to be completed in fourth and fifth grade. The ePEP is a course planner that helps students early on to set a graduation goal and select coursework that will carry them through middle and high school to meet that goal. The class schedule will be adjusted which may include attendance in Saturday Academy or extended day to accommodate ePep students.

Our curriculum will also place emphasis on a strong reading program and employ digital enhancements to our core instruction areas. We will use the digital resources of Learn3.com to enhance Saxon Math classroom instruction by using the online Aha Math!. Science will be enhanced by using online Aha Science!. Easy Tech will enhance technology. Online language arts resources of SRA/McGraw Hill Harcourt will enhance reading. The IXL online Math Assessments will be used for periodic formative benchmark assessments and digital storytelling for Reading. Teachers will use the game of chess, Bloom's Taxonomy and the Socratic Method of inquiry to spur critical thinking.

#### CRITICAL THINKING

The hallmark of our instructional method will be the use of the Socratic Method of Inquiry and teachers trained in this method. The Socratic process



is an active student-centered learning method that works by treating the students responses with fairness and respect. It is used to help students realize that their thoughts and personal experiences can be an immediate source of learning. Students can re-examine the familiar in the light of the new and less familiar, and make connections among historical and empirical sources of knowledge and personal experiences. This can mean that whatever is learnt socratically will be owned by students themselves and become the stuff of their long-term memory.

#### BLOOM'S TAXONOMY

Bloom's Application of the Cognitive Domain emphasizes students to learn for understanding which requires students not only to analyze and retain knowledge, but to create and apply it as well. In this light, AMCS will employ performance-based learning.

#### PERFORMANCE-BASED LEARNING

We will use performance-based learning to move students to higher levels of thinking. Performance-based learning not only engages students, it also increases their self-confidence and understanding by challenging them to apply their knowledge in significant contexts.

#### BLENDED LEARNING

Instructional delivery will include blended learning through the use of virtual and physical resources that contain a variety of learning activities with the use of technology, teacher and student interaction

#### ASSESSMENT STRATEGIES:

AMCS will participate in the NC READY initiative and required EOG tests administered beginning in Grade 3-5. Benchmark Assessments of the Standards will provide intervention early and as focused as possible. All students, unless specifically exempted, will take all achievement tests at their appropriate grade level.

### **K-5 Curriculum and Instructional Design:**

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

Mission Statement: Create an Active Learning Environment for Students:

General instruction will be in classroom settings not exceeding 21 students in grades K-3 and 25 students in grades 4-5. Students needing small or individual instruction will be assisted in pull-out small and individual setting. Students will attend technology lab for intensive technology instruction. Each child in grades 3-5 will have their own laptop for use. Each K-2 classroom will have a minimum of 10 student stations for laptops and Smart interactive whiteboards in every classroom to take learning out of the books, and bring it to life.

#### THREE-SCREEN CLASSROOM MODEL

AMCS has established a blended learning model which features the 3-screen learner to permit total flexibility in classroom instruction. The model increases personalization and engagement for students immersed in a digital landscape. Our model depicts that the teacher will conduct 30 percent of the

total time for classroom instruction handling face-to-face sessions, 30 percent in small group discussion time and the other 30 percent handled online. Teachers begin a topic in an inclusive classroom setting and then to proceed to a peer-to-peer session with follow-up online tutorial/assessment session. The model fosters leadership among students. Each week a student showcases a skill or share something they have learned for 15 minutes during the peer-to-peer collaboration period. During this session, students including first grade - demonstrate their expertise using the interactive whiteboard or other digital device because at AMCS, everyone is an expert on something and learning can be accomplished through and from each other.

#### RESPONSIVE CLASSROOM (RC)

AMCS will implement the Responsive Classroom strategy to teach our students. This strategy is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools for kindergarten through fifth grade. This strategy uses seven guiding principles:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need to be successful academically and socially
  - cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children individually and developmentally is as important as knowing the content.
6. Knowing the families and inviting their participation in their child's education.
7. How the adults at school work together is as important as individual competence.

We will provide professional development training to everyone in the building to stress the importance of re-engaging students' interests creating a classroom atmosphere conducive to learning.

#### BUILDING AS TEACHER

The facility will aim to incorporate learning into the building. The state-of-the-art facility will be transformed into a "building as teacher." From the sustainable elements to the careful use of materials, all of the elements will work together to be the life of the school and engage children. Its playfulness will be both appropriate and welcome making it engaging and fun, and to inspire curiosity. We will extend environment and the culture of STEM throughout the building. Designated areas of the facility will be known as:

- Building Area Designated as:
- School Building Nerdland
  - Principals Office: The Browser
  - Assistant Principal: The Hard Drive
  - Parents/Volunteers: The Monitor
  - Hallways: CyberSpace
  - Multipurpose Room: FaceBook
  - Cafeteria The Megabyte
  - Music Room: The Keyboard
  - Bathrooms: MySpace

Classrooms: Twitter

POWERSCHOOL SIS:

Teachers and parents will be trained to use the new Pearson PowerSchool Student Information System for NC which replaced NC WISE. The new system is designed to support teachers, parents and students with modern technology tools.

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

Mission Statement:

Create a Challenging Learning Environment for Students;  
Implements an Innovative STEM Curriculum

Core Curriculum: (See Appendix B)

The curriculum aligns with the mission of AMCS to the extent that it creates a challenging learning environment for students that implements an innovative STEM curriculum. Our curriculum is designed to help students build a solid conceptual foundation in mathematics, science, engineering and technology at the elementary level that will enable them to apply their knowledge and further their learning successfully. At the same time, our curriculum promotes a balanced program of blended instruction, digital learning and project-based learning and assessment while forging the acquisition of real-life operational skills. The curriculum also teaches critical thinking skills and effective problem-solving methods and offers parents the educational opportunity to select a small, more individualized, elementary school setting to prepare their children to be successful.

Our mission underscores the fact that to succeed in a global context, our students need to flourish into 21st century learners with the skills needed to be creative problem-solvers and conversant in a global teaming setting. Dedicated measures are needed to establish coherent strategies for closing the gaps in achievement among all students including sub-populations. Our strategies may include the areas of culture, curriculum and instruction, teacher preparation and professional development, assessment, learning environments, and others as appropriate. With the evolution of STEM and digital learning, we can now implement those strategies and foster creative, emphatic, whole-minded students using digital media, web 2.0 tools and user-friendly software to enhance academic content in a meaningful and interactive way.

Targeted Population:

AMCS target population will encompass all students and families living in the district defined as those students who are characterized as low socio-economic, at-risk (including students with special needs, students with disabilities, migrant and ELL students). Teachers will instill the importance of building confidence and self esteem in all of our students. Our at-risk students will be shown how making a tangible difference and

seeing the results from their challenges are empowering opportunities for them to change the world. Each student will quickly learn they have the power to make a difference when they participate.

All students will utilize their creativity and thrive in our innovative STEM curriculum that is highly integrated with instructional technologies such as smart boards, computers, and multimedia resources. AMCS will make these educational technologies available to all student subgroups including at-risk and academically gifted students. Besides one of the foundations of our educational theory, global leadership demands high expectations which will be requisite for all of our students to prepare them at a global level as we aim to raise them to become leaders in the international arena.

#### AT-RISK STUDENT ASSISTANCE POLICY (See Attachment J)

AMCS will implement an At-risk Student Assistance Policy to all students using teachers, counselors, or other personnel for early identification of at-risk students with an emphasis on the early grades of K-3. The Policy will develop and adopt a system for the identification of at-risk students, and academic enhancement programs designed to accelerate the learning of students who are falling behind their peers in academic achievement through remediation, accelerated learning, continuous progress learning, and other enhancements.

- 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.*

Mission Statement: Utilize Performance-based Learning and Interactive Technology to Create an Active Learning Environment for Students:

At AMCS, our teachers will have a sincere caring and respect for every student in the school. In their classroom, the teachers will show this by holding each student accountable for reaching the standards necessary to succeed. This means no poor grades are given to those who do not meet the standards. Instead, the students will be required to work until each standard is met. Each student who does not meet specific levels of performance as determined by the school's expected growth potential in reading, writing science, and mathematics for each grade level, or who does not meet specific levels of performance determined by the State of North Carolina on statewide assessments at selected grade levels, will be provided additional services and diagnostic assessments to determine the nature of the students difficulty in the areas of academic need.

Multiple tiers of increasingly intense instruction/intervention services will be implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

Differentiated Instruction: While all students are expected to reach the same performance standards, they may follow different paths to success. Teachers will adjust instruction to meet the varied needs of students. They will incorporate research based strategies that meet the needs of all learners and provide a variety of prompts and entry points that will enable

students to grasp essential concepts and connect to the big ideas, themes, questions and skills in a unit of study. Teachers will use the following instructional strategies that have proven most effective when used properly:

- \* Identifying similarities and differences
- \* Summarizing and note-taking
- \* Reinforcing effort and providing recognition
- \* Homework and practice
- \* Nonlinguistic representations
- \* Setting objectives and providing feedback
- \* Generating and testing hypotheses
- \* Cue, questions and advance organizers

Cooperative Learning: Teaching students to work collaboratively and to move from a state of dependence to independence to the ultimate state of interdependence is a strategic imperative. Students will be given the opportunity to work in cooperative learning groups when it is deemed as the best strategy for learning a particular skill or specific content.

Curriculum Integration: Brain research supports the theory that younger students take in many things, organize, and process them all at once. Therefore, teaching ideas holistically, rather than in fragmented pieces, will better reflect how young students brains process information (Alberta Education, 2007). Accordingly, teachers will work to develop an integrated curriculum that requires students to investigate big ideas through a variety of disciplinary lenses. That is, teachers will present students with problems that will require the application of skills across different subject areas. Our goal is to facilitate students abilities to see how information gained in one subject can help them to problem solve in another, thus creating an opportunity for seamless integration of subjects.

Targeted Interventions: These are interventions developed to address individual student needs and are based solely upon student data from regular progress monitoring. Once a student has been flagged as not being on grade level or not making projected gains in learning, specific interventions strategies will be put into place to help the student to progress toward being able to achieve on grade level. The AMCS professional learning community will meet and collaborate to determine which students should be grouped together for specific skills and what strategies would best accomplish these goals.

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

Mission Statement: Addresses the North Carolina Common Core/Essential Standards.

The purpose of the school calendar is to set the parameters for a standard, annual school calendar for students that is consistent with the school's mission and education plan which meets all legal requirements of the North

Carolina General Statutes 115C-84.2.

The calendar will demonstrate the school's commitment to learning. It is based on sound instructional considerations and priorities ensuring continuity, efficiency, and effectiveness of teaching and learning.

By June of each year the school will publish on the school's website and distribute the school calendar for the school year to the school community.

The following calendar variables will be considered by the school in development of the school calendar.

**VARIABLES:**

- \* Quarter breaks will be the same for traditional schools in the district.
- \* The quarters will include at least the minimum number of days necessary for students to reasonably learn the curriculum (42 days)
- \* Each student week will be at least three days long.
- \* Saturday Academy will be scheduled for students for extended instruction
- \* Cover at least nine calendar months.
- \* Have a minimum of 10 annual vacation leave days.
- \* Have the same number of holidays as those designated by NC Personnel Commission for State employees.
- \* Not have Sunday as an instructional or staff work day
- \* Not have Veterans Day as an instructional work day
- \* provide at least 185 instructional days pursuant to (G.S.115C 238.29F(d)(1))

The calendar will also be developed to accommodate ePep and low performing students attending Saturday Academy. Instruction will be conducted through a volunteer teaching partnership arrangement with the WSSU Center for Mathematics, Science, and Technology Education (CMSTE)Program. (See Parent and Community Involvement Section).

**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.*

Mission Statement: Encourages High Expectations for Success:

As stated earlier, AMCS will implement an At-risk Student Assistance Policy to all students using teachers, counselors, or other personnel for early identification of at-risk students with an emphasis on the early grades of K-3.

**Students Not Performing At Expected Grade Level**

AMCS will provide one-on-one in-class assistance opportunities throughout the year to ensure all grade expectations are met. Intervention for struggling students will occur for students scoring at Levels I and II on

the EOG Test. These students will receive an individualized instruction plan as indicated below based upon locally determined assessments or statewide assessments immediately following the identification of the deficiency.

Targeted interventions to meet the needs of Tier 1, 2, 3 and At-Risk Student Subgroups

Tier 1 Students: (approximately 80-85% of student enrollment)

Any student not on grade level.

\* Intervention (i) will take place.

\* Differentiated materials, supplementary materials, and intervention materials.

\* Progress monitoring is ongoing.

\* Data is used for curriculum decisions and student placement.

\* Small group instruction.

Tier 2 Students: (approximately 15-20% of student enrollment)

Any student not on grade level driven by diagnostic assessment date.

\* Immediate Intervention (ii) will take place

\* A reduced teacher/student ratio.

\* Small and/or individualized instruction.

\* Assessment will be on-going and administered on a weekly basis.

\* Students will be eligible for tutoring services or an extended school day.

Tier 3 Students: (approximately 5-10-15% of student enrollment)

Any student not on grade level driven by diagnostic assessment data.

\* Immediate Intensive Intervention (iii) will take place.

\* Individualized instruction.

\* Assessment will be on-going and administered on a daily/weekly basis.

\* Students will be eligible for tutoring services and Saturday Academy,

\* Students will be provided with a core curriculum different from the previous year, including tutoring.

Nonlinguistic Representation:

AMCS will also use nonlinguistic representation to assist students on how to grasp the concepts and depth of other than linguistic presentation (word based knowledge). Nonlinguistic representation is the use of visual, kinesthetic, and whole-body systems to acquire and store knowledge. Mental images and physical sensation combined with linguistic modes allow students to better reflect and recall knowledge. Students can use a variety of activities to produce knowledge.

The authors of Using Technology with Classroom Instruction that Works Marzano, R. J., Pickering, D. J., & Pollock, J. E., recommend five strategies for classroom practice:

1) The use of graphic organizers to represent knowledge.

2) Having students create physical models of the knowledge.

3) Having students generate mental pictures of the knowledge they are learning.

4) The use of pictures or pictographs to represent knowledge.

5) Having students engage in kinesthetic activities representing the knowledge.

The use of graphical representations was shown in Marzano's work to have one

of the highest impacts on student's learning. Monzano asserts that images convey information quickly and that we process images 66,000 times faster than text, i.e., pictures speak a thousand words. Part of this has to do with level of abstraction with text being the most abstract and a photo the least abstract. Accordingly, we will use digital nonlinguistic organizing and brainstorming software to induce student learning.

Some affordable and free technology tools we will use to support these representations are:

- \* Inspiration (Grade 5)
- \* Kidspiration (Grades (K-5)
- \* Microsoft Visio
- \* CmapTools (Grade 5)
- \* SmartTools (used with SmartBoards)
- \* Microsoft Word Drawing toolbar

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 ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Mission Statement: Encourages High Expectations for Success:

ELL STUDENT IDENTIFICATION PROCESS

ELL student identification procedures will take place during:

- \* Time of registration at the School
- \* Students who are registered at neighborhood school, or ELL Center Schools
- \* Home Language Assistance at registration (bi-lingual paraprofessionals, parents and personnel assist at registration and parent orientation)
- \* Home Language Survey

If parents acknowledge that English is a second language in the home (or if they check yes to any of the determining questions on the Home Language Survey), then the student is referred to the ELL liaison for testing.

EQUAL ACCESS FOR ELL STUDENTS WHO ARE EXCEPTIONAL STUDENTS

English Language Learner students are entitled to equal access to other appropriate programs. ELL students are provided access to all programs for which they qualify without reference to English language proficiency. This includes Gifted and ESE classes. Student schedules will document that students receive equal access to all core subjects. Exceptional education students who meet program eligibility are placed in ESOL. Because of the exceptionality, an IEP/ELL Committee can be convened at any time to determine ELL entry/exit status. The NCDPI monitors districts and schools to ensure equal access for ELL students who are also exceptional students and to ensure appropriate exceptional student programming and services according to federal and state law and regulations for these students.

ELL PROGRAM GOALS

The goal of the program is to provide ELL students with the skills that will enable them to function successfully in the standard academic program. This



program is designed to provide instruction in English language listening, speaking, reading, and writing skills.

Objectives that will be used to serve our ELL students include:

- \* Utilizing content-based instruction
- \* Working with ELL students to demonstrate growth in English skills and improve proficiency results based on initial and post assessments
- \* Working closely with staff, classroom teachers, and counselors to facilitate communication and dissemination of information to parents
- \* Working with district administrators to ensure compliance with all state and federal guidelines for ELL students

The school will ensure that English Language Learners (ELL) meet the same challenging English proficiency objectives and standards required of all other students. Web-based programs with a multitude of multimedia activities, monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework will be provided to ELL students.

#### Exit Criteria

Students are eligible for exit from the ELL program only after they have been determined to be fully English proficient by the ELL Committee. Upon meeting the exit criteria, a Parent Notification Form and the ELL Committee Form will be given to the parents or guardians after the ELL Committee has met. Exiting is based on the following criteria using the CELLA and the EOG to determine exit for ELL students

#### Composite Scores

\* CELLA oral skills, reading and writing scale scores for each grade cluster will be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores will be used to determine the level of English proficiency for ELL students tested in listening, speaking, reading and writing on grade level.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Mission Statement: Implements an Innovative STEM Curriculum

In compliance with rules and regulations of the State of North Carolina, the school will provide quality gifted program services with challenging educational opportunities to all eligible gifted students. In the event that one or more gifted students enroll at AMCS, a certified teacher with a gifted endorsement will be employed to meet their specialized and individualized needs and deliver their curriculum.

In order for a student to be eligible for a gifted ESE program, a student must either:

\*demonstrate a need for a special program, superior intellectual development as measured by an intelligence quotient (IQ) of at least two standard deviations above the mean and possess gifted characteristics according to a

standard scale or checklist; or

\*be a member of an underrepresented group, i.e. limited English proficient or of low socio-economic status and meet the criteria in an approved school district plan for increasing participation in gifted education by underrepresented groups.

\*be nominated for screening by a parent or other individual who suspects potential giftedness.

\*additional screening when a student evidences potential giftedness.

These students must then meet the criteria set forth in the North Carolina AIG Program Standards which are embedded within and responsive to the local context of the district. If a student is found eligible for the program, an Education Plan (EP) is developed for the student within 30 days of determining a student's eligibility to receive exceptional student education or related services. A multidisciplinary Child Study Team will meet to develop a plan to address the student's needs. The multidisciplinary team will include school and district staff, and other experts, if necessary. Parents will also participate in the development of the plans, which may not be implemented until the parent provides consent for initial placement in the program.

AMCS will use clearly defined procedures to guide the school's Child Study Team through the process of screening and evaluating students who are potentially gifted.

Students will be initially evaluated using K-TEA Assessment and will be provided the appropriate services required by that student.

Curriculum Modifications:

North Carolina's AIG Program Standards for Gifted Learners will be used to guide curricular modifications to create an appropriate level of challenge for gifted students. Curricular modifications will be designed to address the need for more complex tasks; exposure to a broadened scope of information; an emphasis on multiple perspectives' more rapid pace of instruction; a greater focus on higher order thinking skills; and more sophisticated products/performances.

Fourth and Fifth grade students who scored a level 4 or 5 on the EOG Reading or Math the previous year will have the opportunity to take accelerated middle school courses in the area of language arts and mathematics. Middle school courses taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades the student earns will become a part of the middle school academic record, including failing grades, and may impact promotion in both elementary and middle school.

### **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), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

## Identification and Records

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

### Methods of Identifying Students:

#### Enrollment Packet

Through the "enrollment packet" the school may ask if the student has an IEP, Section 504 Plan, or other special needs, and may request a copy of the appropriate document(s). The school will set the time frame for completion and submission of the enrollment packet and any pertinent documentation. Upon receipt of the IEP, Section 504 Plan or other documentation the school will immediately hold an IEP meeting to review the information.

#### ELIGIBILITY FOR ESE SERVICES

Students may be referred for an evaluation for ESE services by their parents or by school staff. With few exceptions, prior to referring a student for evaluation as a student with a disability, the school, in cooperation with the district must use a problem solving/response to instruction or intervention (PS/RtI) method to develop and implement evidenced based general education interventions to address the students area(s) of academic or behavioral concern. If the school team determines that general education interventions are not sufficiently effective, a referral for evaluation is made. A student may not be evaluated for ESE eligibility without the prior informed consent of the parent. A team of professionals and the students parent (i.e., eligibility staffing committee) will review the evaluation results to determine if the student meets the requirements for eligibility under one or more state board rules and if there is evidence of a need for special education and related services. Following this procedure an appropriate placement is made for the student.

#### TEACHER/PARENT REFERRAL

If a teacher, parent or any other school personnel has a concern or suspects a student may have special needs, information will be collected and considered to determine the need for educational interventions. In order to access special education, a referral in writing will be completed noting strengths and weaknesses or needs when a student is not making sufficient progress. This referral is given to the IEP team to determine if testing is needed.

The school will work cooperatively with the medical community and agencies providing services to children, including Forsyth County Health Department and other community programs including Head Start programs and eligible students identified in Project Child Find. Child Find is part of a statewide network which provides support services to children with special needs including:

- \* Screening in the areas of communication, motor development, vision, hearing, and preschool readiness
- \* Assistance in placing children with special needs in appropriate exceptional education programs
- \* Information about programs available within the community for children with special needs
- \* Professional consultation for parents

Management of Records of SWD and 504 Accommodation Plans:

Federal law requires that education records, including almost all school records which relate directly to a student, must be held in confidence. Parents (divorced or separated) both have a right to inspect and copy their child's education records unless a court limits or restricts a parents access. School and SBOE personnel who have a legitimate need to see the records will be allowed access. The (IDEA) Act also requires access of student records to juvenile delinquency, law enforcement officials and emergency medical personnel. When a student withdraws or transfers, the school will forward the students records to the LEA and a copy to the receiving school when the student enrolls in the school upon written request.

Record Compliance (on site):

RECORDS DISPOSITION

The SBOE has the authority and responsibility to articulate disposition decisions in records retention schedules. AMCS comply with the SBOE and school Records Policy. AMCS will consult with the schools records retention schedules to determine the disposition of its records and contact the SBE for assistance in interpreting the records schedules.

Exceptional Children's Education Programming

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

Mission Statement: Encourages High Expectations for Success:

It is the firm belief of AMCS that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student populations learning environment. This will be attained with the appropriate support and services integrated within the AMCS program which will provide appropriate services and accommodations and modifications as necessary to permit access to AMCS technology-based learning environment and the related services provided on the students IEP. The modifications and adaptations will include, but are not limited to:

- \* Adapted curriculum assignments
- \* Test modifications
- \* Computer pacing and remediation; and
- \* Adapted computer devices

AMCS subscribes to all principles set forth in the "No Child Left Behind

Act" 20 USCS 6301 which ensure the academic success of every student, including:

- \* All students must be held to the same challenging standards;
- \* All students must be assessed;
- \* Progress of students is to be consistent;
- \* Assessment results must be reported to parents; and
- \* Student progress is monitored regularly and improvements are noted.

Services will be provided to exceptional students that comply with federal, state, and local policies and procedures. These services include, but not limited to:

- \*Provisions for a Free Appropriate Public Education (FAPE)
- \*A non-discriminatory policy regarding identification, evaluation, selection and location
- \*Individual Education Plans (IEPs) to include IEP meetings with the students family, school district and the school staff.

Least Restrictive Environment:

All students with disabilities will be educated in the least restrictive environment. We will provide appropriate assessments, program design, modifications or adaptations and the utilization of certified ESE teachers and other related service personnel as required and determined appropriate by the IEP committee.

AMCS will not deny admission to, nor withdraw a student based upon a finding the student needs a service delivery model not presently in existence at the school. All AMCS recruiting material including application, handouts, brochures, website will include statements of nondiscrimination.

#### RELATED SUPPORT SERVICES FOR CHILDREN WITH DISABILITIES

AMCS will provide appropriate psychological services to include:

- \* Administering psychological and educational tests, and other assessment procedures;
- \* Interpreting assessment results;
- \* A program of psychological services, including psychological counseling for children and parents; and
- \* Assisting in developing positive behavioral intervention strategies

Social work services will include:

- \* Group and individual counseling with the child and family
- \* Mobilizing school and community resources to enable the student to learn in educational programs; and
- \* Assisting in developing positive behavioral intervention strategies.

The need for each of the related services listed above will be determined through the IEP and 504 Plan process and provided in accordance with the students individual needs as a part of FAPE. If the school does not employ qualified staff or if the identified related services are beyond the scope of those which school staff are able to provide, thus requiring the purchased services of personnel not employed by the school, the school will secure and pay for the appropriate services through a qualified external entity. The school will not remove existing or not initially identify needed services in a students IEP because of a lack of qualified personnel or the cost associated with securing the services of a qualified external

entity.

AMCS will develop an IEP for any child with a disability who is enrolled. All IEPs will be developed in accordance with the provisions of 34 CFR 300.340 through 300.350.

Composition of IEP Team.

- \* the child's parents
- \* ESE Coordinator;
- \* a representative who has the authority to commit the resources of the school;
- \* a teacher who has recently had or currently has the student in a classroom;
- \* other individuals at the request of the student's parents;
- \* individuals qualified to interpret instructional implications of evaluation results who may be necessary to write the IEP for the child, as determined by the ESE Coordinator.

This Team will create an individualized education program for the student by:

- \* Reviewing all assessment results and reports from teachers and parents;
- \* Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required;
- \* Deciding which setting or settings would best meet those needs;
- \* Reviewing placement decisions annually at the Team review meeting;
- \* Reviewing the cumulative folders of students coming from another school.

Written documentation of the Team's determination of eligibility due to the presence of a specific learning disability will include:

- \* statement whether the student has a specific learning disability;
- \* the basis for making the determination;
- \* the relationship of that behavior to the student's academic functioning;
- \* the educationally relevant medical findings, if any;
- \* statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and
- \* the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage.

Required written certification of Team members:

Each Team member will certify in writing whether the report reflects his or her conclusion. If not, the Team member submits a separate statement presenting his or her conclusions.

Parents

AMCS will supply to the parent(s) or guardian during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so:

- \* a copy of the IEP if requested;
- \* a description of the rights of the parent(s), including the right to

review and challenge the data, and to provide additional data that may have some effect on the placement, program, and services to the child;  
\* information concerning their right to an independent evaluation at public expense if they disagree with the evaluation obtained by the LEA;  
\* information concerning the right to appeal the decision and a copy of the appeals procedure.

#### IEP Progress Monitoring Process

Progress monitoring process will include a system that includes:

- \*An ongoing process of collecting and analyzing data to determine student progress.
- \*A statement of present levels of academic and functional performance;
- \*An explanation of the extent, if any, of non-participation in the regular classroom;
- \*A statement of any appropriate accommodations on state wide assessments;
- \*A statement of dates and duration of services;
- \*A statement of how the child's progress toward the annual goals will be measured.

This information will be given to the parent(s) during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

### **Student Performance Standards**

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

Mission Statement: Encourages High Expectations for Success:

#### STUDENT PERFORMANCE STANDARDS FOR THE SCHOOL AS A WHOLE.

North Carolina READY Initiative:

Overall growth measures will be in accordance with the newly implemented NC READY Initiative and federal Annual Measurable Objectives. In keeping with the NC school accountability model which is focused on career and college readiness measures, our first year will be used to establish baseline data based upon previous assessments and pre-testing to establish developmental scale scores to measure student future growth. Starting in Year 2, student performance on assessments will increase at least three percent each consecutive year for students who are "proficient" at Level 3 or above. With appropriate intervention, students not achieving Level 3 will aspire to gain at least 1.5% increase each year until they are proficient.

Annual Measurable Objectives (AMO):

Using the following metrics, the school will be measured against Annual Measurable Objectives (AMO) as those are a requirement of the Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind. This will ensure that attention remains focused on closing performance gaps among student subgroups.

A. Participation:

1. 100% of enrolled students will take the state assessment.
2. Entire school will meet all state READY Growth Expectations and AMO targets in reading, math and science including growth expectations in subgroups.

B. Goal Area 1: Academic Achievement

1. Students will demonstrate basic competence in literacy, math, science and technology.
2. For students who do not demonstrate grade competency upon enrollment and are enrolled at least one full quarter, the percentage demonstrating annually progress will be at 75% or above;
3. For students who do demonstrate competency upon enrollment and are enrolled at least one full quarter, the percentage demonstrating annually progress will be at 78% or above;

C. Goal Area 2: Attendance

1. Students will improve attendance.
2. For students enrolled 30 or more days: the monthly ADA rate will be 85% or higher;
3. For students enrolled 30 or more days: the percent of students average daily (ADA) will improve over the last school attended by 65% or higher

D. Goal Area 3: School Operations

Organizational:

1. The Governing Board will complete governance training and include locally appointed community members;
2. AMCS will maintain sound fiscal and management responsibility;
3. AMCS will sustain a SAFE ENVIRONMENT that promotes safety, professional growth and student learning;
4. 100% of teachers will maintain certification in the area in which they are assigned to teach;
5. 100% of faculty and staff will engage in ongoing professional development

INSTRUMENTS UTILIZED TO ASSESS STUDENT PERFORMANCE IN ADDITION TO STATE MANDATED TESTS

SUBJECT MATTER: Language Arts - EVAAS, portfolios, Study Island, SAT -10, DRA, teacher-developed tests

SUBJECT MATTER: Social Studies - EVAAS, portfolios, Study Island, teacher-developed assessments

SUBJECT MATTER: Science - Essays, portfolios, exhibitions, teacher-developed assessments

SUBJECT MATTER: Math - Essays, portfolios, exhibitions, teacher-developed assessments, Study Island, IXL

SUBJECT MATTER: Physical Education - Portfolios, teacher-made tests, Physical Fitness assessment

PERFORMANCE BASED TASKS that challenge students to apply their knowledge and



skills to respond to complex real-world problems.

ESOL STUDENTS: IBEL/DIBELS

#### HOW DATA WILL BE USED TO DRIVE INSTRUCTION:

Assessment data will provide teachers a more complete picture of students achievement skills and be used to provide targeted, intensive interventions for smaller groups of struggling students. This data enable teachers to provide targeted instruction designed to fill in gaps in student knowledge or skill and can be used to provide either additional instruction, additional practice, or both.

#### GENERAL PROMOTIONAL REQUIREMENTS POLICY

Progress toward the attainment of proficiency will be continuously monitored at each grade level throughout the year. Students must demonstrate proficiency in reading, writing, and mathematics at the gateway grades of 3, 5, and 8 in order to be promoted.

#### PROMOTION STANDARDS

Student promotion and placement at AMCS are based upon an evaluation of each students achievement in terms of appropriate instructional goals. The basis for making the determination is be based on consideration of student progress tests, classroom assignments, daily observations, mandated standardized state and federal assessment, mastery of course performance standards and objectives, and other objective data as appropriate or required. Responsibility for determining each students level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the Principal

To be considered for promotion to the next grade level, students in grades 3, 4 and 5 will score at least a Level III on state end-of-grade tests in both reading and mathematics, and meet state promotion standards (grades and attendance). Students who do not meet the promotion standards will be given remediation and retested. The school will develop Individualized Learning Plans (ILPs) for students who are not proficient in reading and/or math.

Students in grade 4 will also demonstrate adequate progress on the grade 4 writing assessment as measured against state rubrics. Writing assessment strategies and a portfolio will be developed for use in the 5th grade for those students who did not pass the 4th grade writing assessment. Writing progress, as evidenced by the Individualized Learning Plan (ILP) documentation and writing portfolio documents will support whether the student should be recommended for promotion along with EOG information. Any student that does not score at least a Level III on the state required EOG will still be required to take a retest. The higher of the two scores will be used.

#### Grades K-3:

By the end of third grade, students must demonstrate mastery of skills as measured by:

- \* Teacher assessments
- \* NC K-2 Assessment
- \* NC EOG Tests (Mastery > Level III)
- \* Other school-based and state recommended assessments

Grades 4-5:

In order to be promoted to fourth grade, a student must score a Level 2 or above on the EOG Reading.

If a student does not demonstrate proficiency on EOG Reading, they are required to attend a Summer Reading Camp to ensure they receive additional instruction to catch up with their peers. EOG Reading is not the sole determiner of promotion. Additional evaluations, portfolio reviews and assessments will be available to the student to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion. Some third graders who score Level 1 on EOG Reading can be exempted from the retention requirement and be promoted to fourth grade using a "good cause exemption."

By the end of fifth grade, students must demonstrate mastery of skills as measured by:

- \* Teacher assessment
- \* EOG (Mastery > Level III)
- \* Other school-based and state recommended assessments

ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the Principal may reassign the student to a different class or level of study and/or other curriculum expansion options. The Principal, after consulting with teachers, other professional staff, and the students parents may determine that skipping a grade level is appropriate.

**Student Conduct:**

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

*Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).*

*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.*

Mission Statement: Create an Active Learning Environment for Students:

SCHOOL DISCIPLINE (See Appendix C Complete Code of Conduct and Discipline):

General:

AMCS will have a strict discipline policy for students who engage in bullying, fighting or other aggressive behavior as outlined in the school Code of Conduct. In addition, students who are disruptive or a danger to

themselves or others will be dealt with immediately.

#### CLASSROOM MANAGEMENT

AMCS will develop and enforce a Student Discipline Policy to be distributed at the beginning of the school year. This policy includes a Classroom Management Plan based on Linda Alberts Cooperative Discipline Three Cs: connections, contributions, and capabilities which include a class code of conduct indicating how students are expected to behave instead of how they should not behave.

#### Classroom Management Plan (CMP)

Each class will have a CMP to help students learn appropriate behaviors and to develop a positive attitude towards school. The CMP will align with our beliefs and values. Teacher and students will work cooperatively in order to create a safe and inviting classroom and will inform and involve parents in class decisions as well. The CMP will be written in contract form which will create a set of class rules based on expectations and needs with clear and effective consequences. Students rights, and expectations will be openly discussed on the first day of class and reviewed periodically as a preventive measure. The CMP will include expected behaviors for the student, positive recognition for compliance, and consequences for failing. The rules will be short and reflect the concepts of mutual respect and personal responsibility. They will be agreed upon and understood by everyone in the class and students will understand that when rules are broken, consequences will be applied fairly and consistently. In the event that a child is displaying continual misconduct, the student will be disciplined in accordance with the CMP which includes Response to Intervention positive behavior support to discuss measures that will be taken to adjust the child's behavior.

#### Rights of Students with Disabilities:

ESE students will be disciplined according to state and federal ESE guidelines and the behavior intervention plan prescribed in their IEP. Within 10 days from the beginning of a disciplinary action that exceeds 10 days, AMCS, the parents and relevant members of the student's IEP team will meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability.

#### Level System:

School-wide PBIS and a progressive behavior management system will be utilized to motivate and reward students for positive behaviors and progress. The System is an organized framework designed to shape students' social, emotional, and academic behaviors.

#### Preliminary List of Offenses.

LEVEL I: Disruptive behavior. breaking school/class rules, disrespect of any kind, dress code violation.

Intervention: PBIS/RTI

LEVEL II: Gambling, stealing, gang activity, profanity, pornography, disrespect of any kind.

Intervention: PBIS/RTI

LEVEL III: Repeat of Level I and Level II offenses, bullying, simple assault, consensual sexual misconduct, vandalism, theft.

Intervention: PBIS/RTI

LEVEL IV: Possession of weapons, aggravated assault, starting a fire, verbal

or written threats to kill. Intervention: Mandated 6-8 day suspension

LEVEL V: Assault involving use of a weapon, making false 911 calls, possession of weapons, use of alcohol/drugs

Intervention: Mandated 6-8 day suspension

LEVEL VI: Possession of explosive, bomb threat, terrorist threat, assault on teacher or grownup

Intervention: Mandated 6-8 day or Long Term suspension

LEVEL VII: Commission of a felony, robbery, arson, hazing, use/sale of drugs  
Intervention

Student Recourse: Any student may bring their concern to the attention of a school employer who will follow established procedures for resolution.

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* Addie C. Morris Children's School, Inc.

*Mailing Address:* 1625 East Third St No. 302A

*City/State/Zip:* Winston Salem NC 27101

*Street Address:* 1625 East Third St. No. 302A

*Phone:* 727-560-1390

*Fax:*

*Name of registered agent and address:* English Bradshaw  
1625 East Third St. No. 302A  
Winston-Salem, NC 27101

*FEDERAL TAX ID:* 45-5627491

**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 E)  
 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 initial members of the nonprofit organization.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Dee Washington	Member	FORSYTH	Parent.

Mona Covington	Treasurer	FORSYTH	Financial Manager
Trina Wilson	Secretary	FORSYTH	Physical Therapist
Dennis Lynch	Member	FORSYTH	School Psychologist
Paula McCoy	Vice Chair	FORSYTH	Parent - Operations Mgr Nonprofit Organization
Cecilia McDaniel	Member	FORSYTH	Educational Consultant
English Bradshaw	Chair	FORSYTH	Education Consultant

**Please provide the following in this location of the APPLICATION:**

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

Mission Statement: Addresses the North Carolina Common Core/Essential Standards:

Characteristics of a High Quality Charter School Governance  
AMCS will demonstrate these characteristics by having:

- \* Set of legal bylaws; (See Appendix H)
- \* Bylaws will validate the existence of the Board
- \* Board members will undergo Board training (See Appendix J - Board Members Training)
- \* Board will constitute diversity
- \* Clearly defined Board/Administration relationship

The NCSBE is charged with supervising and administering the free public school system and the educational funds provided for its support. The NCDPI is charged with implementing the State's public school laws and the SBE's policies and procedures. The governing board will be responsible for overall policies and procedures to operate the school.

**FOUNDING MEMBERS AND TRANSITION TO GOVERNING BOARD OF DIRECTORS**

The Founding Members will organize themselves to become an appropriate permanent Governing Board for the school. The Members will select a slate of officers and Members to manage the affairs of the School. Founding Members currently serving may be included in the slate of nominees to serve on the permanent Board to execute the Charter and govern the school pursuant to all applicable laws, its bylaws and the mission of the school.

The Board will hire a Principal to administer the overall activities of the school who reports directly to the Board and implement the strategic goals and objectives of the school and work with the Chair to enable the Board to fulfill its governance function, give direction and leadership toward the achievement of the school's philosophy, mission, strategy, annual goals and objectives. The Principal will also oversee the daily activities of faculty, staff, parents, volunteers and students.

SPECIFIC DUTIES BY STATUTE AND CONTRACT

A. Develop an annual report containing demographic information, student performance data, and financial accountability information that includes at least the following components:

1. Student achievement performance data.

Financial status of the school which includes revenues and expenditures at a level of detail that allows for analysis of the schools ability to meet financial obligations and timely repayment of debt.

2. Develop and Implement a Financial Plan including:

\* Budget forecast for each year of contract

\* Description of financial policies, procedures and internal financial controls

3. Comply with rules provided by State Auditor, maintain auditable financial records

4. Provide financial reports as required

5. Retain a licensed CPA or auditor for the annual financial audit.

6. Review and approve audit report and financial recovery plan if needed.

7. Documentation of current and planned use of facilities.

8. Descriptive information about the school's personnel, including salary, benefits, instructional personnel with professional or temporary certificates, and instructional personnel teaching in or out-of-field.

B. Develop and implement a Governance and Administrative Plan that lists policies and procedures for management and administration of the school

C. Develop and implement an Educational Plan that will:

\* Provide students with a quality education and one years worth of learning for one years worth of instruction

\* Develop and implement an Accountability Plan that list policies, procedures, and measurements to assess student achievement of academic goals, performance standards

\* Comply with all state required annual reports for parents of enrolled students on progress in meeting academic goals.

Principal Supervision

The Principal is accountable for the continuous growth of students as measured over time by school/state as determined standards and indicators. Its performance will be directly related to its responsibilities for continuous student achievement and professional growth. The school has constructed an evaluation process to accurately determine the effectiveness of the school. (See Appendix H)

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

We start with a small group of dedicated Founding Board members, then evolve into a permanent board not exceeding nine Members. The desired size of the permanent Board will be no less than seven members and no more than nine members.

DUTIES:

The duties and responsibilities of the Officers of the Board will include

the following:

Chairperson of the Board.

Duties: The Chairperson will establish the agenda for all meetings of the Board of Directors in consultation with the Director and, as appropriate in the discretion of the Chairperson, other members of the Board of Directors. The Chairperson will preside over all meetings of the Board of Directors and will have such other powers as the Board of Directors will determine. In the absence of the Chairperson at any meeting of the Board, the Vice-Chairperson will exercise the rights and perform the functions of the Chairperson.

Vice Chair. In the absence of the Chairperson, or in the event of his/her inability or refusal to act, the Vice Chairperson will perform the duties of the Chair and when so acting will have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson will be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. The Vice Chairperson will perform such other duties as, from time to time, may be assigned to him/her by the Chairperson or by the Board of Directors.

Treasurer. The Treasurer will be the chief financial officer of the school and, subject to the direction and control of the Board of Directors, will have general charge of the financial affairs of the school; will keep, or see that, full and accurate books of account and will maintain custody of all funds, securities, and legal documents of the school. The Treasurer will prepare or have prepared, and present, or have presentation, at each meeting of the Board of Directors a report on the financial condition and affairs of the school. The Treasurer will prepare or oversee all filings required by the State of NC, the Internal Revenue Service and any other governmental agency. The Treasurer will have such other powers and duties as are usually incident to that office and as may be vested in that office by the bylaws or by the Directors.

Clerk/Secretary. The Clerk will record and maintain records of all proceedings of the Directors in a book or series of books kept for that purpose and will give such notices of meetings of Directors as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Board of Directors, the Clerk will distribute to the members of the Board of Directors copies of any minutes of the prior meetings of the Board of Directors that have not been approved by the Board of Directors. The Clerk will have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Directors. In the absence of the Clerk from any meeting of Directors, a temporary Clerk designated by the person presiding at the meeting will perform the duties of the Clerk.

OTHER OFFICERS:

Other officers will have such duties and powers as may be designated from time to time by the Directors

This composition of board members will ensure operational success for our school. We require our members to adhere to and submit information to ascertain their strengths and capabilities. The information essentially advises new members that serving on the school board is a position of public



trust and as a board member they are responsible for; 1)ensuring the quality of the school's entire program; 2)demonstrate competent stewardship of public funds and the school's fulfillment of its public obligations and all terms of its charter.

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

Board Recruitment:

AMCS is very concerned about the crucial need to have an excellent board of directors as we made this our main concern in developing our Board for the school. This is evidenced in our deliberative approach to recruit the best qualified individuals to serve on the Board. We will solicit the community for local board members via past and personal relationships and accomplishments, recommendations of experts and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution.

Board Selection:

The initial term of office for all Members will commence with the organizational meeting following the recording of the Articles of Incorporation with the NC Department of State. All Member initial terms will be staggered (3 years, 2, years and 1 year) in order to allow for continuity. After the expiration of the Members initial term, all subsequent members terms shall begin on July 1. Three year Members will be eligible to serve three (3) consecutive years. Two year members shall be able to serve two consecutive years and shall be eligible to serve a three year term upon completion of the initial two year term. One year members may be eligible to serve a three year term upon completion of the initial one year term. Regardless of the foregoing, all members shall continue to serve until their replacement has been nominated and approved to serve.

Nominating Committee. On or before May 1 of each year and beginning with the second year of the schools operation, the Board will name a three person Nominating Committee to perform the duties set forth below.

Nominations. Each year, the School Advisory Committee will nominate two or more persons from its membership to fill Seat 1 (an annual seat) on the Board of Directors. The nominations will be forwarded to the Nominating Committee and the Nominating Committee will advance those names to the Board of Directors. If the Nominating Committee deems it helpful, the Committee may conduct personal interviews of the nominees. The name(s) of the nominee selected by the Committee will be forwarded to the Board of Directors by May.

Selection. The Board of Directors must make the selection for Seat 1 from the list of nominees forwarded by the Nominating Committee from the School Advisory Council. The remaining Board seats will be filled from nominees selected by the Nominating committee or from those persons selected by the Board of Directors.

Vacancies. Except as otherwise provided by law or the articles of incorporation of the Corporation, any vacancy occurring in the board of

directors shall be filled by the affirmative vote of a majority of the remaining directors (even though less than a quorum) or by the sole remaining director at the next meeting of the board of directors or within sixty (60) days, whichever first occurs. The term of a director elected to fill a vacancy expires at the next board of directors meeting at which directors are elected.

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

Subject to change, the Board will schedule monthly regular meetings

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

Mission Statement:

Create a Challenging Learning Environment for Students;

Encourages High Expectations for Success;

Addresses the North Carolina Common Core/Essential Standards.

Board Training (See Appendix J)

Every member of the Board will participate annually in governance training on or before August 1 of each calendar 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. Training will include a minimum of four (4) hours of instruction.

\* A minimum of two (2) hours of refresher instruction on the four (4) topics may be offered if the schools governing board is composed entirely of members who have served continuously on the schools board for ninety (90) days or more, and all board members have completed four (4) hours of instruction.

## I. Training Overview

The school will provide its Board Members with appropriate training to gain the knowledge and expertise needed to make informed policy decisions regarding their role as school leaders within a charter school environment. The training sessions will be conducted by highly qualified trained personnel who have extensive experience as charter school consultants, leaders and developers. Training will cover topics such as Open Meeting and Public Records, Conflict of Interest, Ethics, and Financial Responsibilities Charter School Law. At the end of each module and classroom session there will be training exercises for practice with the software system and quiz questions to test participants knowledge.

## II. Description of Training Content:

Training Objectives:

To develop and provide a comprehensive training program which is: (a) tailored to meet the collective and individual needs of an effective charter school governance board; (b) comprehensive; and (c) have a high likelihood of producing well qualified charter school board members who fully understand their statutory and fiduciary responsibilities and compliance with ethical standards.

### A. Financial

After completion of training, participants will be able to demonstrate

knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget.

Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection

Participants will define at least 4 sources of revenue funding for charter schools including:

State Funding, Average Daily Attendance, Local Contribution, Federal Charter School Grant Program, Best Practices - Dissemination Grant, Capital Outlay, Title I, II, III, E-Rate, Fundraising

#### B. Ethics

Participants will demonstrate knowledge of the codes of ethics and professional conduct in the NC Ethics in Education Act. They will adopt policies and procedures regarding an understanding of the codes of ethics; establish standards of ethical conduct for school personnel and governing board members which affects the health, safety, or welfare of students

#### C. Conflict of Interest

Participants will review conflict of interest and standards of conduct and obtain a sufficient mastery level of the materials covered to be able to establish and adopt a reasonable set of bylaws and be able to list at least 3 reasons why they are a member of the governing board. They will define kinship relationships and their relevance to governing board members and employees of the school

#### D. Open Meetings Law

This training will address the issues associated with this law regarding public board meetings and public records in an effort to afford participation by as wide a spectrum of the community and parents as possible.

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

CONFLICTS OF INTEREST (See Sec. V of Bylaws and Appendix H).

We will implement a robust conflict of interest program which is defined in our bylaws and Conflict of Interest Policy. Conflict of interest is described as an actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or appearance of a bias in the decision making process is based upon the dual role a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity.

#### AMCS Summary of Conflict of Interest Policy:

There exists a fiduciary duty between all stakeholders which carries with it a broad and unbending duty of loyalty. The decision makers have the responsibility to administer the affairs of the school honestly and prudently, and to exercise their best care, skill and judgment for the sole

benefit of the school.

Persons Concerned:

This policy is directed not only to Directors and officers, but to all employees who can influence the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel" and all who have proprietary information concerning the school.

Disclosure:

Full disclosure of identity of kinship relationships of the governing board and charter school employees will be communicated to NCDPI as required. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by AMCS. Disclosure will be made as soon as a potential conflict is discovered. When a possible conflict has been disclosed, the Board will determine whether a conflict actually exists and whether it is material. Where a material conflict exists, the Board will determine whether the contemplated transaction or other conflicting involvement may be authorized as just, fair and reasonable as to the school. The decisions of the Board will be guided by independent counsel as appropriate, and their guiding principle will be the integrity and best interests of the school and the advancement of its purposes.

The following describes the procedure that the Board will employ when dealing with a potential conflict of interest:

Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will be recused from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.

The Chair of the Board will appoint a disinterested person or committee to investigate alternatives to the proposed transaction. After exercising due diligence, the Board will determine whether the school can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction is not reasonable, the Board will determine whether the transaction is in the schools best interest. The Board will make its decision as to whether to enter into the transaction in conformity with such determination.

The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.

To further promote and facilitate the full disclosure of potential and actual conflicts of interest, each decision maker will complete the Annual Conflicts of Interest Questionnaire upon appointment to the Board and at least once each year thereafter

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

Decision-making Processes.

The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) in monthly regular or

special meetings to address the issues regarding the schools operation and compliance with Federal, State, Local Laws and Regulations and SBE's contractual requirements.

Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of the community and parents as possible. Meetings will be noticed and will include a standing agenda including an opportunity for public comment. All meetings will be in keeping with applicable state law. Any person may submit a petition to the Board requesting the adoption, amendment or repeal of a policy by the Board. Upon receipt of a petition, the Chair of the Board will address the petition and direct it to the Board members. The petition must be in writing and contain the following information:

- \* an indication of the subject area to which the petition is directed;
- \* either a draft of the proposal or a summary of its contents
- \* reasons for proposal;
- \* effect on existing policies;
- \* any data supporting the proposal;
- \* effect of the proposal on existing practices in the area involved, including cost factors;
- \* names or a description of those most likely to be affected by the proposal; and
- \* name and address of petitioner.

The issue will be presented to the Board for the first time for discussion. The purpose is (a) to allow the Board to become familiar with the proposed issue; (b) to engage in preliminary discussion of the issue; (c) for staff to inform the Board of input already received during the formulation of the policy, and (d) to provide staff with further instructions on the issue. At a subsequent meeting, the Board will indicate whether it has approved the item and ready for final approval or whether the item is still under deliberation. The minutes of the meeting will indicate which process the Board has followed for the policy action

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

#### SCHOOL ADVISORY COUNCIL

A volunteer Advisory Council will be established to work with the Principal. The objective and basic policy of the Council will be to serve in an advisory capacity to the Principal to assist in the development of the educational program, financial plan and the School Improvement Team in the preparation and evaluation of the School Improvement Plan.

Responsibilities of the Council will include the following:

1. Assist in the preparation and evaluation of the School Improvement plan,
2. Work with the Principal in the preparation of the schools annual budget and financial plan,
3. Make recommendations for the disbursement of ADM and federal categorical funds

4. Review the results of any surveys or needs assessments conducted by the school,
5. Assist in designing the plan to implement state education goals, indicators of student progress, strategies, and evaluation procedures.
6. Assist in defining adequate progress for school goals and the School Improvement Team to advise on professional development, the annual Progress Monitoring and Accountability Plan and/or School Improvement Plan. This Council will include outside curricula specialists.

The Council will be composed of the school Principal and an appropriately balanced number of teachers, educational support employees, parents, business and community representatives.

A majority of the members will be persons who are not employed by the school. A simple majority of 51% or more must be made up of parents and community members. Members will be representatives of the ethnic, racial and economic community served by the Council. The maximum size of the Council will be dependent upon the ratio of representatives required of the ethnic, racial and economic community served by the Council.

*9. Discuss the school's grievance process for parents and staff members.*

Resolving Disputes Between a Parent and the School.

The Principal will be experienced school leader with knowledge of NC School Law and will have an inherent business acumen and appropriate customer relationship skills. AMCS will institute the following dispute resolution procedures:

Step 1: The school will first work with selected personnel appointed by the Principal to resolve the dispute.

Step 2: If after discussion with appropriate persons appointed by the Principal the dispute is unresolved then the next step will be a discussion and/or review of the disputed issue between the school Principal and Executive Director.

Step 3: If the disputed issue is unresolved after a discussion/review then the issue will be discussed and reviewed by the Principal and Executive Director.

Step 4: If the issue remains unresolved it will be reviewed by the Governing Board of the School.

Step 5: If the dispute still exists, then the School will submit to mediation pursuant to NC law and the NC Rules of Civil Procedure wherein each party will appear at a mediation (non-binding) conference by the physical presence of a representative with full authority to negotiate on behalf of the entity and to recommend settlement to the appropriate decision-making body of the entity.

Step 6: If, after mediation, the dispute persists, the parties agree to submit the matter to the Circuit Court of competent jurisdiction as an action requesting a declaratory decree from the presiding judge.

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

**Include in the 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). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. 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 H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

**X Not Applicable**

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

**X Not Applicable**

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

**X Not Applicable**

**Projected Staff:**

Provide, as Appendix M, 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, course offerings and align with the proposed budget.

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Mission Statement: Implements an Innovative STEM Curriculum

Recruiting:

AMCS will provide equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, marital status, national origin, age, handicap, or status as a Vietnam-era or special disabled veteran unrelated to ability to perform the job in

accordance with applicable federal, state and local laws governing non-discrimination in employment. It is the schools policy to hire, place and promote the most qualified person. We will seek personnel for all positions within the school through upgrading and recruitment from minority group members and women. AMCS will not knowingly hire an individual to provide instructional services or to serve as a teacher aide if the individuals certificate or licensure as an educator is suspended or revoked by this or any other state.

We will recruit only those teachers with a clear commitment and dedication to our mission of propelling high student achievement. We 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. If necessary, teacher recruiting strategies will include payment of fees associated with the DPI subject area exam (if required by the individual to gain certification), or payment of bonuses or incentives to teachers. AMCS will occasionally utilize independent contractors when a need exists that cannot be addressed within the existing staffing of the school.

- 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.*

Mission Statement: Create an Active Learning Environment for Students

Relationship Between School Employees and the Board:

The Principal will be the only employees directly hired by the Board. The Principal will recommend to the Board and hire teaching and administrative staff, consultants and contractors.

In accordance with good personnel practice, staff participation in the development of educational and personnel policies is encouraged and facilitated. As enumerated in Article V, Sec 1-2 of our bylaws and HR policies, the Board will minimally define the separate roles and responsibilities of Board Members. Individual Members may not act singularly regarding school activities unless authorized by the Board. Unless otherwise specified by the Board, all communications to the Board from employees will be submitted through the Principal. However, this will not be construed as denying the right of any employee to appeal any action or decision of the Principal to the Board and that it is processed in accordance with the schools policy on complaints and grievances.

Restriction on Employment of Relatives:

The Principal is the only person directly hired by the Board, who in turn will hire remaining staff and the employment of relatives policy will apply to board members and all school personnel.

Full Disclosure of Identity and Kinship Relationships: As delineated in the bylaws, AMCS will provide full disclosure of kinship of board members and school employees to the NCDPI.

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



AMCS will commit substantial financial resources for the public recruitment of qualified candidates. The hiring process begins with the advertising of a position vacancy. Before a teacher's application is approved, the teacher's certification is screened to see that the applicant meets the school and state requirements for qualified instructional personnel and that all appropriate documentation is on file including transcripts or teaching certificates and references. 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. All positions will have a written job description which are continuously reviewed within the processes indicated by the Board.

The school will have a bias for the promotion and retention of internal candidates to open positions when the individual employee is the best qualified candidate for the job. The school will post for open positions in the faculty lounge and all offices. Interested and qualified employees are strongly encouraged to apply for open positions.

#### Level II Investigation Criminal History Background

New hires will require the passage of a Level II criminal background check and fingerprinting for a complete criminal history. Some applicants may not be cleared based on the seriousness of the offense and the disposition of the criminal charges. AMCS will submit requests for fingerprinting and criminal background checks to the NC SBE which will review the criminal history it receives on an individual. SBE will determine whether the results of the review indicate that the individual (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel. If the SBE recommends dismissal or nonemployment of any person, the Board of Directors will dismiss or refuse to employ that person.

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

##### Salary Range and Employment Benefits:

AMCS is dedicated to having an exemplary Family of Teachers and Learners. We will grow our staff to achieve their greatest potential and reap concomitant rewards. Salaries and benefits are competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. We will also use an annual bonus system, tuition reimbursement for teachers seeking advanced degrees or specialized certification and possible advancement to recruit and retain quality individuals.

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

##### Termination Procedure:

Employee receives interim and yearend evaluations with ratings of DOES NOT MEET STANDARDS. Must be given during the same school year. (See Appendix L)

- (1) Employee warned of termination based on DOES NOT MEET STANDARDS performance
- (2) Principal recommends to the Board for termination.
- (3) If Board approves, teacher receives a letter of notification of intent of dismissal from the Principal
- (4) Teacher has 10 school days to meet with the Principal to review the decision.
- (5) If termination decision remains unchanged, Principal notifies teacher of

the termination decision.

Grievance Procedure:

- (1) Identify Problem: (written Complaint Registered by Grievant) Within 5 days of occurrence, grievant states perceived grievance in writing with suggest proposed solution.
- (2) Response: informal meeting between party respond within 5 days to accept or offer alternative solution
- (3) Mediation: If unable to resolve - jointly appoint a mediator
- (4) Resolution: Upon resolution both parties develop written resolution
- (5) Legal Remedies: If all efforts to resolve within a reasonable time, parties seek arbitration.

ALL EMPLOYEE AND GRIEVANCE PROCEDURES ARE FULLY EXPLAINED IN AMCS EMPLOYEE HANDBOOK

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

Position: ESOL Teacher/Co-teacher

Funding Source: Title I Part D, Title III Part A Sec.2123(a)(3)(A)

Position: Special Ed/RTI Coordinator

Funding Source: Title I, Part A, Sec. 3111(a)(26)(A); State ESE

Reading Coach/Gifted:

Funding Source: Title I Part B&D; Title V Part A Sec.2123(a)(3)(A)

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

QUALIFIED STAFFING FOR SPECIAL NEEDS, ELL AND GIFTED STUDENTS:

\* ELL and Gifted teachers will be highly qualified and certified in core academic subjects with ESOL and/or Gifted Endorsement.

\* The Principal will be trained in special needs compliance, statutes, IDEA, Section 504, implementation of Due Process Procedures for special needs students and other important special education policies and procedures.

\* One certified Intervention Specialist for every 10 students with an active IEP

\* Certified Speech Therapist, Licensed Occupational Therapy and Physical Therapy contracted as needed.

\* At least one certified Title I teacher for students who qualify for Title I services

\* Regular and fitness teachers trained by the Intervention Specialist and their role in the service delivery for students.

\* ESE/ RTI Coordinator

\* School Psychologist contracted for assessment services from a fully licensed/certified school psychologist.

9. *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).*

Mission Statement: Addresses the North Carolina Common Core/Essential Standards.

Roles, Responsibilities, Qualification and Appropriate Licenses of Staff:

Teacher Certification: Teachers employed by or under contract with the school will be certified or qualified as required by NC law. The school may employ or contract with skilled, non-certified personnel to provide instructional services or to assist instructional staff as teachers aides in the manner set forth in NC law or as otherwise allowed by law.

Maintaining Licensure Requirement:

All licensed educators and Special Service personnel including administrators, student services personnel, and instructional support personnel will obtain and maintain Standard Professional

Educator's License.

Teachers of all core academic subjects as defined by NCLB and the NC Course Code Directory must maintain and be highly-qualified and must, at a minimum, hold a bachelors degree, full NC certification appropriate for courses taught, and have demonstrated a passing score on an applicable subject area examination approved in NC for all courses taught.

North Carolina law does not require all charter school teachers to be certified in order to meet "Highly Qualified" teacher criteria. According to state law:

- \* 75 percent of the teachers in grades K-5 charter schools and
- \* 50 percent of the teachers in grades 6-12 charter schools must be licensed.
- \* The other 25 percent of the teachers in grades K-5 schools and 50 percent in grades 6-12 schools who teach in core academic subject areas must be "Highly Qualified," but need not be licensed.

However, AMCS will strive to employ 100% of instructional personnel who possess appropriate certifications to accomplish the schools mission.

The following specific positions require the individual to hold a valid state professional educator's license.

- \* Special Service personnel include administrators, student services personnel, and instructional support personnel.
- \* Student services personnel who have completed an approved preparation program and satisfied NC's testing requirements are issued a Standard Professional II (SPII) Professional Educator's License.
- \* Student services personnel who have completed an approved preparation program but not satisfied NC's testing requirements are issued a Standard Professional I (SPI)

Student services personnel who are:

\* Fully licensed in another state and meet NC's Praxis testing requirements or have National Board Certification will be issued the Standard Professional II Professional Educator's License.

\* Fully licensed in another state and have three or more years of student services school experience in another state, but who have not met NC's Praxis testing requirements or earned National Board Certification will be issued the Standard Professional II (SPII) Professional Educator's License after one year of satisfactory student services experience in NC

#### Highly Qualified Teachers

The Board is aware of the teacher requirements in the NCLB and specifically, the requirement that schools employ Highly Qualified Teachers. Therefore, AMCS will seek to employ only those individuals who qualify according to the requirements of the Act and the implementation plan submitted by the North Carolina Department of Public Instruction. In addition to the requirements of NCLB, teachers employed by the school will be certified or certifiable in accordance with North Carolina statutes. AMCS will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state.

#### Specialization Requirements for the Endorsement in English to Speakers of Other Languages Academic Class.

(1) A bachelors or higher degree with certification in another subject, and  
(2) Fifteen (15) semester hours in English to speakers of other languages (ESOL) to include credit in each of the areas specified below:

- a) Methods of teaching English to speakers of other languages (ESOL),
- b) ESOL curriculum and materials development,
- c) Cross-cultural communication and understanding,
- d) Applied linguistics, and
- e) Testing and evaluation of ESOL

#### PROCEDURE TO NOTIFY PARENTS OF STUDENTS BEING TAUGHT BY NON-CERTIFIED TEACHERS:

AMCS will inform parents (in writing) regarding the qualifications of their students teacher(s) at the beginning of each school year. Specific information about the students teacher will include certification status and area of certification. Parents will also be notified of the minimum and preferred qualification for each instructional and student service position available to the school. This information will be available in the schools administrative office. Methods of dissemination will include, but not limited to:

- \* Inclusion of teachers qualifications in the Schools brochure or handbook
- \* Qualification information will include: degree(s) held, past experience, certification, years of experience and any other relevant information

The school will also notify parents in writing whenever a student is assigned to a non-highly qualified teacher in a core academic course for four weeks or more.

## **Staff Evaluation and Professional Development**

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

All licensed educators and Special Service personnel including administrators, student services personnel, and instructional support personnel will obtain and maintain Standard Professional Educator's License.

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.*

Mission Statement: Addresses the North Carolina Common Core Essential Standards.

AMCS will implement clear expectations for teachers tied to general professional development needs educators' professional practice. Educational technology standards and foundational skills will be established for teachers in STEM pre-service and in-service sessions.

### STANDARDS AND GUIDELINES FOR STEM:

The standards areas with performance indicators will be designed to be general enough to be customized to fit STEM guidelines and yet specific enough to define the scope of the topic. The standards will include the following areas:

- \* Technology operations and concepts
- \* Planning and designing learning environments and experiences
- \* Teaching, learning, and curriculum
- \* Assessment and evaluation
- \* Productivity and professional practice
- \* Social, ethical, legal, and human issues

Teachers will need to understand the technology associated with the new assessments, including what knowledge and skills they are required to possess to access and use the new assessment systems in their classrooms. Additionally, teachers will require specific skills to effectively administer, understand, and generally work with computer-adaptive and computer-based testing, as well as with acquiring and interpreting results. Teachers will need to integrate the new expectations into their own classrooms, and these experiences must be introduced over several months and followed by ongoing support for a minimum of one year. Experiences should include oral, written, and collaborative engagement in teaching, learning, and evaluating the knowledge, skills, and dispositions and practices related to implementation of the CCS and the assessments.

Overview of Staff Mentorship, Retention and Evaluation of staff. AMCS will implement a plan that is:

- \* Aligned with rigorous state student academic achievement standards and school improvement goals;
- \* Conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- \* Facilitated by a well-prepared Principal and/or professional development experts, mentors, master teachers, or other teacher leaders, and

- \* Engages established learning teams of educators in a continuous cycle of improvement.

The Plan will also analyze student, teacher, and school learning needs through a thorough review of data on teacher and student performance. This will include:

- \* Defining a clear set of teacher learning goals based on analysis of the data;
- \* Achieving teacher learning goals by implementing coherent, sustained, and evidenced-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;
- \* Providing classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom; and,
- \* Regularly assessing the effectiveness of the professional development plan in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards.

Additionally, teachers will be cognizant of how AMCS interrelates their achievement and professional growth in the overall achievement of the school. They will have a clear vision and understanding of the components of the AMCS Technology Plan which include the following:

- \* Clear goals and realistic strategy for using telecommunications and information technology
- \* A professional development strategy to ensure that staff knows how to use these new technologies
- \* An assessment of the telecommunication services, hardware, software, and other services needed.
- \* A sufficient budget to acquire and support the nondiscounted element of the plan; the hardware, software, professional development, and other services that will be needed to implement the strategy.
- \* An evaluation process that enables the school to monitor progress toward the specific goals.

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

AMCS will develop a professional development plan developed in concert with WSSU Center for Mathematics, Science, and Technology Education (CMSTE) Center and the School Improvement Team as it relates to the School Improvement Plan and STEM education and NC Common Core Standards.

SEE APPENDIX J: PROFESSIONAL DEVELOPMENT POLICY)

The Plan will include:

- \* teacher identified individual professional learning goals
- \* a comprehensive, sustained, and intensive approach to improving all teachers, and administrative staff effectiveness in raising student achievement.

It will also review individual teacher certification needs, disaggregated student achievement by individual teachers as and behavioral data related to

team content area skills and school goals.

Specifically, the plan will focus on effectiveness and based on the following:

Student Data including:

Student achievement (EOG, Formative Mini-Assessments)  
School Discipline Data  
Annual Measurable Objectives (AMO)

Teacher Data including:

Professional Growth  
Performance Appraisals

The Measures of Student Learning (MSL) are common exams in selected subjects and grades that are not part of the state testing program, or assessments used in promotion decisions for students. For AMCS, this will be accessing supplemental on-line websites for digital assessments, co-curricular and extra-curricular programs including online Odyssey of the Mine, International Chess Competitions, and National Math and Science Competitions.

- 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.*

Preopening Training will include the following:

Frequency of Training

Teachers will be required to attend weekly staff meetings as well as a two week preparation period for staff development two weeks before the school year starts which will include online assessments, curriculum systems and reporting.

(1) New Teacher Training:

(A) Socratic Method of Inquiry; (B) Serving Students w/Special Needs;(C) Supporting Students in Virtual Learning; (D) Using Assessment Data to Inform Instruction & Developing Educational Programs; (E) Student Goal Setting; (F) Test Taking Strategies.

(2) On-going Areas of Training:

Teachers will be trained for the online curricula included the Open Court for Reading and Saxon Math Programs. Consultants from Learning3.com will conduct on-sight training for EasyTech Technology, Aha!Math, Ah!Science courses and Smarter Balanced Assessment. Teachers will complete and continue PBIS on-line courses.

(3) Technology Standards and Performance Indicators To Facilitate Leadership And Vision:

The Principal will inspire a shared vision for comprehensive integration of technology and foster a STEM environment and culture conducive to the realization of that vision.

Principal will:

- \* maintain an inclusive and cohesive process to develop, implement, and monitor the dynamic, long range, and systemic technology plan to achieve the vision.
- \* foster and nurture a culture of responsible risk taking and advocate policies promoting continuous innovation with technology.
- \* use data in making leadership decisions.
- \* advocate for research based effective practices in use of technology.
- \* advocate for funding opportunities that support implementation of the school Technology Plan.

(4) To Facilitate Learning And Teaching:

Teachers will ensure that instructional strategies, and learning environments integrate appropriate STEM technologies to maximize learning and teaching.

Teachers will:

- \* identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards based curriculum leading to high levels of student achievement.
- \* facilitate and support collaborative technology enriched learning environments conducive to innovation for improved learning.
- \* provide for learner centered environments that use technology to meet the individual and diverse needs of learners.
- \* facilitate the use of technologies to support and enhance instructional methods that develop critical thinking, decision making, and problem solving skills
- \* take advantage of professional learning opportunities for improved learning and teaching with technology.

(5) To Facilitate Productivity And Professional Practice:

Teachers will apply technology to enhance their professional practice to increase their own productivity and others.

Teachers will:

- \* model the routine, intentional, and effective use of technology.
- \* employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- \* create and participate in learning communities that stimulate, nurture, and support technology for improved productivity.
- \* engage in sustained, job related professional learning using technology resources.
- \* maintain awareness of emerging technologies and their potential uses in education.

(6) To Facilitate Assessment And Evaluation:

Teachers will use technology to plan and implement comprehensive digital literacy systems of effective assessment and evaluation.

Teachers will:

- \* use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- \* assess knowledge, skills, and performance in using technology and use results to facilitate quality professional development.

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.

Training Schedule:

(1) Teachers will be required to attend weekly staff meetings as well as a two week preparation period for staff development before the school year starts. During this time teachers will be trained in pullout sessions by IT consultants and technology vending training staff.

(2) Teachers will receive 3 days of curriculum planning and training by Learning3.com and SRA MHM.

(3) The Principal and staff will be trained in the use of all online reporting and accounting procedures including Pearson NC Student Information System PowerSchool, NC Public Charter Schools Association ISIS and Renweb, LMS before school opening.

(4) In addition to curriculum and systems training, teachers will receive two days of training including child abuse reporting, sexual harassment, fire and safety procedures, health issues, and team building activities.

As relates to core STEM courses teachers will attend Saturday sessions for CEUs conducted by WSSU which will include:

COMMON CORE PROFESSIONAL DEVELOPMENT ACTIVITIES

Kindergarten Math:

Implementation of Math CCS:

\* School-sponsored professional development on PD days

Dates:

\* August, January, April, and June

Content Courses Unit

\* Mathematics Counting and Cardinality

Grade:

\* Kindergarten

Math Grades 1-5

Implementation of Math CCS:

\* School-sponsored professional development on PD days

Dates:

\* August, January, April, and June

\* Four days of PD prior to August

\* Three hours of monthly PD (evenings or Saturdays)

Content Courses Unit

\* Mathematics Counting and Cardinality

Grades:

\* 1 2 Number Core Concepts

\* 3 5 Fundamentals of Fractions

English Language Arts Kindergarten

Implementation of ELA CCS:

\* School-sponsored professional development on PD days

Dates:

\* August, January, April, and June

Content Courses Unit

- \* Comprehensive Literacy Academy
- \* Oral Language Academy
- \* Literacy Academy I: Phonological Awareness
- \* Literacy Academy II: Systematic Phonics
- \* Informational Reading and Writing Academy

Grade:

- \* Kindergarten

English Language Arts Grades 1 - 3

Implementation of ELA CCS:

- \* School-sponsored professional development on PD days

Dates:

- \* August, January, April, and June

Content Courses Unit

- \* Comprehensive Literacy Academy
- \* Oral Language Academy
- \* Literacy Academy I: Phonological Awareness
- \* Literacy Academy II: Systematic Phonics
- \* Informational Reading and Writing Academy

Grades:

One - Five

Teachers will continue to receive professional development over the course of additional four sessions in professional learning communities led by instructional coaches, and explore the different resources that can be used to teach the CCS. Teachers will also use these sessions to collaborate on effective instructional strategies.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).*

The mission is:

- a. to create a challenging learning environment for students
- b. encourages high expectations for success
- c. implements an innovative STEM curriculum
- d. incorporates blended instruction and inquiry-based teaching
- e. utilize performance-based learning and interactive technology to create an active learning environment for students
- f. addresses the North Carolina Common Core/Essential Standards.

### **ENROLLMENT AND MARKETING:**

AMCS will use all of the above elements in the mission statement to 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.

We will also utilize targeted publicity and recruitment efforts to specific populations to help ensure representation from various constituencies.

The following steps will be taken beginning in April 2014:

May June 2014: A series of public relations endeavors to develop general community awareness using print and electronic media to engage the community at large.

February June 2014: Develop school Website and other social media including FaceBook for school opening and student enrollment information.

Sept Oct 2014: Direct mailing to households in zip codes 27101 and conterminous zip codes.

July November 2014: Local newspaper and radio, including minority media in the area.

May 2014 Ongoing: To ensure an appropriate match between AMCS mission and the educational and personal needs of applicants, AMCS will initiate a series of targeted marketing efforts aimed at students who have the greatest potential to be successful. Additionally, as provided by NC Law, AMCS may request lists from the school system containing students names, addresses and grades in school to tell students and parents about the charter school.

### **Parent and Community Involvement**

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

#### Parental Involvement:

In support of strengthening student academic achievement, we will use Title I, Part A funds to develop and distribute to parents of participating children our written parental involvement policy that contains information required by ESEA. This policy establishes the schools expectations for parental involvement and describes the strategy the school will use to implement effective parental involvement, and is incorporated into the schools plan.

Student-parent Compact. AMCS will work with parents to develop a school/parent "compact" outlining the responsibilities for improved student achievement to be shared among parents, AMCS staff, and students.

#### Community Involvement

Community Service: The current terminology is "giving back," but the concept is ageless. AMCS wants its students to feel that they are not only from the community but also of the community. Students will learn early their responsibilities as fellow citizens and well being of the community as a

whole. Third, fourth and fifth graders will conduct a community service project each year.

**Mentoring:**

All adult staff at AMCS will be mentors including teachers, administrators, secretary, lunch room aides, maintenance, or other adults. Hence, AMCS's mentoring program will be considered an "inclusive instructional" method within the school.

**Tutoring:**

Tutoring will include peers within AMCS or community-based tutoring programs (such as SES) conducted after school on campus, in neighborhood centers and area churches.

**Community Partnerships**

AMCS will partner with the WSSU Center for Mathematics, Science, and Technology Education (CMSTE) which is the North Carolina Mathematics and Science Education Network (NC-MSEN) Center located in the College of Arts and Sciences. A major goal of NC-MSEN is to increase the pool of students who graduate from North Carolina high schools prepared to pursue careers in mathematics and science. The Pre-College Program recruits students to focus on mathematics and science careers and targets students from underrepresented populations who have not been prepared to pursue high-level mathematics and science-based courses.

The Pre-College Program include a Saturday Academy, a Summer Enrichment Program, tutoring, mathematics and science competitions, field trips, Parent Involvement for Excellence (PIE) Clubs, leadership development, guest speakers in the fields of mathematics, science, technology, and engineering, and a recognition and awards banquet. The Saturday Academy occurs during the fall and spring semesters. The students receive academic instruction in mathematics, science, English, and technology. In addition to mathematics and science topics covered throughout the year, parent workshops that focus on supporting children's education and academic preparation also are included. The Summer Enrichment Program covers mathematics, science, technology, and English. Students complete a two-three week program where they are actively engaged in hands-on mathematics, science, and technology activities and enhance their communications skills, critical thinking, and writing ability.

**WSSU Simon G. Acres Community Garden:**

AMCS will participate in WSSU urban community garden which serves as an exercise in empowerment, community building and will be a source for producing healthy foods for the school and scientific exploration for students.

**Forsyth County Cooperative Extension Services:**

AMCS will utilize the resources of the Forsyth County Cooperative Extension Services to examine environmental science and develop science projects including greenhouse seed germination and hydroponics regarding year-round gardening and vegetation.

**Admissions Policy**

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Admissions Policy:

Tentative Dates for Application Period. AMCS will announce the opportunity to apply for enrollment in January and February by advertising on the schools website, newspapers and neighborhood organizations that provide services to youth. Admissions applications will be due in April. If full enrollment for kindergarten is not reached by the deadline date, AMCS will continue to receive applications for that grade as long as necessary to complete full enrollment. Applications received after the deadline date will be enrolled in order of receipt.

Lottery Policies and Procedures:

AMCS will follow the steps outlined below to ensure this procedure is equitable to all applicants. The lottery will be conducted by an individual who is not an AMCS employee. Name cards will be generated from an admissions spreadsheet prepared from each application. A card with each applicants first and last name will be contained in grade-specific envelopes. The names from each envelope will be placed into a large tumbler and selected one at a time to fill each class roster. After the total number of students to be accepted has been reached, all remaining names will be drawn and the order of students on the waiting list will be recorded according to the order in which names are drawn.

Enrollment Preferences:

Enrollment preference is first given to currently enrolled students. If a student is applying to kindergarten and has a sibling already enrolled in a higher grade, the kindergarten sibling will automatically be admitted. Next preference is given to the following ordered categories of applicants. In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 10 students, whichever is less; children of the school's employees and siblings of currently enrolled students who were admitted to the school in a previous year. Current AMCS students will not need to re-apply for admission, but they are required to submit a commitment letter for the following school year.

Procedures for Student Withdraws and Transfers:

When students withdraw or transfer from AMCS, student records are sent to the receiving school electronically or hard copy ONLY when students report to the receiving school. Reciprocal actions will be taken when enrolling students at AMCS. When enrolling transfer students, AMCS considers:

- (1) Student Discipline,

- (2) Attendance
- (3) Academics.

#### TRANSFER OF STUDENTS

Students transferring into AMCS will meet all requirements that can be appropriately met during the time period that the students are in attendance at AMCS. All state and testing requirements or other applicable school promotion requirements will be met. Students will be enrolled in courses which will enable them to meet the promotional requirements of the school, WS/FC School Board and NC State Statutes. Such students who are not proficient in English will receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to AMCS with reading and/or math deficiencies will be scheduled into an Intensive Reading and/or Intensive Math course.

Transfer students who graduate from AMCS will meet graduation requirements in terms of number and type of courses as designated by applicable State Department of Education guidelines

#### INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

The school will engage in the Interstate Compact on Educational Opportunity for Military Children to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

**PROJECTED ENROLLMENT 2015-16 through 2019-2020**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Forsyth County Schools  
 LEA #2  
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000
Kindergarten	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Grade 01	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Grade 02	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Grade 03	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Grade 04	25	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 05	0	0	0	25	0	0	50	0	0	50	0	0	50	0	0
	193			243			268			268			268		

## **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.*

Mission Statement: Addresses the North Carolina Common Core/Essential Standards.

Transportation will be provided consistent with the requirements of G.S.115C.238.29F(h) which stipulates charter schools may provide transportation for students enrolled at the school. In this light, AMCS will explore various transportation options in an effort to remove barriers that may inhibit student access to the school. AMCS will develop the following four options to provide transportation services to students. These options will be consistent with G.S.115C238.29F(h).

Transportation Options:

As a first choice, parents will drop-off and pick up their children to and from school.

As a second option, AMCS will sign a contract with the LEA to develop a transportation plan to provide transportation services to our students.

As a third option, AMCS will negotiate with the LEA to secure one or two buses from its fleet of equipment. The fourth option will be utilization of a car pool system. Once students are enrolled a scatter plot of addresses will be developed to determine the proximity of students to one another and the school.

In particular cases of hardship for students who may live in outlying areas, the school will establish safe staging areas and contract for transportation services to students. To the extent possible, transportation will be provided for the following category of students:

- \* whose Individual Education Plan (IEP) or 504 Plan stipulate so;
- \* who are subject to hazardous walking conditions; and
- \* certain other students not specified above at the schools option.

## **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.*

School Lunch Plan:

Despite the myth that charter schools do not provide lunch services, nutritious hot lunches will be provided daily. Students may also bring their own lunch. A monthly calendar will be posted to the website containing the menu. Parents are welcomed to eat lunch with their child. Depending on lunch plan options listed below, AMCS will use the affordable LUNCHbuilder



software service from Orgs.OnLine to manage school lunches and reporting requirements.

**Lunch Options:**

AMCS will examine four options for our food service operations.

**First Option:** During our first year, contract with LEA to become an additional drop off site to provide school lunch.

**Second Option:** Contract with off-site commercial caterer to provide drop off food services.

**Third Option:**

Depending on facility capability: engage an onsite caterer (Subway, Wendys) to provide food services on a space rental basis and a percentage of food sales for revenue generation for the school. **Fourth Option:** Depending on facility capability: participate in and complete required US Department of Agriculture National School Lunch Program (NSLP) training and become our own food service sponsor. AMCS will participate in NSLP in all food service options.

**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		\$6,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,400.00
Property Insurance	\$250,000		\$1,200.00
Motor Vehicle Liability	\$1,000,000		\$850.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$1,100.00
Other	\$0		\$.00
<b>Total Cost</b>			<b>\$10,550.00</b>

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in §

115C238.29F (a).

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

addie015 09/23/2013

(Board Chair Signature)

(Date)

**Facility:**

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

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

FACILITY ACQUISITION AND LEARNING ENVIRONMENT

AMCS has conducted an extensive search to secure a safe and appropriate learning environment for the school to serve the demographics we will serve.

We are in discussion to be on the campus at Piedmont International University at 420 S. Broad St. The space will include approximately 21 thousand square feet of classroom, administrative suites, gymnasium, cafeteria and ample parking. Facility is currently being used as an educational facility and possesses current NC occupancy, safety and health certificates. It is equipped with sufficient band-width

The selected learning environment will also include both the interior and exterior presence including:

- \* Twenty-four hour inside/outside monitoring system.
- \* Fire/Burglar system
- \* Classrooms 24x32 including classroom entry doors with windows
- \* Playground
- \* IDEA accessible restrooms
- \* Air conditioning and heating throughout
- \* Technologically sufficient for instruction.
- \* Affordable costs,
- \* Sufficient square footage,
- \* Public transportation accessibility,
- \* Applicable zoning,
- \* Safety,
- \* Exterior lighting

Most importantly, all efforts will be made to ensure the attained facility provides an environment conducive to learning. Upon the granting of a charter contract to begin operations as a school, the proposed site will be confirmed and leased.

In addition to the above, the following information will be considered when determining the adequacy of the schools needs for students.

- \* current enrollment compared to the building capacity,
- \* enrollment utilization when determining the amount of underutilized space.
- \* physical condition when determining the recommended "right size" and renovation.
- \* how well the building is supporting, or can support the educational program.
- \* geographic proximity serving the same neighborhoods in proportion to the population density.

The facilities will also comply with applicable health codes and inspection/safety requirements and will be properly maintained according to the NC Building Code. The facilities will also comply with the NC Fire Prevention Code. The facility will comport with the provisions of 40 CFR Part 763, Asbestos Hazard Emergency Response Act (AHERA) and the district Asbestos Management Plan (AMP).

#### School Readiness

AMCS will ensure that the facility is ready for school opening and an ongoing maintenance care program which includes routine inspections, regular testing, and scheduled activities to identify and resolve potential problems with the physical plant. AMCS will arrange for a facility no less than four weeks before the first day of school. AMCS will provide the NCDPI with evidence of lease and a certificate of occupancy.

**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.*

#### FACILITY CONTINGENCY PLAN

While working to identify and select our preferred location, back-up locations have also been identified. In the event facility acquisition for a permanent location is not finalized when school is scheduled to open, AMCS will exercise two options:

- \* reduce its staffing and student enrollment while ensuring that it is economically viable and would permit quality instruction in concert with our mission at a temporary site to facilitate opening as scheduled. Upon finalization of a permanent site, the school will situate itself at that location and ramp up its staff to accommodate those students who were placed on a waiting list for enrollment at the school.
- \* Seek to contract with local school district for co-use of existing facility or use of a closed facility.
- \* Seek to lease temporary space on the Piedmont International University campus.

## V. FINANCIAL PLAN

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

### **Budget: Revenue Projections from each LEA 2015-16**

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

*Refer to the  
Resource Manual  
Finance Section  
for guidance on  
estimated funding  
amounts*

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1340 - Winston Salem/Forsyth County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,753.65	193	\$917,454.45
Local Funds	\$1,850.00	193	\$357,050.00
Federal EC Funds	\$3,743.48	18	\$67,382.64
<b>Totals</b>			\$1,341,887.09

**Total Budget: Revenue Projections 2015-16 through 2019-2020**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$1,017,281	\$998,130	\$1,097,943	\$1,197,756	\$1,197,756
-Local Per Pupil Funds	\$395,900	\$388,500	\$427,350	\$466,200	\$466,200
-Exceptional Children Federal Funds	\$67,383	\$67,383	\$67,383	\$67,383	\$67,383
-Other Funds*	\$9,650	\$12,150	\$13,400	\$13,400	\$13,400
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,490,214	\$1,466,163	\$1,606,076	\$1,744,739	\$1,744,739

**\*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 documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.**

**Personnel Budget: Expenditure Projections 2015-16 through 2019-2020**

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$62,424	\$62,424	1	\$63,372	\$63,372	1	\$64,145	\$64,145
Assistant Principal	1	\$52,000	\$52,000	1	\$52,000	\$52,000	1	\$54,100	\$54,100	1	\$54,882	\$54,882	1	\$56,285	\$56,285
Clerical	1	\$27,000	\$27,000	1	\$27,000	\$27,000	1	\$29,151	\$29,151	1	\$29,734	\$29,734	1	\$37,884	\$37,884
Food Service Staff	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,808	\$20,808	1	\$21,224	\$21,224	1	\$21,648	\$21,648
Business Manager	1	\$29,000	\$29,000	1	\$29,000	\$29,000	1	\$31,212	\$31,212	1	\$31,836	\$31,836	1	\$32,472	\$32,472
Contracted Maintenance No Benefits	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
A - Total Admin and Support:	6	\$218,000	\$218,000	6	\$218,000	\$218,000	6	\$227,695	\$227,695	6	\$231,048	\$231,048	6	\$242,434	\$242,434
Instructional Personnel:															
Core Content Teacher(s)	11	\$35,000	\$385,000	13	\$35,000	\$455,000	14	\$37,454	\$524,356	14	\$38,203	\$534,842	14	\$38,967	\$545,538
Exceptional Children Teacher(s)	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$37,454	\$37,454	1	\$38,203	\$38,203	1	\$38,967	\$38,967
Teacher Assistants	2	\$20,000	\$40,000	2	\$40,000	\$80,000	2	\$41,616	\$83,232	2	\$84,896	\$169,792	2	\$86,593	\$173,186
Reading Coach	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$37,454	\$37,454	1	\$38,203	\$38,203	1	\$38,967	\$38,967
Physical Education Teacher	1	\$29,000	\$29,000	1	\$29,000	\$29,000	1	\$30,171	\$30,171	1	\$30,774	\$30,774	1	\$31,389	\$31,389
Technology Teacher	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$37,454	\$37,454	1	\$38,203	\$38,203	1	\$38,967	\$38,967
Esol Teacher	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$37,454	\$37,454	1	\$38,203	\$38,203	1	\$38,967	\$38,967
Speech Therapist No Benefits	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,808	\$20,808	1	\$21,224	\$21,224	1	\$21,648	\$21,648

Addie C. Morris Children's School

B - Total Instructional Personnel:	19	\$244,000	\$614,000	21	\$264,000	\$724,000	22	\$279,865	\$808,383	22	\$327,909	\$909,444	22	\$334,465	\$927,629
A+B = C - Total Admin, Support and Instructional Personnel:	25	\$462,000	\$832,000	27	\$482,000	\$942,000	28	\$507,560	\$1,036,078	28	\$558,957	\$1,140,492	28	\$576,899	\$1,170,063
Administrative & Support Benefits															
Health Insurance	4	\$1,200	\$4,800	4	\$1,200	\$4,800	4	\$1,200	\$4,800	4	\$1,200	\$4,800	4	\$1,200	\$4,800
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	4	\$781	\$3,124	4	\$781	\$3,124	4	\$781	\$3,124	4	\$781	\$3,124	4	\$781	\$3,124
Life Insurance	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284
Disability	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284
Medicare	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284	4	\$821	\$3,284
Social Security	4	\$5,200	\$20,800	4	\$5,200	\$20,800	4	\$5,200	\$20,800	4	\$5,200	\$20,800	4	\$5,200	\$20,800
D - Total Admin and Support Benefits:	24	\$9,644	\$38,576	24	\$9,644	\$38,576	24	\$9,644	\$38,576	24	\$9,644	\$38,576	24	\$9,644	\$38,576
Instructional Personnel Benefits:															
Health Insurance	15	\$1,200	\$18,000	17	\$1,200	\$20,400	18	\$1,200	\$21,600	18	\$1,200	\$21,600	18	\$1,200	\$21,600
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	15	\$781	\$11,715	17	\$781	\$13,277	18	\$781	\$14,058	18	\$781	\$14,058	18	\$781	\$14,058
Social Security	15	\$5,200	\$78,000	17	\$5,200	\$88,400	18	\$5,200	\$93,600	18	\$5,200	\$93,600	18	\$5,200	\$93,600
Disability	15	\$821	\$12,315	17	\$821	\$13,957	18	\$821	\$14,778	18	\$821	\$14,778	18	\$821	\$14,778
Medicare	15	\$821	\$12,315	17	\$821	\$13,957	18	\$821	\$14,778	18	\$821	\$14,778	18	\$821	\$14,778
Life Insurance	15	\$821	\$12,315	17	\$821	\$13,957	18	\$821	\$14,778	18	\$821	\$14,778	18	\$821	\$14,778
E - Total Instructional Personnel Benefits:	90	\$9,644	\$144,660	102	\$9,644	\$163,948	108	\$9,644	\$173,592	108	\$9,644	\$173,592	108	\$9,644	\$173,592
D+E = F - Total Personnel Benefits	114	\$19,288	\$183,236	126	\$19,288	\$202,524	132	\$19,288	\$212,168	132	\$19,288	\$212,168	132	\$19,288	\$212,168
A+D = G - Total Admin and Support Personnel	30	\$446,834	\$256,576	30	\$442,634	\$256,576	30	\$462,089	\$266,271	30	\$473,392	\$269,624	30	\$487,578	\$281,010

Addie C. Morris Children's School

(Salary & Benefits)															
B+E = H - Total Instructional Personnel (Salary & Benefits)	109	\$387,444	\$758,660	123	\$342,944	\$887,948	130	\$362,509	\$981,975	130	\$406,553	\$1,083,036	130	\$413,109	\$1,101,221
G+H = J - TOTAL PERSONNEL	139	\$834,278	\$1,015,236	153	\$785,578	\$1,144,524	160	\$824,598	\$1,248,246	160	\$879,945	\$1,352,660	160	\$900,687	\$1,382,231



**Operations Budget: Expenditure Projections 2015-16 through 2019-2020**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Office Supplies	\$1,500	\$1,500	\$2,000	\$2,500	\$2,500
	Paper	\$1,500	\$1,500	\$2,000	\$3,000	\$4,000
	Computers & Software	\$5,500	\$3,000	\$7,000	\$7,000	\$7,000
	Communications & Telephone	\$4,800	\$4,800	\$5,000	\$5,000	\$5,000
	Copier leases	\$8,000	\$8,000	\$8,000	\$13,000	\$13,000
Professional Contract	Legal Counsel	\$1,500	\$1,000	\$1,500	\$2,500	\$2,500
	Student Accounting	\$17,500	\$17,500	\$17,500	\$17,500	\$17,500
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$0	\$0	\$0	\$0	\$0
	Audit/Bookkeeping	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
Facilities	Facility Lease/Mortgage	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
	Maintenance	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Extermination	\$500	\$500	\$500	\$500	\$500
	Custodial Supplies	\$2,000	\$2,000	\$3,000	\$3,000	\$3,000
	Custodial Contract	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Insurance (pg19)	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$16,000	\$16,800	\$17,750	\$19,200	\$21,000
	Water/Sewer	\$890	\$890	\$1,000	\$1,000	\$1,000
	Trash	\$500	\$500	\$500	\$500	\$500
Other	Marketing	\$5,000	\$3,000	\$3,000	\$2,000	\$2,000
	Child nutrition	\$10,000	\$10,000	\$12,000	\$12,000	\$12,000
	Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Transportation	Contracted Services	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	K - TOTAL Administrative & Support Operations	\$219,190	\$214,990	\$224,750	\$232,700	\$235,500
	Instructional:					
Instructional Contract	Staff Development	\$15,000	\$10,000	\$10,000	\$12,000	\$12,000
	Instructional Support	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Books and Supplies	Instructional Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Curriculum/Texts	\$30,000	\$7,000	\$7,000	\$7,000	\$7,000
	Testing Supplies	\$300	\$300	\$500	\$500	\$500
Classroom Technology	Computers - Hardware	\$50,000	\$20,000	\$20,000	\$15,000	\$15,000

	Cameras, Projectors	\$3,500	\$1,500	\$2,000	\$1,000	\$1,000
	Software	\$20,000	\$15,500	\$18,500	\$18,500	\$18,500
	L - TOTAL Instructional Operations	\$133,800	\$69,300	\$73,000	\$69,000	\$69,000
	K+L = M - TOTAL OPERATIONS	\$352,990	\$284,290	\$297,750	\$301,700	\$304,500

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$1,015,236	\$1,144,524	\$1,248,246	\$1,352,660	\$1,382,231
M - TOTAL OPERATIONS	\$352,990	\$284,290	\$297,750	\$301,700	\$304,500
J+ M =N TOTAL EXPENDITURES	\$1,368,226	\$1,428,814	\$1,545,996	\$1,654,360	\$1,686,731
Z - TOTAL REVENUE	\$1,490,214	\$1,466,163	\$1,606,076	\$1,744,739	\$1,744,739
Z - N = SURPLUS / (DEFICIT)	\$121,988	\$37,349	\$60,080	\$90,379	\$58,008

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

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

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

STUDENT PROJECTIONS FOR TARGET AREA STUDENTS

Year 1

Kindergarten: 2 units 42 students:(will add another Kindergarten if wait-listed)

Grade 1:2 units 42 students: (will add another first grade if wait-listed)

Grade 2: 2 units 42 students

Grade 3: 2 units 42 students

Grade 4: 1 unit 25 students

NO FIFTH GRADE: WILL PLAN FOR EXPANSION TO MIDDLE SCHOOL

Total Students: 193

Year 2

Kindergarten: 2 units 42 students

Grade 1: 2 units 42 students:(will add another Kindergarten if needed)

Grade 2: 2 units 42 students: (will add another First grade if needed)

Grade 3: 2 units 42 students

Grade 4: 2 units 50 students

Grade 5: 2 units 25 students

Total Students: 243

TRANSITION TO MIDDLE SCHOOL

Years 3 - 5

Kindergarten: 2 units 42 students

Grade 1: 2 units 42 students

Grade 2: 2 units 42 students

Grade 3: 2 units 42 students

Grade 4: 2 units 50 students

Grade 5: 2 units 50 students

Total Students: 268

DEMAND FOR SCHOOL ENROLLMENT:

As the world shrinks, AMCS expresses the fact that the future of education is already here - except, that it is not evenly distributed. At AMCS we will embrace three secrets of our success using:

COMPETITIVE ADVANTAGE:

\* AMCS will showcase our superior learning opportunities for students at the same price as other public schools in the LEA.

ABOVE-AVERAGE ADMINISTRATIVE MANAGEMENT, GOVERNANCE AND INSTRUCTIONAL STAFF:

\* The quality of our management will be a big factor in whether our school is successful.

We will have an experienced Governing Board and management team that will give us positional advantages to recruit and retain superior leadership to operate and sustain a successful charter school.

EXCELLENT MARKET LEADERSHIP:

\* One of the most important characteristics in becoming and maintaining a good school will be our market leadership. Our leadership will come in many forms, but the reputation that comes along with our label is priceless.

Our label as a "flagship school" will set the standard at AMCS and in the community. This standard will include leading the community in providing quality, innovation, customer service and student learning.

BREAK-EVEN POINT:

2015-2016

Projected # of Students: 193

Projected Total Income: 1,325,123

Total Expenses: 1,287,226

Enrollment Required for Break-Even: 187

2016-2017

Projected # of Students: 243

Projected Total Income: 1,466,163

Total Expenses: 1,386,314

Enrollment Required for Break-Even: 230

2017-2018

Projected # of Students: 286

Projected Total Income: 1,606,076

Total Expenses: 1,517,496

Enrollment Required for Break-Even: 253

2018-2019

Projected # of Students: 286

Projected Total Income: 1,744,739

Total Expenses: 1,625,860

Enrollment Required for Break-Even: 250

2019-2020

Projected # of Students: 286

Projected Total Income: 1,744,739

Total Expenses: 1,658,231

Enrollment Required for Break-Even: 254

*Discuss the school's contingency plan to meet financial needs if anticipated revenues are not*

*received or are lower than estimated.*

AMCS will establish a contingency plan to meet unexpected shortfall to include:

- \* engaging a reputable financial factoring company to factor vendor invoices accounts for a reasonable service fee;
- \* 60-90 day net from vendors for accounts payable;
- \* restructured lease agreement to include 30-60 day lease vacation;
- partnering with sponsors and foundations;
- \* beta marketing for discounted manufacturing products

The school will not rely simply on fundraising activities. All start-up costs with the exception of permanent facility needs, instructional materials, supplies and school furniture will be solicited via financial arrangements with a financial organization (Keystone Capital Funding) by official resolutions of the Board of Directors for repayment to be due after the school has received adequate funds to satisfy all of its financial obligations.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

*The budget does not rely on sources of funds other than state and federal. HOWEVER, we will aggressively pursue grants and donations from philanthropers and conduct annual fundraising activities.*

*Students will pay an annual \$50 activities fee. This fee will be waived for students unable to pay this amount.*

*Provide the student to teacher ratio that the budget is built on.*

1:21 for Grades K-3 and 1-25 for Grades 4-5

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

The school will contract with the NC Public Charter Schools Association to provide student accounting and financial services.

ESE services required by student's IEP which are beyond the capabilities of school staff will be out-sourced to appropriate professionals.

#### PURCHASING:

##### Criteria For Selection of Contractors:

The Board of Directors will establish an Audit Committee to conduct a search to contract for student accounting and financial services from a reputable accounting firm.

The Audit Committee will:

Establish factors to use for the evaluation of services to be provided by a certified public accounting firm duly licensed by the State of North Carolina;

Issue public request for proposal to interested firms;

Evaluate proposal provided by qualified firms and rank and recommend

three firms to be the most highly qualified to perform the services.

If fewer than three firms respond to the request for proposal, the audit committee may recommend the firms it deems to be the most highly qualified.

If compensation is one of the factors in evaluating a proposal, the governing body is not required to select the first-ranked firm, but must document in its public records the reason for not selecting the first-ranked firm. If compensation is not one of the evaluation factors, the governing body will negotiate a contract with the first-ranked firm.

#### Criteria For Selecting Large Purchases:

The school will establish an effective purchasing system that will allow the school to provide quality materials, supplies, and equipment in the right quantity and in a timely, cost-effective manner. The school will also establish written policies to govern its purchasing practices that are specified by state laws, rules, and regulations whose policies are direct adoption of those laws, rules, and regulations. Individual purchasing procedures will be developed into a comprehensive procedures manual for the schools purchasing operations, detailing the process steps for each critical purchasing function, and taking each function from the beginning to completion of the process. Careful planning and cost-effective practices such as bulk-purchasing and price/bid solicitation including the resources of US. Communities will be used for the efficient procurement of goods and services.

Examples of purchasing procedures will include:

- \* requisitioning process, big ticket items - capital improvements, construction will be submitted to the Governing Board for approval to requisition such services;
- \* bid process - Invitations To Bid (ITB) and Requests For Proposals (RFP);
- \* purchasing card process with card limits and restrictions - for quick and efficient purchasing and paying for goods.

The school will establish a monetary threshold for small purchase procedures.

### 3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget establishes sufficient resources to provide the necessary tools, i.e., equipment, personnel, technology and training to achieve the mission and objectives to operate a highly successful STEM school, including the following:

Personnel: Sufficient classroom teachers and support staff with benefits.

Staff Development: Appropriate technical assistance provided by digital consultants and vendors, WSSU and curriculum specialists.

Instructional Materials: Saxon Math Books - supplemented with Learn3.com Aha! Math; FOSS Virtual Science Curriculum; Open Court Reading Imagine It, First Move Chess Curriculum; Easy Tech Technology Curriculum, and free website downloads

Testing Materials: Childrens' Progress Academic Assessment (CPAA), Study Island, K-2 Literacy Tests, IXL digital Math Assessment, CELLA, WIDA

Interactive Technology Classroom Equipment: Mimio Classroom; Student Response System, Short-throw Smart Boards, Digital Cameras; Projectors.

E-Rate: Internet Connectivity and Priority I telecommunications equipment

Computer Equipment: Discounted laptops; discounted Mimio wireless tablets and Mobile Laptop Carts

Student Information Accounting System: ISIS, RenWeb Learning Management System;

Software: LUNCHbuilder; Quickbooks Computer Software And License: MacKiev Digital Storytelling; ThinkQuest, On-line ESE IEP preparation and monitoring software; Wordle; Moodle, Mimio Studio for videoing and internal telecasting.

Transportation: As required by IEP, field trips;

Building: The facility will have sufficient wide-band and T-5 cabling for efficient internet connectivity; Rapture Security System, Interior/exterior cameras, monitors, and electronic access.

Each of these items will be supported in our budget.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

*Describe how the school will develop the fund balance.*

AMCS FUND BALANCE POLICY

An annual fund balance of at least two percent of revenue will be the goal of the school. The school will develop a Fund Balance Policy which is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget.

The Fund Balance Policy will be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a Fund Balance Policy is for the school to be in a strong fiscal position that will allow for better position to weather negative economic trends.

CLASSIFYING FUND BALANCE AMOUNTS

Our fund balance will consist of Nonspendable and Unassigned accounts.

The Nonspendable Fund Balance will consist of funds that cannot be spent because they are either not in spendable form (e.g. inventories and prepaids), or legally or contractually required to be maintained intact

The Unassigned Fund Balance will consist of excess funds that have not been

classified in a previous category. All funds in this category are considered spendable resources. This category also will provide us with resources necessary to meet any unexpected expenditures and revenue shortfalls.

**AUTHORITY TO COMMIT FUNDS**

The governing board will have the authority to set aside funds for a specific purpose will require the passage of a resolution. The passage of a resolution to commit funds must take place prior to June 30th of the applicable fiscal year. If the actual amount of the commitment is not available by June 30th, the resolution must state the process necessary to calculate the actual amount as soon as information is available

*5. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

State taxes, federal funds, local property taxes, and lottery proceeds fund charter schools in the same manner as traditional public schools for current operating costs. The basis for funding students enrolled in the charter school will include gross state, local and federal funds. Students or programs which meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds including transportation and participation in food service programs.

The primary factor driving charter school funding is the number of ADM students in funded programs. Students must be in membership during the state prescribed periods for reporting membership. At AMCS, student enrollment is an increasing number which should not decrease after it is reported. We will enroll 193 students in Year One; 243 students in Year Two; and 268 students in Years Three - Five. Once enrolled, students will remain in membership until they have withdrawn.

Average daily membership (ADM) for each school month is based on the sum of the number of days in membership for all non-violating students in individual LEAs, divided by the number of days in the school month. Initial allotments are based on the higher of the prior year's actual first two months of ADM or the projected higher of first two months of ADM.

All eligible students enrolled will be provided federal funds for the same level of service provided students in regular schools operated by the LEA for which the school is eligible. Federal entitlement programs such as No Child Left Behind and Individuals with Disabilities Education Act (IDEA) are allocated proportionally by LEAs to charter schools providing the services or programs. Other sources of funding will become available to the school including school-based fundraising, E-rate grants discounts, Exceptional Child and Title I, II, III.

Funding for facilities will be included in the school General Operations Funds.

*7. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

The school will not have assets from other sources



**Financial Compliance:** (No more than a half of a page)

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

The school will, and in concert with the Financial Services Consultant, maintain a number of internal financial controls and bookkeeping practices that provides fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will use the following internal control checklist

1. Are accounting records kept up-to-date and balanced monthly?
2. Is a standard chart of accounts with descriptive titles in use?
3. Are adequate and timely reports prepared to insure control of operations?
  - a. Monthly financial statements
  - b. Comparison of actual results with budget
  - c. Cash and other projections
4. Does the Board take an active interest in the financial affairs and reports available?
5. Are personal expenses kept separate from business expenses?
6. Are employees who are in a position of trust bonded?
7. Are monthly bank reconciliations reviewed by Principal?
8. Are job descriptions prepared?
9. Is there any separation of duties?
10. Are governmental reporting requirements being complied with in a timely manner?
11. Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

**PAYROLL**

1. Is the Principal acquainted with all employees and does he or she approve all new hires and changes of pay rates?
2. Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
3. Are there controls to prevent the payroll from being inflated without the knowledge of the Principal by fictitious employees or padded hours?
4. Does the Principal sign all payroll checks?
5. Is the payroll bank reconciliation prepared by someone other than the bookkeeper?

**CASH RECEIPTS**

1. Does the client have adequate documentation of cash receipts?
2. Are checks immediately endorsed for deposit only, deposited promptly and intact?
3. Are over-the-counter receipts controlled by cash register, pre-numbered receipts, etc., and are these reviewed by Principal?
4. Are checks returned by the bank followed up for subsequent disposition?

**ACCOUNTS RECEIVABLE**

1. Are work orders, sales orders, shipping documents and invoices pre-numbered and controlled?
2. Are sales invoices reviewed for price, terms, extensions and footings?
3. Is an aged trial balance prepared monthly, reconciled to the general

ledger and reviewed by the Principal?

4. Are monthly statements:

a. Reviewed by Principal?

b. Are zero and credit balance statements mailed?

5. Are write-offs, credit memos and special terms approved by the Principal?

6. Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?

7. Are notes and other receivables under separate control?

8. Do adequate controls exist to assure receipts from miscellaneous sales (scrap, fixed assets, rents, vendingmachines, etc.)?

#### ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS

1. Are pre-numbered purchase orders used and are these approved by the Principal?

2. Are competitive bids required above prescribed limits?

3. Are payments made from original invoices?

4. Are supplier statements compared with recorded liabilities?

5. Are all disbursements made by pre-numbered checks?

6. Is the Principal's signature required on all checks?

a. Does Principal sign checks only when they are accompanied by original supporting documentation?

b. Is the documentation adequately cancelled to prevent reuse?

7. Is there evidence that the following items have been checked before invoices are paid?

a. Prices, discounts, sales tax

b. Extensions and footings

c. Receipt of goods or services

d. Account distribution

8. Are voided checks retained and accounted for?

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

#### FINANCIAL SERVICES AGREEMENT:

AMCS will contract with the NC Public Charter Schools Association, located in Charlotte, North Carolina to provide Financial Services to the school. The Association will provide the following services:

\* Implementation of the ISIS Integrated Solutions Information System and a reputable CPA Accounting firm to provide the following services:

\* Preparation of financial reports (budget, cash disbursements, etc.) for each month of the schools fiscal year

\* Preparation of vendor payments

\* Reconciliation of bank accounts from information provided by the school

\* Preparation of payroll (including payroll deductions and withholdings) according to the schools payroll processing timeline (semi-monthly)

\* Preparation and submission of state and federal payroll taxes and associated reports

\* Preparation and transmission of state and federal reporting in accordance with the Uniform Education Reporting System (UERS).

\* Provide financial, budget and other reports and data, based on information that the school provide to to the Company, that will enable the schools independent auditor to plan and conduct annual audit as a means of

expressing an opinion on schools financial statements.

\* Meet with school's staff, management, and Board as necessary at reasonable intervals and provide consulting relating to accounting and financial matters.

Approximate cost for services is \$17,500 per year. (See Attached Financial Services Agreement in Appendix L)

#### FINANCING AGREEMENT WITH KEYSTONE CAPITAL FUNDING COMPANY

In the unlikely event of a temporary financial shortfall, the Keystone Capital Funding Corporation will advance funds to the school on a weekly or monthly basis so that we will be able to consistently meet payroll and cover operating expenses.

Keystone Capital Funding will purchase our receivables within 24 hours of verification and provide immediate cash to:

- \* Meet payroll
- \* Order supplies
- \* Increase marketing efforts
- \* Pay expenses

AMCS will submit a list of invoices to sell and Keystone will advance the school up to 80% of the face value within 24 hours. When Keystone receives payment from our bank repository, they will rebate the remaining 20% less a 2 percent fee.

How is Keystone different than a bank?

- \* 1 week set-up with minimal paperwork
- \* Available to new and non-bankable businesses
- \* Debt free financing.
- \* Credit line increases, keeping pace with the growth of your business

How is Keystone different than competitors?

- \* No application fee
- \* School will deal directly with the owner for faster decisions
- \* School will choose which invoices and which customers to submit
- \* Low rates

(See attached Keystone Funding Letter in Appendix T)

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

AMCS will invite at least three firms to bid. The following companies plus one more will be invited to submit bids to provide auditing services:

Thomas & Gibbs CPAs  
6114 Fayetteville Rd  
Durham, NC

Main Number: (919) 544-0555  
Fax (919) 544-0556  
Toll Free: (866) 956-5544

LB&A, Certified Public Accountants, PLLC  
1801 Stanley Rd  
Suite 220  
Greensboro, NC 27407  
(704) 841-1120

212 W. Matthews St  
Suite 102  
Matthews, NC 28105

**VI. AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.*

*\*Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-238.29B(e).*

addie015

Date: 12/03/2013

**Applicant Signature:**

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

Print/Type Name: addie015

Board Position: Chair Board of Directors

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

Date: 12/03/2013

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

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

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

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

