



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Bonnie Cone Academy

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 that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Bonnie Cone Academy

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

Name of non-profit organization under which charter will be organized or operated: *Bonnie Cone Academy, 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: *Leigh Brown*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 4711 Myers Ln
Harrisburg NC 28075

Primary telephone: 704-507-5500 Alternative telephone: 704-688-5005

E-Mail address: leigh@leighsells.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Bonnie Cone Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month July

Will this school operate on a year round schedule?

No:

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	432
Second Year	K,01,02,03,04,05,06	504
Third Year	K,01,02,03,04,05,06,07	576
Fourth Year	K,01,02,03,04,05,06,07,08	648
Fifth Year	K,01,02,03,04,05,06,07,08	648
Sixth Year	K,01,02,03,04,05,06,07,08	648
Seventh Year	K,01,02,03,04,05,06,07,08	648
Eight Year	K,01,02,03,04,05,06,07,08	648
Ninth Year	K,01,02,03,04,05,06,07,08	648
Tenth Year	K,01,02,03,04,05,06,07,08	648

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.

leighbrown37
Signature

Board Chairperson
Title

leighbrown37
Printed Name

12/06/2013
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:

Bonnie Cone Charter School provides a comprehensive educational plan entwining the state standards with a classical approach using the Socratic method of teaching allowing for students to become well-rounded students who embrace differences and develop a moral compass.

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.*

Our proposed location will be in the UNCC (University) area of Charlotte. The location, near the Cabarrus/Mecklenburg County lines, is an area with a large population of at-risk students. The school's population will likely have a strong representation of African-American students, students with English as a second language, and also upper middle-class children. Our goal is to build a population with socio-economic diversity as well as racial/cultural diversity.

The UNCC area is unique in that it's a large, well-respected University-that is not surrounded by a high-performing public school district. We want to encourage these children to become a part of the educational environment at UNCC, to think creatively beyond their current circumstances, and deepen the overall educational environment in this part of the Charlotte area.

- 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 of the charter school in the first year is 432 students, grades K-5. This represents less than 1% of the enrollment in the LEA (69,088 students enrolled in CMS in 2012-2013).

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

The main difference between Bonnie Cone Academy and the local LEA is the combination of Bonnie Cone Academy's classical curriculum for all grades entwined with the Common Core State Standards and Essential Standards in a sequential, rigorous, and comprehensive path from Kindergarten through eighth grade allowing for natural transitions from elementary school to

middle school. The classical approach to learning will benefit the students in many ways, but most specifically the rigorous and systematic nature of the approach.

Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance to what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations in order to reach a goal mastery of a subject.

Systematic study also allows the student to join what Mortimer Adler calls the "Great Conversation" the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. "The beauty of the classical curriculum," writes classical schoolmaster David Hicks, "is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolism, plots, and motifs."

A variety of teaching methods will be used to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or family's socioeconomic and educational backgrounds. Since knowledge and skills are acquired cumulatively and systematically, it will be essential to detect any learning difficulties early and to intervene before proceeding to the next level. Regular formative assessments integrated into the curriculum will help to evaluate how well students are learning and to identify those areas that need more support or greater challenge. A modified program will be provided for those children with diagnosed disabilities which require adjusted teaching strategies or definitions of success, all within the general framework of our education goals.

Students will wear uniforms to minimize socioeconomic distinctions and to promote unity, order, academic focus, and school spirit. Teachers will have high academic and behavioral expectations and aspirations for all students, regardless of background, and will work to help all students succeed.

In addition, there will be a focus on character education. Students will be treated as individuals and treated with respect, and will be taught to treat each other that way. Students will have a strict uniform policy to minimize socioeconomic distinctions and to promote unity, order, academic focus, and school spirit. Teachers will have high academic and behavioral expectations and aspirations for all students, regardless of background, and will work to help all students succeed.

- 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.*

1. Teachers at the Bonnie Cone Academy will have numerous professional development opportunities through Professional Learning Communities, courses offered at the North Carolina Department of Public Instruction, webinars, partnerships, and conferences. Teachers will also have the opportunity to work with their specific department and collaborate about curriculum, lessons, student advancement, and the ultimate goal of academic growth. Teachers that show exemplary leadership, knowledge, and professional development will have the opportunity to serve as a lead teacher or a department head.

2. Bonnie Cone Academy will follow the North Carolina Accountability Model to ensure that students are meeting measurable achievement results. Quarterly benchmarks, fluency checks, and formative and summative assessments will also be conducted regularly to gather data to certify students are making growth and ultimately meeting and exceeding achievement goals.

3. Bonnie Cone Academy will provide the families in Mecklenburg and Cabarrus counties an additional educational choice for students in grades Kindergarten through 8th grade.

4. The Bonnie Cone Academy community is dedicated to improving student learning. In order for students to learn, the learning environment needs to be safe, nurturing, and free from distractions. Teachers will take responsibility for their classrooms, keeping them clean, safe, and orderly. Bonnie Cone Academy will implement a uniform policy to deter students from bullying and potential distractions.

Bonnie Cone Academy will use many different instructional methods and strategies including differentiation in the classrooms to ensure all learning styles are touched upon allowing all students to master skills and concepts regardless of their background and learning style.

Bonnie Cone Academy's facility will be equipped with WiFi, allowing

technology and the use of the internet to be incorporated into lessons keeping students current with technology literacy and the most advanced information.

5. Bonnie Cone Academy will increase learning opportunities for all students by providing a rigorous and comprehensive academic program that incorporates multiple facets of education into their lessons. There will be pre-screening and placement assessments to ensure students are achieving their academic potential and will be grouped accordingly. Identified at-risk students will have the opportunity to attend remedial and additional tutoring sessions and will participate in the second and third tiers of the North Carolina Response to Intervention program. Gifted students will have the opportunity to transition to more advanced classes as well as participate in enrichment activities, lessons, and projects. Bonnie Cone Academy will also provide honors courses.

6. Bonnie Cone Academy supports and encourages teachers to collaborate through PLCs and share innovative teaching methods that will support Bonnie Cone Academy's mission and vision.

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.*

Bonnie Cone has three specific and measurable achievement performance goals for the school's educational program:

GOALS

- * Third grade math and reading scores will exceed the state average by 10%.
- * After three years of operation, 75% or more of Bonnie Cone's 8th graders will be proficient on the Algebra 1 EOC.
- * The average achievement gap for minorities and English Language Learners will decrease each year.

Board Communication

A Bonnie Cone school representative will be present at all board meetings to communicate to the board all data, updates, events, and information pertaining to the above goals.

Also, automated emails and phone calls will be sent out to stakeholders in addition to newsletters and information on the school's website.

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

The governing board will know that Bonnie Cone Academy is working toward attaining their mission statement by:

ACADEMIC-The board will examine annual academic scores and reports and monitor NWEA MAP results to make certain the school is meeting targeted growth and proficiency. The board will examine the Professional Development Program to ensure that the school's instructional staff is being supported in their charge to carry out the mission of the school.

GOVERNANCE-The board will perform an annual self-evaluation and will undergo annual training to ensure that board meetings are conducted regularly and in accordance with Charter/Bylaws/Articles of Incorporation/State statute. In addition, the board will require a monthly operations update from the school director highlighting the progress of certain administrative or committee projects and assignments and will annually conduct an evaluation of the School Director(s). Lastly, the board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

FINANCIAL-the board will monitor all financial transactions through the required accounting system via a set of monthly financial and transaction reports. The board will compare current spending and revenue flow with the annual budget and identify any potential for overspending and take action to mitigate the negative effects of budget variances. The board will also review the annual budget with the independent auditor to identify areas for increased efficiencies and improvements in financial management, thereby ensuring sufficient resources to support the school's core curriculum and mission.

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.

Overall Instructional Program

Bonnie Cone Charter School will provide students in Kindergarten through 8th grade with a high quality, sequential, rigorous, and comprehensive educational program that entwines the Common Core State Standards with a Classical Curriculum approach that recognizes the grammar, logic and rhetoric of education as a methodology that roughly, though not linearly, equates to the stages and phases of growth in the development of a child. We realize Dorothy Sayers was right in stressing this format in teaching that works with the grain of the child. Having studied David Hicks' Norms and Nobility and having recognized that classical education is the best way to form the ability to learn among all children, not only the children of privilege, we are focused on developing a school that continues to learn in the format that is classical. That is, when the younger student loves to MEMORIZE, rhyme, chant, and repeat (even that which they do not understand) we work with this tendency to build the base of grammar rules and information from which they will draw as learners throughout life (whether this is using the Riggs curriculum for grammar or Saxon math curriculum). Then in the years that roughly equate to middle school, the same years in which a child naturally becomes disputatious, we will work with curriculum that teaches a child the rules of formal logic so that argumentation is with a point and a process that validates learning. Bonnie Cone will integrate Socratic questioning, 21st century thinking, technology literacy, character education, and study skills. Bonnie Cone will also incorporate the PE4Life program, which is based on increasing fitness through activities that can be pursued throughout the student's life. This method focuses on target heart rate and incorporating physical activity daily in an effort to increase academic focus and reduce confrontational events.

Major Instructional Methods

Bonnie Cone recognizes that students learn in a variety of different methods and teachers will be able to differentiate their teaching to meet the needs of all their students. The major instructional methods used at Bonnie Cone are memorization, critical thinking, Socratic circles, examination, investigation, and collaboration.

Assessment Strategies

Students will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. Bonnie Cone will use a variety of methods for benchmarks, including: in-house assessments, curriculum program

assessments, presentations, discussions, observations, rubrics, fluency checks, and standardized tests. Frequent formal and informal assessments will allow teachers to consistently check for understanding. Each students' progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

Meeting Student Needs

As the targeted population of Bonnie Cone Charter School is very diverse, the primary goal of the Board is to produce successful, confident learners by moving students from basic skills to more sophisticated skills where they are able to apply their learning in new situations. When given a strong foundation in learning skills and comprehension, the future for our students is limitless.

K-5 Curriculum and Instructional Design:

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

Bonnie Cone's elementary school's basic learning environment will be classroom-based where students will have a safe, positive, and clean atmosphere to learn, explore, and reach their individual potential.

Class Size and Structure

In the elementary grade levels, or the "grammar stage," classrooms will have a maximum of 25 students and will be set up to encourage the absorbing of facts, systematically laying the foundations for advanced study. Classroom instruction will revolve around the learning of facts; rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, and the facts of mathematics. Teachers in elementary school will ensure that each student has the foundational facts to be successful in middle school. Highly qualified teacher assistants will be utilized in the elementary school to help monitor student learning and to assist with remediation and enrichment opportunities for small group instruction. Student work will be proudly displayed in classrooms and hallways. The walls and classrooms will be filled with language rich materials which directly relates to the Common Core Standards. Technology literacy will begin in kindergarten and grow increasingly important with each grade level. Fitness programs through the PE4Life program will be incorporated into the daily schedule.

A students' first years of schooling are called the "grammar stage". Just as grammar forms the foundation for all language, the grammar stage forms the foundation upon which all learning rests. In the elementary school years, a child's mind is ready to absorb information. Children at this age find memorization engaging and enjoyable. During this period, education involves not only self-expression and self-discovery, but rather the learning of facts. By late elementary school, a child's mind is more prepared to think analytically.

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.

Bonnie Cone Charter School's curriculum plan is a direct reflection of its mission statement, targeted population and the North Carolina Accountability Model.

As stated in our mission, we will provide a comprehensive educational plan and follow all state and federal testing and accountability requirements. Bonnie Cone will study the data to ensure the program, the method of delivery, and or differentiation in instruction we are using is the most effective curriculum available for our targeted population. A classical education is more than simply a pattern of learning. Learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television).

A classical education has two important aspects. It is language-focused and it follows a specific three-part pattern. First, the mind must be supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions. Through the use of these ideas and techniques, Bonnie Cone Academy will be able to stay true to its mission and target our diverse, at-risk population.

As our targeted population is diverse and includes a high ELL population and will be considered a Title One school, Bonnie Cone Charter School is committed to helping our students become confident and successful learners by:

1. Early identification of at-risk students through screenings, benchmarks, data meetings, and assessments.
2. Providing a curriculum that addresses the economic, social, academic, and urban contributors to dropout rates.
3. Following the Common Core State Standards using a classical curriculum approach and Socratic teaching methods.

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.

Primary Instructional Strategies

In the elementary grades, the main academic objective is to establish the basic foundational building blocks. In the elementary school years the mind is ready to absorb information. Children at this age find memorization fun. During this period, education involves self-expression and self-discovery combined with the learning of facts. The primary strategies that will be used for the targeted student population will be lectures, drills, repetition, memorization, and the following instructional strategies.

Differentiation: Teachers will use an early identification tool through a screening assessment, grades, teacher recommendations, etc to detect at-risk students and achievement levels. Teachers will need to differentiate lessons based on these levels to ensure all students can achieve their educational goals and feel successful. Classes will be heterogeneously

grouped, so teachers will need to be highly effective at teaching the lesson, allowing for independent work and meeting with students in small groups based on frequent assessments allowing students to follow different approaches toward the same goal. Teachers will need to scaffold instruction to support a variety of learners using strategies such as guided practice, extended time, read aloud, and enrichment opportunities.

Guided Practice: Allowing learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction. In computer-based or internet-based learning, guided practice has come to mean instructions presented on the learner's computer screen on which they can act. This action may be to perform some task using a program that is running at the same time, or it may be to interact with a simulation that is embedded in the program or web page.

Technology Literacy: Teachers will embed technology in lessons and encourage students to research, analyze, and learn using the most recent technological advances.

Field Trips: Any activity that occurs outside the classroom for the purpose of providing hands-on experience with objects or people that only occur in certain places. Target locations for field trips can include museums, zoos, places of business, farms, nearby colleges, theaters, historical monuments or buildings, forests, wetlands, nature parks, or the grounds of the school itself.

All teachers will need to exhibit leadership skills, curriculum development skills, collaboration skills, and continuous technology professional development.

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.*

Bonnie Cone Academy's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date for classes will be no earlier than July 20, 2015 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. Bonnie Cone's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all Bonnie Cone students. This calendar, which outlines both the learning opportunity for students as well

as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build in students the desire for life-long learning.

6-8 Curriculum and Instructional Design:

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

The middle grades, or "the logic stage," are a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge and to the way facts fit together inside a logical framework. A student is prepared to enter the Logic Stage when the capacity for abstract thought begins to mature. During these years, the student begins Algebra and the study of Logic and applies logic to all academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the student find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the child learn the scientific method.

Students will be moving throughout the day into different subject-based classrooms. As a Kindergarten through 8th grade school, the transition to middle school will not change their environment and students will be able to focus on academics and move naturally into middle school. Classrooms will have a maximum of 21 students and classrooms will be set up to allow for the flexibility of varying lessons and activities. Each class will be structured with a quick warm up review activity, followed by lecture, discussion, and/or note taking, with a culmination of an independent, partner, or group activity.

The students will be grouped by gender. Recognizing that boys and girls are deeply aware of their own differences in the middle school years, as soon as enrollment allows, we will seek to offer the same classes in a single gender classroom format to test our presumption that this format enhances learning. Offering single-gender classes is an effective response to school-level data that shows achievement gaps between males and females. Single-sex education has been growing in popularity since the 2002 No Child Left Behind Act was passed, permitting the use of public funds for same gender public schools. The benefit of single-sex classrooms is that they offer the dynamic of having only one sex in the classroom at a time, creating opportunities that don't exist in the coed classroom. Teachers, therefore, can use strategies in the all-girls classroom and in the all-boys classroom that don't work as well or don't work at all in the coed classroom. For example, despite performing as well as boys in math courses, girls often doubt their ability to develop their math skills when faced with difficult material, according to research by Stanford University. This mindset appears to contribute to substantial gender gaps in math scores that emerge during and after middle school, so to help students learn that ability can be improved through effort, teachers at might provide grade-level appropriate science lessons about how the brain creates new connections when its learning challenging material. Teachers can also draw parallels between brain and muscle development, reminding struggling students that the mind strengthens with

effort, and that practice makes the work easier.

Each group of students will rotate through English, History, Science and Math each school day. In addition, all students will have the opportunity to take Foreign Languages, Latin, Chorus, Orchestra, Arts, and multiple other exciting electives. Each grade level will have a Grade Level Chair, who will act as a lead teacher and work closely with the principal on issues such as student culture and academic performance.

Bonnie Cone will incorporate many facets of education into their lessons, including advanced technology, character education, culture, and 21st century thinking using Socratic questioning. Fitness programs through the PE4Life model will be incorporated daily, in an ongoing effort to help students discover ways to increase fitness and use exercise as a means to control emotions and the uncertainties of life.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school 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.

Bonnie Cone Charter School middle grades curriculum will continue to follow the framework of the Common Core and Essential Standards with a rigorous and sequential curriculum differentiating instruction as needed and allowing for students to incorporate more critical thinking and advanced technology into student projects and lessons. The middle school students will be given the opportunity for increasingly challenging material and greater independence to reach the ultimate goal of course mastery, completion, and more educational opportunity. Certified teachers will be presenting the chosen curriculum using multiple instructional strategies allowing for all learning styles to be incorporated into lessons and allowing for consistent collection and review of student academic data to ensure individual growth and progress.

As the targeted population of Bonnie Cone charter school is intentionally diverse, Bonnie Cone will continue to strive towards its mission of a comprehensive educational program utilizing classical Socratic methodology to develop critical thinking, character development, writing and speaking in a culturally diverse environment by:

1. Incorporating higher level thinking opportunities into lessons using Socratic questioning, Blooms Taxonomy, 21st century thinking, examination and investigation. Allowing students to development advanced thinking, writing, and speaking skills.
2. Offering culturally diverse electives to stimulate the minds of all students

Bonnie Cone Academy will also help to reduce and target at-risk students by:

1. Early identification of at-risk students through screenings, benchmarks, data meetings, and assessments.

2. Providing a curriculum that addresses the economic, social, academic, and

urban contributors to dropout.

3. Following the Common Core State Standards and Essential Standards using the three phases of classical curriculum.

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.*

In the middle grades, the following instructional strategies will be used in addition to the ones focused on in the elementary grades:

Strategic Questioning: Teachers will encourage 21st century thinking to arouse student curiosity and help students think critically about complex topics, especially at the "logic" stage of learning. Teachers will use Blooms Taxonomy to stimulate questioning.

Critique and Feedback: Teachers will use tools to help students assess their own work and the work of their peers. Classrooms will serve as a safe environment where students can openly express their ideas, theories, and inquiries. They will provide students the opportunity for discussion, debate, collaboration and observations.

Interactive Instruction: relying heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. Debates, Role Playing, Panels, Brainstorming, Peer Partner Learning, Discussion, Laboratory Groups, Think, Pair, Share, Cooperative Learning, Jigsaw, Problem Solving, Structured, Controversy, Tutorial Groups, Interviewing, and Conferencing.

Socratic Circles: (also known as a Socratic Seminar) is a pedagogical approach based on the Socratic method and uses a dialogue approach to understand information in a text. Its systematic procedure is used to examine a text through questions and answers founded on the beliefs that all new knowledge is connected to prior knowledge, that all thinking comes from asking questions, and that asking one question should lead to asking further questions. A Socratic Circle is not a debate. The goal of this activity is to have participants work together to construct meaning and arrive at an answer, not for one student or one group to "win the argument."

Leadership/Character Instruction: Instruction that will teach students to not only be productive, contributing citizens but also leaders within their local and digital communities. These leadership qualities will be used within classroom in small group setting, allowing students to be leaders of these groups and lead to opportunities for self assessment.

Progress Monitoring: Regular formative assessments that will allow Bonnie Cone instructors to effectively adjust their instruction, guide future lessons and place students appropriately during the RTI process.

Blooms Taxonomy: Demonstrating the hierarchy of synthesizing information in a structured manner that results in a student who is well equipped to process information beyond short term recall. Staff is required to demonstrate that each unit incorporates a matriculation up the hierarchy

culminating with a creative expression of what has been learned. Daily lesson plans will also identify the level of rigor the student experiences as a result of the daily exercise.

Before any of these teaching methods are used in a classroom, teachers will be provided with in depth professional development to ensure that the methods are sound and effective with students. There will be ongoing opportunities for professional development for teachers to help with increasing academic achievement for the at-risk population and all students.

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.*

Bonnie Cone Academy's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date for classes will be no earlier than July 20, 2015 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. Bonnie Cone's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all Bonnie Cone students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build in students the desire for life-long learning.

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.*

Bonnie Cone Academy will use North Carolinas Responsiveness to Instruction model (NCRtI) to ensure all students are progressing and meeting academic growth goals so students will be able to comfortably and confidently pursue higher learning.

NCRtI is a multi-tiered framework which promotes school improvement through engaging high quality instruction using a team approach to guide educational practices.

Bonnie Cone Academy understands that NCRtI is a shared responsibility by all stakeholders and is a continuous process of assessment and reflection using

the five key components:

- * Tiered organization of supports and services
- * Early intervention prior to "formal" identification for special education
- * Screening, assessment, and progress monitoring (collecting data)
- * Standard protocol/evidence-based practices
- * Collaborative problem-solving

The three tiers are as follows:

Tier 1 Intervention: the primary level of prevention, requires universal screening of all students to determine the best educational strategies and also identify any students who may need more targeted interventions

Tier 2: calls for targeted assessment and explicit instruction for students who have shown to be at risk for behavior or learning problems.

Tier 3: The third Tier, the tertiary level of prevention, defines intensive interventions for students who need the most assistance to succeed with the core curricula.

The model is typically presented as a triangle, with the primary level at the bottom affecting most students and the tertiary at the top affecting the fewest.

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.*

Bonnie Cone Academy will administer home language surveys in their enrollment packets for all students and will be maintained in the students file. If a language other than English is spoken in the students home, the student will be scheduled for administration of the state identified English language proficiency screening test, the W-APT. The results of the W-APT will identify if the student is an ELL student and need additional services.

Bonnie Cone Academy will have an ESL teacher that will develop LEP plans for all students identified as ELL and will vary in intensity based on the tier level achieved on the W-APT. LEP plans will be developed with the collaboration of the students, teachers, parents, and EC staff and will provide accommodations to ensure they are given equal and comparable lessons in amount, scope, sequence, and quality that is provided to non-ELL students. Accommodations can include, but are not limited to: read aloud, separate setting, extended time, chunked text, one item per page.

Monitoring, Evaluation, and Exit

ELL students will be monitored through collaboration from the ESL teacher, class teacher, and parents using class work, assessments, fluency checks, and one-on-one time with the ESL teacher.

ELL students will be evaluated annually using the state and federally required WIDA ACCESS for ELLs assessment. The school will comply with the states exiting requirements from ELL services. The criteria is 1) a minimum score of 4.8 Composite and 2) a minimum score of 4.0 Reading and 3) a minimum score of 4.0 writing.

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.*

Bonnie Cone Academy will provide a rigorous curriculum that will support gifted and high ability learners through achievement grouping, honors classes, advanced placement courses, self-paced computer programs, and designated "curriculum paths" geared to motivate students towards higher learning. Curricular modifications for higher achievement groups include more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction and a higher focus on 21st century thinking.

Monitoring and evaluating:

Bonnie Cone Academy will monitor and evaluate intellectually gifted students based on the same criteria as all students; which is mentioned in the student performance standards section.

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)*

1. Upon enrollment at Bonnie Cone Academy, parents will be required to fill out enrollment packets, which will inquire about any services their student may have received at a previous school or any diagnosis that may affect the students learning. In addition, Bonnie Cone Academy will request this information upon receipt of the students prior school records.

Bonnie Cone Academy will comply with all federal and state authority concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act.

IDENTIFICATION

2. Bonnie Cone Academy will comply with the federal Child Find mandate to identify and evaluate all students who either have, or are suspected of having disabilities and need special education services. Teachers, parents, support staff, the student, and school administrators will be an integral part of the identification process as students may exhibit behaviors or disabilities only in certain areas. Once a child has been identified the teacher will recommend the student to the Student Intervention Team (SIT) with parental permission.

EVALUATION

The SIT team will consist of the students teachers, resource teachers, administration, exceptional children teachers, and support staff and will conduct the initial evaluation within ninety days of receipt of a written referral. The team will evaluate the student through a wide variety of assessment tools including gathering data, observations, and trying different accommodations.

DETERMINATION AND ELIGIBILITY

Upon completion of the evaluation, the SIT team will determine whether the student is qualified for a 504 plan or an Individualized Education Plan and will work with the parents on their findings and recommendations.

3 a. Requesting Records: Within 30 days of student enrollment, Bonnie Cone Academy will request the student's prior records, including IEPs and supporting documents and/or 504 Accommodation plans from previous schools. The student's name, date of birth, and district ID number will also be requested.

3 b. Record Confidentiality (on-site): All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Files will be kept in a locked facility and will be authorized in accordance with NC 1505-2.5.

3 c. Record Compliance (on-site): All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by burning or shredding in accordance with chapters 121 and 132 of the North Carolina General Statutes after records have exceeded expiration.

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.*

1. Bonnie Cone Academy will comply with IDEA and provide all accommodations and special education services for any exceptional child based on the child's IEP. Bonnie Cone will educate students with disabilities in the

least restrictive environment, but will have an EC room to allow pull-out time, one-on-one time, or allow space for other services. Highly qualified and certified EC teachers will be on staff.

2. Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. The school shall provide a special education program with varying services to meet the needs of all students.

Bonnie Cone Academy will follow an inclusion model, unless the severity of the disability is such that education in a regular class with the use of supplementary aides and services cannot be achieved satisfactorily.

Placement will be decided in accordance with least restrictive environment (LRE) provisions with input from parents, professionals, and any/all documentation.

3. EC teachers will monitor students with disabilities to ensure they achieve the goals specified on their IEP and will update and report to parents via progress reports throughout the quarter. EC teacher will collaborate with classroom teachers to make certain the student is performing in the classroom and in other academic settings. IEPs will be reviewed by EC team, teachers and parents annually and re-evaluated every 3 years to determine if the student still qualifies as a student with disabilities in accordance with IDEA.

4. Related services, such as speech-language pathology, audiology services, interpreting services, psychological services, and physical and occupational therapy will be provided as needed through contracted companies with qualified providers.

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.*

1. Bonnie Cone Academy's student performance standards will be that every student achieves annual growth and will be proficient in grade level standards meeting or exceeding the Common Core State Standards and NC Accountability Model upon promotion to the next grade level. Growth will be evaluated and monitored using benchmark assessments as well as EOY assessments, grades, and teacher input.

2. Students will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. Bonnie Cone Academy will use a

variety of methods for benchmarks, including; drills, presentations, discussions, observations, rubrics, fluency checks, STAR assessments, and standardized testing. Formal and informal assessments will allow teachers to consistently check for understanding. Each students progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

Bonnie Cone Academy will require students to take the required state assessments, Stanford Achievement Tests for grades 1-8, Advanced Placement tests, EXPLORE for 8th graders, and any additional testing necessary to ensure Future-Ready students.

3. Promotion decisions will be based on a variety and combination of factors including classroom performance, assessment results, and teacher recommendations. Decisions regarding retention will be made by a team consisting of teachers, parents, and administration and other appropriate participants if needed. Promotion decisions for EC students will include IEP goals being met, and all interventions and accommodations will be applied.

4. Any student that satisfies Bonnie Cone Academy's graduation requirements will be permitted to graduate.

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.*
1. A central aspect of Bonnie Cone Academy's mission is to provide young people a safe and healthy environment in which to learn. This requires that all members of our community participate cooperatively in a culture that values civility, order, and respect for others. The school's expectations of students applies whenever a student is on campus, at a school function, or otherwise under the jurisdiction of the school. Parents are expected to respect and cooperate with the implementation of the school's disciplinary policies.

Demerit System

The demerit system is used by individual teachers and throughout the school by school officials. Every effort will be made to notify the student who receives a demerit, understanding that this is sometimes not always possible. Accumulated demerits determine how many days of morning detention

are assigned. Attendance at morning detention, once assigned, is mandatory, and any student who misses detention will be assigned an additional day of detention. Morning detention involves one hour of attendance under the supervision of a designated teacher. Students must be on time for morning detention which begins at 7:00 a.m. Morning detention may be available in the form of additional PE4Life time.

2. The following is a preliminary list of offenses which may result in suspension or expulsion:

- * any actions that could jeopardize the safety and well-being of others
- * possession of illegal drugs
- * possession of a weapon
- * repeated willful defiance of a teacher or refusal to follow directions given by an adult in charge
- * aggressive and/or repeated bullying

3. If a student served under the Exceptional Children's program participates in one of the actions listed above, a manifestation determination to ascertain whether or not the violation is linked to the student's disability will be conducted within 10 days of the incident and the consequence will be reviewed as required by IDEA. There is the "10-day rule" which must be taken into consideration if a student is being removed or suspended. If a decision is made to change a student's placement, parents will be apprised of any decision and provided the Procedural Safeguard Notice.

4. Any parent or legal guardian may appeal the school's decision when a student is suspended or expelled. A written appeal should be formally directed to the Board of Trustees within three business days of the student's dismissal.

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: Bonnie Cone Academy, Inc.

Mailing Address: 4711 Myers Lane

City/State/Zip: Harrisburg NC 28075

Street Address: 4711 Myers Lane

Phone: 704-507-5500

Fax: 866-440-7136

Name of registered agent and address: Leigh Brown
4711 Myers Lane
Harrisburg, NC 28075

FEDERAL TAX ID: 46-4248852

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.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Leigh Brown	President	CABARRUS	Realtor

Reg Gabriel	Board	CABARRUS	Skoolaide, Consultant
John Sanchez	Board	MECKLENBURG	Consultant, FPA group
Louise Baucom, Ph.D.	Board	MECKLENBURG	Educator retired UNCC

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.*

In accordance with NCGS 115C-238.29E(d) the primary function of the Board of Directors of Bonnie Cone Academy will be to "...decide matters related to the operation of the school, including budgeting, curriculum and operating procedures." The Board of Directors has been established in conventional fashion with non-compensated officers and directors and shall operate in accordance with ratified bylaws. The board will retain ultimate and final authority and responsibility for decision-making with regard to policy, procedure, finance, curriculum and other operating, instructional and non-instructional matters. That said, the Board of Directors will observe the boundary between governance and management, delegating management tasks and charges to the lead administrator. The lead administrator will be hired by the board after a careful review of qualifications, experience and integrity are duly considered. The lead administrator will be subject to an employment agreement specifying terms of employment, including provisions specifying the chain of command. The lead administrator will be evaluated annually by the board or committee thereof via a process that will include official and unofficial feedback surveys from teachers and parents as well as a quantitative and qualitative analysis and review of academic, financial and operational performance. The Board may also utilize established, market-based modules and tools such as the Marzano Leadership Evaluation Model to evaluate its lead administrator.

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.*

Since membership on the governing board of Bonnie Cone Academy will not be a passive position, the board is and will be populated with directors who are committed to active participation in the governance of a charter school. The board will always strive to have directors who possess personal and professional backgrounds in areas such as education, government, law, accounting, childcare, medicine, parenting, counseling and other skills that are relevant to serving on a charter school board. Board members should be engaged in community or public service and committed to the success of public education. Constituencies represented on the board include taxpayers, parents, merchants, educators and community leaders. The board will, pursuant to its bylaws, have a minimum membership of three and a maximum membership of eleven.

The board will be charged with the organizational, pedagogical, oversight, risk management, long range planning and other duties required to open and operate a functional, successful public charter school. The Board of Directors is legally accountable for all aspects of the operation of Bonnie Cone Academy and will be required to answer to stakeholders for the academic, financial, and operational performance of Bonnie Cone Academy. The responsibilities of the Board as described above shall include but not be limited to: facilitating the development of fiscal, operating and personnel policies and procedures; hiring, supervising and evaluating the lead administrator; negotiating contracts with vendors, compliance with the terms and conditions of the Charter contract; compliance with applicable state and federal laws; development of the annual budget and regular monitoring of budgetary performance and facilitation and review of the annual, independent financial audit. The Board of Directors will not engage in the day-to-day management of Bonnie Cone Academy, but will empower and provide direction to the lead administrator who will oversee the management of the school.

The diverse composition of the board will contribute to the operational and educational success of the school. Each board member will bring his/her unique knowledge, talents, experiences and networks to the table to create a synergistic process from which a framework of integrated policy, procedure, strategic planning, successful implementation and periodic evaluation will emerge. This framework will serve as the drive train for the mission, vision and operational and educational goals of Bonnie Cone Academy.

The Bonnie Cone Academy Board of Directors will facilitate the annual evaluation of the lead administrator. The evaluation process will utilize tools designed to produce a measurable, specific assessment of performance, in both quantitative and qualitative terms, in key areas such as academic performance, financial performance, operational performance, staff satisfaction, parent satisfaction, etc.

The Board will conduct an annual self-evaluation as well. This evaluation process will employ a systematic means for gathering input from the various stakeholders (staff, faculty, parents, etc.) with a vested interest in the success of Bonnie Cone Academy and its leadership combined with specific data driven components from the annual financial audit, student testing performance and enrollment/retention statistics. The results of the evaluation will provide a basis for assessment, ongoing improvement, goal-setting, planning and realignment.

The Board will invite and welcome input from key stakeholders and will set aside time during each board meeting for public comment during which stakeholders can speak directly to the board as to the school's perceived successes and shortcomings, the effects of proposed or ratified policies and procedures and general concerns. In addition, the board will actively encourage stakeholders to become part of the school leadership process through service on subcommittees of the board.

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

The founding board of Bonnie Cone Academy is a diverse cross-section of educators, professionals and community leaders who have subscribed to the

mission of Bonnie Cone Academy and are committed to opening and operating a successful charter school that will have a positive impact on the education landscape in the community. Board members have been recruited based on their interest and enthusiasm for working collaboratively to open a high quality school of choice and the talents and experience that they bring to the table. In the event that a board members seat becomes vacant, the remainder of the board will endeavor to seek applications from interested parties and select an individual to fill the vacancy who can contribute constructively to the opening and ongoing operation of Bonnie Cone Academy.

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

The board will meet at least 8 times per year in addition to an annual meeting.

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).*

New board members will take part in a 1/2 day orientation within 30 days of joining the Board. The orientation will address board policy and procedure, board member responsibilities and expectations and the fundamentals of governance. Annually, the entire Board of Directors will undergo a full day of board training. Topics covered will include governance vs. management, keys to effective governance, the qualitative aspects of charter school leadership, conducting effective meetings, managing legal matters, managing parent matters, conflict resolution and an SBE Policy review. The first board training will take place within 90-days of charter approval by the SBE.

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

The board realizes the gravity of its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire board. The Bonnie Cone Academy Board of Directors is committed to preserving the public trust by taking proactive measures to ensure the highest ethical standards are observed and practiced by every board member and, in turn, the board as a whole. Specifically, the board has adopted a comprehensive conflict of interest policy with the purpose of avoiding conflicts of interest and potential conflicts of interest between a board member's private interests and the board member's public duties. The policy requires that current and prospective covered persons examine, evaluate, and disclose those personal and financial interests that could be or cause a conflict of interest or potential conflict of interest between the board member's private interests and their public duties. Every board member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose any existing conflict of interest or potential conflict of interest.

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

Adoption of school policy by a quorum of the board at a legally called meeting will be the culmination of a process that seeks (via a subcommittee of the board) input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of

preliminary solutions. Upon completion of this process, the subcommittee will make a policy recommendation to the Board of Directors which will give the matter consideration and either ratify the recommendation, take no action or refer the matter back to the subcommittee for additional input, research, study and deliberation.

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

The Board of Directors is ultimately responsible and accountable for the actions, performance and success of the charter school. It will, therefore, not utilize advisory boards, councils or associations within its organizational chart. The organizational chart for Bonnie Cone Academy reflects a clear decision-making authority at every level which is accountable to the level above. That notwithstanding, the Bonnie Cone Academy board will welcome input and feedback from constituent groups (parents, faculty, staff, community members, regulators) as part of the process of developing and evaluating policies and identifying areas of improvement.

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

The Board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty or staff and to possibly make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

STAFF:

First Step - Seek resolution of the matter with whom the staff member has the disagreement

Second Step - Seek resolution via the employee's immediate supervisor

Third Step - Seek resolution via the Chief Administrator

Assuming no resolution, the staff member may file a grievance with the Board.

PARENTS:

First Step - Seek resolution with the child's teacher

Second Step - Seek resolution with the teacher's department chair or supervisor (if applicable)

Third Step - Seek resolution with the Chief Administrator

Assuming no resolution, the parent may file a grievance with the Board.

Grievance forms (see Appendices) are to be provided without cost by the Chief Administrator within 48 hours of being requested by the aggrieved. The aggrieved is not required to provide a reason to the Chief Administrator as a condition of receiving the grievance forms. The forms must be completed and submitted to the Grievance Committee Chairperson per the address and/or email prominently displayed on the grievance forms. Multiple grievances may not be combined on one form, however, multiple grievances may be submitted concurrently on separate forms. Grievances must be individually submitted and individually reviewed by the Grievance Committee.

The aggrieved party has a right to an expeditious, objective and through

review of the grievance. Upon receipt of the grievance, the Chairperson of the Grievance Committee shall convene a quorum of the Grievance Committee within a reasonable time, not to exceed twenty (20) calendar days from the date of receipt.

The Grievance Committee will consider all available evidence but is neither required to conduct hearings nor to hear verbal testimony. Upon thoughtful review, the Committee may elect to dismiss the grievance (i.e. take no action), request additional information or recommend action to the Board of Directors.

If the Committee chooses to dismiss the grievance, the Chairperson of the Committee will issue a letter to the aggrieved notifying them that the committee has chosen to dismiss the grievance and indicating the reason for dismissal. The letter must explicitly state that the aggrieved may appeal the matter directly to the Board of Directors by submitting a letter to the Secretary of the Board stating "I appeal the decision of the Grievance Committee" and providing the basis of the appeal. The findings of the Board of Directors upon appeal by the aggrieved shall be final.

If the Grievance Committee chooses to recommend action to the Board of Directors, the Chairperson will issue a letter to the aggrieved stating that the grievance has been referred to the Board of Directors for further action. In addition, the Committee Chairperson will issue a letter to the Board detailing the specific action that the Committee is recommending to the Board of Directors. The Board may accept the recommendation of the Grievance Committee, take action in a manner that it deems fit regardless of the recommendation of the Grievance Committee or take no action. The Board's decision upon recommendation of an action by the Grievance Committee shall be final.

All records submitted or reviewed during the grievance process are to be preserved in accordance with the school's retention schedule. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published or released in full or in part. Grievance Committee members may not make any comment regarding the grievance deliberations or final outcome.

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:

Although it goes without saying that every school must make the quantitative offerings of competitive salaries and benefits an integral part of its recruitment plan, Bonnie Cone Academy will also actively promote its engaging, collaborative work environment and its commitment to every teachers' professional development. These more qualitative characteristics of working at Bonnie Cone Academy will serve as the cornerstone of its strategy to recruit and retain a quality instructional staff at every level of experience. Bonnie Cone Academy will reach out to the colleges and universities in North Carolina as well as the Charlotte office of Teach for America to provide teaching opportunities for newly certified teachers. Bonnie Cone Academy will also recruit experienced, highly regarded, mid and late career teachers who are seeking new opportunities in their career by emphasizing the freedom that Bonnie Cone Academy teachers have to innovate and apply their experience to classroom instruction and by providing seasoned school teachers the opportunity to share their knowledge and mentor to the more novice teachers who are in the early stages of their teaching career. Bonnie Cone Academy will conduct a nationwide search, advertising available teaching positions in local media as well as national publications such as The Chronicle of Higher Education, Education Week and commercial job search sites. Bonnie Cone Academy will also work with the NCDPI Educator Effectiveness division to assist in recruiting high quality teachers,

particularly from the North Carolina Teacher Corps program. Lastly, Bonnie Cone Academy will seek and pursue referrals from parents and members of the community who have knowledge or existing relationships with quality educators who would positively contribute to the Bonnie Cone Academy team.

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.*

Although the board retains final authority over all faculty and staff at Bonnie Cone Academy, it will delegate the duties of hiring, evaluation, discipline, promotion, assignment and termination of faculty and staff (in accordance with established policy and procedure) to the Chief Administrator. The Chief Administrator will remain accountable to the board for all decisions made with regard to personnel.

Every member of the faculty and staff of Bonnie Cone Academy will have open and equal access to the grievance process and will contribute, likely through formal and informal surveying, to the annual process of evaluating the Chief Administrator.

Employees will elect a staff representative annually to serve as a liaison to the board of directors. This liaison will attend board meetings, provide faculty and staff insights on issues of importance and provide feedback to the board with regard to policy and procedure. In addition, teachers and staff will be encouraged to serve on subcommittees of the board.

The Board of Directors is responsible for reviewing and, if satisfactory, approving the terms and conditions of all employment contracts recommended to the Board by the Chief Administrator.

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

The hiring process will generally include the following steps, but may be modified slightly for particular positions or unique circumstances: Initial applications for employment will be screened by designated personnel for appropriate experience, certification, education, credentials and other stated pre-requisites for the position. A qualitative review of applications will then be conducted by the personnel committee or other designated team and qualified candidates will be granted a first-round interview. First-round interviews will be conducted with the Chief Administrator and any other relevant designees of the board. A candidate chosen from the first-round interviews to proceed to a second interview will undergo an examination and verification of the candidate's education, certification, achievements and references and will be required to submit to a multi-state criminal background check and pre-employment drug screening (using protocol provided by a professional drug screening company such as LabCorp). Assuming a successful second interview and the return of a favorable background check, satisfactory references, verified credentials and licensure and clean drug screen, an offer of employment will be extended to the candidate.

Bonnie Cone Academy will establish a protocol for evaluating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Chief Administrator and

may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress. Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice or remediation.

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

SALARIES

Average teacher salary: \$36,000-\$40,000 with adjustments up or down for experience and credentials

Average teacher assistant salary: \$20,000

Average non-executive administrative and support staff salary: \$22,000 - \$55,000 depending upon job requirements, experience and credentials

Chief Administrator salary: \$75,000-\$85,000

Assistant Chief Administrator Salary: \$45,000 to \$55,000

BENEFITS:

Employees will receive major medical insurance through the state health program. Bonnie Cone Academy intends to pay a portion of the premium cost (for the sake of conservatism, the budget assumes 100% of employee premium costs, but economic conditions and uncertain market dynamics -- particularly related to the implementation of the Affordable Care Act -- may not make it economically feasible for the school to fund the entire premium).

Bonnie Cone Academy will also make supplemental insurance available through a Section 125 cafeteria plan. Such coverage includes cancer, dental, short/long term disability, life, vision and other insurance. The Section 125 plan premiums would be the employee's responsibility.

Bonnie Cone Academy will offer participation in a tax-deferred, defined contribution retirement plan. Bonnie Cone Academy will provide a dollar-for-dollar match (or portion thereof) for employee contributions up to a maximum amount as defined in the plan documents.

Employee eligibility and vesting with certain benefits will be determined by prevailing law, status of employment (full/part time), plan mandates and years of service.

Bonnie Cone Academy will also provide each full-time employee with a fixed number of personal leave days that can be used for illness, vacation, bereavement and other personal time. Bonnie Cone Academy will be subject to the Family Medical Leave Act (29 USC 2601 et seq.; 29 CFR Part 825)

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

The Board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a member of the faculty or staff and to possibly make a recommendation to the Board for consideration. Filing a valid grievance

requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

First Step - Seek resolution of the matter with whom the staff member has the disagreement

Second Step - Seek resolution via the staff member's immediate supervisor

Third Step - Seek resolution via the Chief Administrator

Assuming no resolution, the staff member may file a grievance with the Board. In accordance with federal law, Bonnie Cone Academy forbids retaliation when it comes to any aspect of employment, including grievances and complaints.

Comprehensive protocol for evaluating, remediating, and terminating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Chief Administrator and may be required to participate in a written corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress.

Employees convicted of or pleading nolo contendere to a felony or to certain Class A1, 1 or 2 misdemeanors may be discharged without notice to the extent that the law permits. Employees who are charged with a felony or certain Class A1, 1 or 2 misdemeanors may be suspended with pay pending outcome of a trial or hearing. Employees who commit acts of violence, assault, endangerment or other behaviors on school property at anytime that compromise student and workplace safety may be discharged without notice.

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

The school is not planning to hire employees with dual responsibility roles.

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.

Assuming special education enrollment at 12% of the total student population, the initial special education staff will include 1 Special Education Director, 1 Special Education Teacher and the possible addition of a special education teacher assistant. EC staffing will fluctuate up or down as exceptional child enrollment and IEP requirements dictate.

The faculty will include at least one certified teacher with ESOL/ELL certification or endorsement.

Special education teachers will have a Bachelors degree in education, curriculum and instruction, or related field from an accredited college or university and will hold a teachers certification reflecting mastery of the principles of exceptional child education, special education curriculum and instructional theory and use of data to drive student progress and program improvement.

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).

Faculty and staff will be required to hold the appropriate licenses,

certifications, endorsements and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with the mission of the School, the needs of every student and the expectations of all stakeholders.

TEACHERS:

In accordance with State law, 50% of classroom teachers at the School will hold a valid North Carolina Standard Professional ("SP") 1 Professional Educators License and the School will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to progress from a SP1 License to a SP2 License and renew SP2 Licenses from time to time. Educators who qualify for Lateral Entry in North Carolina will be considered for employment as teachers. Teachers designated as Department Heads will be responsible for necessary evaluation and reporting on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

CHIEF ADMINISTRATOR:

The Chief Administrator will provide educational and operational leadership, contractual accountability and logistical direction as part of his/her responsibility for the day-to-day management of the school. The Chief Administrator is accountable to the Board of Directors. Minimum qualifications include a Master's Degree in administration, educational leadership, curriculum and instruction or a related academic management field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates who have classroom experience as a certified/licensed teacher and those who have earned administrative certification through a recognized or accredited training program.

ASSISTANT ADMINISTRATOR

Assistant Administrator is responsible for interim management of the school in the absence of the Chief Administrator and reports to the Chief Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.

BUSINESS/FINANCE OFFICER

The Business/Finance Officer is responsible for managing the requisition, purchasing, accounts payable, payroll, budget and financial reporting functions of the school. The Finance Officer will interact with the accounting staff, provide regular financial and budget reports to the board as requested, assist in drafting the annual budget and coordinate the annual audit. Qualifications include a bachelor's degree in finance, accounting or a related field. In lieu of a bachelor's degree, candidates may qualify by demonstrating extensive experience and success in school business.

GUIDANCE COUNSELOR

The primary function of the Guidance Counselor is to provide a comprehensive competency-based counseling program focused on the learning, personal/social

and career/vocational needs of all students. The Guidance Counselor will possess a Master Degree in Guidance and/or School Counseling and hold a current license for position as required by the NCDPI. The Guidance Counselor will have a minimum of three years of teaching, counseling, or other experience working with children similar in age to the position hired.

OTHER ADMINISTRATIVE/SUPPORT PERSONNEL

Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Chief Administrator and will require applicable credentials and requisite experience based on the position's duties and responsibilities.

Staff Evaluation and Professional Development

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

The Assistant Administrator, directed by the Chief Administrator and assisted by applicable administrative support staff, is responsible for maintaining teacher licensure and professional development.

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

Bonnie Cone Academy will model the North Carolina Teacher Evaluation Process which is based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards in order to assess the teachers performance in relation to those standards and to design a plan for professional growth. In addition, the school will develop an evaluation rubric modeled after the Rubric for Evaluating North Carolina Teachers. The Chief Administrator or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE (Leadership, Establishing a Respectful Environment, Content Knowledge, Facilitation of Learning, Critical Reflection, Contribute to Academic Success).

The evaluation process will include the following components:

Component 1: TRAINING

Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

Component 2: ORIENTATION

Within two weeks of a teachers first day of work in any school year, the Chief Administrator will provide teachers with the evaluation rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

Component 3: SELF-ASSESSMENT

Using the evaluation rubric along with feedback, growth and improvement plans from previous evaluations, the teacher will conduct a performance

self-assessment from the beginning of the year through to the date of the most recent evaluation period.

Component 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the Chief Administrator will meet with the teacher to review and discuss the self-assessment, the teachers most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the Chief Administrator with a written lesson plan. The goal of this conference is to prepare the Chief Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5: OBSERVATIONS

Formal observations by the Chief Administrator will be made for a minimum of 45 minutes or the entire class period. If a class period is less than 45 minutes, then the evaluation will be made over two class periods to fulfill the minimum time requirement. Those teachers who are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the Chief Administrator. Career teachers will be evaluated no fewer than two times per year. During observations, the Chief Administrator and the peer will note, in writing, the teachers performance in relation to the standards contained in the evaluation rubric.

Component 6: POST-OBSERVATION CONFERENCE

The Chief Administrator (and peer for probationary teachers) shall conduct a post-observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the Chief Administrator and teacher shall discuss and document on the evaluation rubric the performance strengths and weaknesses during the observed lesson.

Component 7: PROFESSIONAL DEVELOPMENT PLAN

Based on the teacher's performance, a professional development plan will be crafted that outlines specific areas for improvement, strategies for improvement, benchmarks to be met and a timeline for re-evaluation.

- 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.*

The Bonnie Cone Academy professional development plan has as its nucleus a commitment to a mission-driven charter school, high quality instruction and constant improvement of student learning. Through the use of qualified contractors, trained in-house staff, professional conferences, guest speakers and online learning the professional development program will include topics of current interest and contemporary relevance such as effective classroom management, evidence-based instructional strategies, engaging parents and families in the educational process, technology in the classroom and other applicable topics. In addition to self-study or a strict group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace,

First Aid/CPR/AED training, effective communication, preventing sexual harassment and cultivating a culture of diversity in the workplace.

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.*

Pre-opening professional development will begin 2 weeks (11 weekdays) prior to the first day of school for students. Faculty and staff will report to school at 8am and remain until 2pm. Each day will include approximately 60-90 minutes for classroom setup and readying and 30 minutes for lunch. The remaining 35-40 hours will be used for professional development. Approximately 10-15 hours will be used to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline, student referrals for special education, managing/reporting workplace violence (including sexual harassment) and other procedural, safety and policy topics. An additional 5-10 hours will be designed to build a culture of collaboration among the staff through ice-breakers, team building exercises, simulations and small-group problem solving. The remaining time will be used to orient the staff toward school-wide instructional objectives during which the instructional goals and measurement criteria for student performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives program for instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team-wide instructional strategies, create action-plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grade.

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

The school calendar provides 18 teacher workdays, in which 14 will be considered mandatory professional development days throughout the school year. There will be 11 professional development days prior to the beginning of school, where teachers will receive intensive training in curriculum and classroom management and 3 full days throughout the year providing continuous support and training for the faculty and staff. Approximately 20-25 hours of additional designated staff development time will be in the form of 4 half-days, which will be incorporated into the calendar. School will not be in session for students during these days but faculty and staff will be required to report to work at normal business hours. The programming for each day will be determined based on trending hot-topics and needs identified by the board, administration and/or faculty and staff. In addition, the school will advise teachers of short (1-2 hour) topic-specific online and webinar based voluntary learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be covered during the time that the teacher is participating in staff development.

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 School will use a variety of methods to promote the school and attract students and families. Some of these methods may include, but are not limited to the following: 1) Holding periodic informational meetings with local community, civic and religious organizations along with individual meetings with local business and civic leaders and other people who may be able to inform and/or influence families and students to enroll at the School; 2) Creating a referral network by fostering relationships with local childcare centers, the Boys and Girls Club of Charlotte, community sporting leagues, the Business and Professional Womens Club and the Charlotte-Mecklenburg YMCA ; 3) Advertisements throughout the community; 4) Creation and promotion of online marketing videos and 5) Promotion of the school website where parents can find enrollment and recruitment literature.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the mass market. Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand, marketing will occur to all appropriate populations (e.g., geographic, ethnic, age, etc.). We anticipate that the majority of students will live within a 25-mile radius of the school and, thus, reflect the local community being served. Targeted marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

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.*

Bonnie Cone Academy sees volunteers, parents and community members as much more than a source of free labor, monetary support or potential customers. The school believes that engaging these groups creates meaningful ways to include individuals in emotional experiences that help them connect to the school's mission and core values. We value them for what they can do as evangelists for the cause of public education, specifically public charter schools. To that end, drawing parents and community members into the everyday work, progress, disappointments and victories is crucial. To achieve this level of engagement, Bonnie Cone Academy will host community events, public forums and information meetings where the communication is two-way. We will utilize parental suggestions and guidance when developing certain aspects of the school's instructional and non-instructional programming and we will actively welcome and enlist volunteers to share the

message and mission of Bonnie Cone Academy. In addition, Bonnie Cone Academy will seek to nurture partnerships and relationships with other area charter schools and non-profit organizations committed to student learning by sharing information, expertise and talent as a means of fostering mutual support.

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.*

Except as otherwise provided by law or the mission of the school as set out in this charter, Bonnie Cone Academy shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Pre-admission activities will be limited to providing interested parents with a letter of interest that will include the child's name, grade and contact information for the parents. The letter of intent will be clearly marked so as to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2015-2016 school year, beginning the day following final approval by the NCSBE and continuing through April 2015. At that time, the determination will be made regarding a necessary lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in late April 2015.

We will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods. Notwithstanding any law to the contrary, Bonnie Cone Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state of North Carolina, must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form which includes student's name, place of residence, parent/guardians' names and addresses, student's birth date, present school enrollment, current grade.

Following the first year of operations, Bonnie Cone Academy may give enrollment priority to siblings of currently enrolled students who were admitted to Bonnie Cone Academy in the previous year and to children of the school employees. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S.115C238.29F(g)(6), the charter school will capitulate with prevailing law regarding admission of multiple birth siblings.

No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A wait list will be maintained in the event that space becomes available and the school chooses to continue to fill any open enrollment positions. The parents of students may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at a latertime, they must go back through the school's admission process.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Charlotte-Mecklenburg Schools
- LEA #2 Cabarrus County Schools
- 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 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000
Kindergarten	61	11	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 01	61	11	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 02	61	11	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 03	61	11	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 04	61	11	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 05	61	11	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 06	0	0	0	61	11	0	61	11	0	61	11	0	61	11	0
Grade 07	0	0	0	0	0	0	61	11	0	61	11	0	61	11	0
Grade 08	0	0	0	0	0	0	0	0	0	61	11	0	61	11	0
	366	66		427	77		488	88		549	99		549	99	

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.

In accordance with state law, Bonnie Cone Academy will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at Bonnie Cone Academy. Bonnie Cone Academy will actively encourage parents to create a car-pooling network. In addition, Bonnie Cone Academy will explore available school bus chartering companies (such as Frontline Transportation) that would be willing to work directly with parents to establish drop-off and pick-up locations for children and will encourage the parents to work directly with the charter company to provide service. Lastly, Bonnie Cone Academy will reach out to Charlotte-Mecklenburg County Schools to open a dialogue regarding the options available for shared busing of students, including possibly compensating CMS for the transport of students to Bonnie Cone Academy.

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.

Each student at Bonnie Cone Academy will be expected to bring a bag lunch to school. Bonnie Cone Academy also intends to participate in the USDA National School Lunch Program (often referred to as the free and reduced lunch program) as a means of ensuring that no child who meets income eligibility guidelines for the program is lacking a daily meal. However, if a child who does not qualify for the free and reduced lunch program does not have a bag lunch on any given day the school will provide a lunch for that child. The budget includes a \$30/day provision to ensure that no child lacks a daily meal. If a child is repeatedly arriving without a lunch, a conference with the parents of the child will be held during which Bonnie Cone Academy will determine the affordability of lunch for the child. If a child's parents do not qualify for free and reduced lunch but, due to extenuating circumstances, cannot afford to provide lunch, long-term plans will be made on a case-by-case basis to furnish the child with a nutritional meal.

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		\$7,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$900.00
Property Insurance	\$4,000,000		\$7,750.00
Motor Vehicle Liability	\$1,000,000		\$1,500.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$500.00
Other	\$2,500,000		\$9,700.00
Total Cost			\$27,350.00

*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.

leighbrown37 12/06/2013

(Board Chair Signature) (Date)

Facility:

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

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

The Chairperson of Bonnie Cone Academy works in the commercial real-estate market and is already exploring potential charter school sites that will meet the space and function requirements for BCA. As of submission, Bonnie Cone has identified five potential sites and, upon approval of the charter application, will determine if those sites are still available and begin more detailed discussions with the site owners. The school will likely undertake an operating lease of an existing facility and has established a dialogue with a financing group that will purchase a facility, perform any necessary upfit and renovations and then lease the facility back to Bonnie Cone Academy. We are estimating space that will accommodate approximately 80-90 square feet per student plus an additional 25% for common area and

administrative space. This translates into a facility with 45,000-65,000 square feet of space.

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.*

In the event that Bonnie Cone Academy's first location choice does not pan out, is not completed or acceptable lease terms cannot be established, an alternate facility will be located within the same, general vicinity. BCA will monitor the progress of the original site each month and, regardless of the stage of completion or lease negotiation, will identify at least one viable contingency site and concurrently make plans to occupy the alternate site should circumstances warrant. Ideally, the contingency site will meet all space requirements and will minimize the need to eliminate or curtail any programming.

In addition to a contingency site, Bonnie Cone Academy will identify a temporary facility where it can establish a short-term lease in case delays prevent immediate occupancy of the primary or alternate site. The facility will have to be very close to "move-in" ready. It is expected that such a facility might include a church facility with instructional classrooms, a community center or other such facility that will provide sufficient, interim space for instructional programming and daily operations.

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 1st 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 #1 600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	366	\$1,677,293.82
Local Funds	\$2,262.96	366	\$828,243.36
Federal EC Funds	\$3,743.48	44	\$164,713.12
Totals			\$2,670,250.30

LEA #2 130 - Cabarrus County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,476.25	66	\$295,432.50
Local Funds	\$1,227.05	66	\$80,985.30
Federal EC Funds	\$3,743.48	8	\$29,947.84
Totals			\$406,365.64

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

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,972,726	\$2,301,621	\$2,630,515	\$2,959,303	\$2,959,303
-Local Per Pupil Funds	\$909,229	\$1,061,803	\$1,214,377	\$1,365,915	\$1,365,915
-Exceptional Children Federal Funds	\$194,661	\$226,406	\$258,749	\$291,093	\$291,093
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,076,616	\$3,589,830	\$4,103,641	\$4,616,311	\$4,616,311

***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:															
Lead Administrator	1	\$75,000	\$75,000	1	\$76,875	\$76,875	1	\$78,797	\$78,797	1	\$80,297	\$80,297	1	\$81,797	\$81,797
Assistant Administrator	1	\$45,000	\$45,000	1	\$46,125	\$46,125	1	\$47,278	\$47,278	1	\$48,278	\$48,278	1	\$49,278	\$49,278
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$59,784	\$59,784
Clerical	2	\$22,000	\$44,000	2	\$22,550	\$45,100	2	\$23,114	\$46,228	2	\$23,807	\$47,614	2	\$24,521	\$49,042
Guidance	1	\$40,000	\$40,000	1	\$41,000	\$41,000	1	\$42,025	\$42,025	1	\$43,286	\$43,286	1	\$44,584	\$44,584
Librarian	0	\$0	\$0	0	\$0	\$0	1	\$31,519	\$31,519	1	\$32,464	\$32,464	1	\$33,438	\$33,438
Custodians	2	\$26,000	\$52,000	2	\$26,650	\$53,300	2	\$27,316	\$54,632	3	\$28,136	\$84,408	3	\$28,980	\$86,940
Nurse	1	\$32,000	\$32,000	1	\$32,800	\$32,800	1	\$33,620	\$33,620	1	\$34,629	\$34,629	1	\$35,667	\$35,667
A - Total Admin and Support:	8	\$240,000	\$288,000	8	\$246,000	\$295,200	9	\$283,669	\$334,099	10	\$290,897	\$370,976	11	\$358,049	\$440,530
Instructional Personnel:															
Core Content Teacher(s)	24	\$36,000	\$864,000	28	\$36,900	\$1,033,200	32	\$37,823	\$1,210,336	36	\$38,957	\$1,402,452	36	\$40,126	\$1,444,536
Electives/Specialty Teacher(s)	3	\$36,000	\$108,000	4	\$36,900	\$147,600	5	\$37,823	\$189,115	5	\$38,957	\$194,785	5	\$40,126	\$200,630
Exceptional Children Teacher(s)	3	\$37,333	\$111,999	3	\$38,267	\$114,801	4	\$38,873	\$155,492	4	\$40,039	\$160,156	4	\$41,240	\$164,960
Substitute (Days)	300	\$110	\$33,000	350	\$115	\$40,250	410	\$120	\$49,200	450	\$125	\$56,250	450	\$130	\$58,500
Teacher Assistants	9	\$22,222	\$199,998	12	\$22,892	\$274,704	15	\$23,534	\$353,010	17	\$24,189	\$411,213	17	\$24,915	\$423,555
B - Total Instructional Personnel:	339	\$131,665	\$1,316,997	397	\$135,074	\$1,610,555	466	\$138,173	\$1,957,153	512	\$142,267	\$2,224,856	512	\$146,537	\$2,292,181

Bonnie Cone Academy

A+B = C - Total Admin, Support and Instructional Personnel:	347	\$371,665	\$1,604,997	405	\$381,074	\$1,905,755	475	\$421,842	\$2,291,252	522	\$433,164	\$2,595,832	523	\$504,586	\$2,732,711
Administrative & Support Benefits															
Health Insurance	8	\$5,200	\$41,600	8	\$5,720	\$45,760	9	\$6,292	\$56,628	10	\$6,921	\$69,210	11	\$7,613	\$83,743
Retirement Plan--Other	8	\$2,160	\$17,280	8	\$2,214	\$17,712	9	\$2,227	\$20,043	10	\$2,226	\$22,260	11	\$2,403	\$26,433
Medicare	8	\$522	\$4,176	8	\$535	\$4,280	9	\$538	\$4,842	10	\$538	\$5,380	11	\$581	\$6,391
Social Security	8	\$2,232	\$17,856	8	\$2,288	\$18,304	9	\$2,302	\$20,718	10	\$2,300	\$23,000	11	\$2,483	\$27,313
Unemployment Tax	8	\$251	\$2,008	8	\$251	\$2,008	9	\$251	\$2,259	10	\$251	\$2,510	11	\$251	\$2,761
D - Total Admin and Support Benefits:	40	\$10,365	\$82,920	40	\$11,008	\$88,064	45	\$11,610	\$104,490	50	\$12,236	\$122,360	55	\$13,331	\$146,641
Instructional Personnel Benefits:															
Health Insurance	39	\$5,200	\$202,800	47	\$5,720	\$268,840	56	\$6,292	\$352,352	62	\$6,921	\$429,102	62	\$7,613	\$472,006
Retirement Plan--Other	39	\$2,026	\$79,014	47	\$2,056	\$96,632	56	\$2,097	\$117,432	62	\$2,153	\$133,486	62	\$2,218	\$137,516
Medicare	39	\$490	\$19,110	47	\$497	\$23,359	56	\$507	\$28,392	62	\$520	\$32,240	62	\$536	\$33,232
Social Security	39	\$2,094	\$81,666	47	\$2,125	\$99,875	56	\$2,167	\$121,352	62	\$2,225	\$137,950	62	\$2,292	\$142,104
Unemployment Tax	39	\$279	\$10,881	47	\$276	\$12,972	56	\$277	\$15,512	62	\$278	\$17,236	62	\$279	\$17,298
E - Total Instructional Personnel Benefits:	195	\$10,089	\$393,471	235	\$10,674	\$501,678	280	\$11,340	\$635,040	310	\$12,097	\$750,014	310	\$12,938	\$802,156
D+E = F - Total Personnel Benefits	235	\$20,454	\$476,391	275	\$21,682	\$589,742	325	\$22,950	\$739,530	360	\$24,333	\$872,374	365	\$26,269	\$948,797
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	48	\$1,041,025	\$370,920	48	\$1,101,819	\$383,264	54	\$1,203,450	\$438,589	60	\$1,132,201	\$493,336	66	\$1,114,811	\$587,171
B+E = H - Total Instructional Personnel (Salary & Benefits)	534	\$340,678	\$1,710,468	632	\$265,200	\$2,112,233	746	\$271,907	\$2,592,193	822	\$340,494	\$2,974,870	822	\$308,862	\$3,094,337
G+H = J - TOTAL PERSONNEL	582	\$1,381,703	\$2,081,388	680	\$1,367,019	\$2,495,497	800	\$1,475,357	\$3,030,782	882	\$1,472,695	\$3,468,206	888	\$1,423,673	\$3,681,508

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Books And Supplies	Board Of Director Supplies	\$200	\$200	\$200	\$200	\$200
Office:	Computers & Software	\$19,500	\$4,000	\$4,500	\$20,500	\$5,000
	Non Instructional Equip	\$9,504	\$11,088	\$11,421	\$11,763	\$12,116
	Office Supplies	\$15,383	\$16,921	\$18,614	\$20,475	\$22,522
Transportation	Student Transportation	\$2,500	\$2,500	\$2,500	\$3,000	\$3,000
Professional Contract	Operations And Human Resources	\$99,235	\$117,936	\$141,298	\$5,000	\$5,000
	Legal Counsel	\$2,500	\$3,500	\$3,500	\$4,500	\$4,500
	Financial	\$51,840	\$60,480	\$69,120	\$77,760	\$0
	Testing And Accountability	\$43,200	\$50,400	\$57,600	\$5,000	\$5,000
	Student Accounting	\$12,960	\$15,120	\$17,280	\$19,440	\$19,440
	Technology Support Svcs	\$3,452	\$3,427	\$2,449	\$4,172	\$4,782
	Workshops And Cont Ed	\$7,050	\$8,250	\$9,750	\$10,800	\$10,950
Other	Child nutrition	\$9,050	\$9,078	\$9,619	\$10,175	\$10,496
	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Auditing	\$0	\$10,000	\$10,000	\$12,000	\$12,000
	Bank Fees	\$200	\$200	\$200	\$200	\$200
	Postage	\$2,000	\$600	\$660	\$726	\$799
	Dues And Subscriptions	\$1,200	\$1,200	\$1,200	\$1,500	\$1,500
	Insurance: Wkmns Comp/Liab/Prop	\$27,350	\$29,194	\$31,399	\$33,296	\$34,534
	Travel	\$1,000	\$1,100	\$1,210	\$1,331	\$1,464
Facilities	Facility Lease/Mortgage	\$360,000	\$360,000	\$360,000	\$420,000	\$420,000
	Maintenance	\$7,384	\$8,348	\$9,522	\$10,507	\$10,840
	Custodial Supplies	\$15,552	\$18,144	\$18,597	\$19,063	\$19,539
Utilities	Electric	\$49,680	\$57,960	\$66,240	\$74,520	\$74,520
	Water/Sewer	\$25,920	\$30,240	\$35,424	\$36,310	\$37,217
	Trash	\$8,000	\$8,500	\$9,000	\$9,500	\$10,000
	Telecom	\$11,000	\$11,425	\$11,868	\$12,330	\$12,812
	K - TOTAL Administrative & Support Operations	\$790,660	\$844,811	\$908,171	\$829,068	\$743,431
	Instructional:					
Books And Supplies	Textbooks And Library Books	\$54,000	\$14,040	\$14,760	\$66,600	\$6,480
Books and Supplies	Instructional Materials	\$32,400	\$37,800	\$43,200	\$48,600	\$48,600

Bonnie Cone Academy

	Curriculum/Texts	\$7,980	\$9,060	\$10,640	\$11,720	\$12,220
Books And Supplies	Exceptional Children Supplies	\$5,720	\$6,652	\$7,603	\$8,554	\$8,554
Classroom Technology	Computers	\$23,544	\$11,268	\$12,492	\$13,716	\$35,316
	Instructional Technology	\$56,000	\$19,000	\$7,500	\$7,500	\$7,500
Instructional Contract	Exceptional Child And Speech	\$7,800	\$9,072	\$11,059	\$13,220	\$13,997
	Psychology And Guidance	\$5,000	\$5,000	\$6,500	\$6,500	\$7,000
	Tutoring And Enrichment	\$6,480	\$7,560	\$8,640	\$9,720	\$9,720
	L - TOTAL Instructional Operations	\$198,924	\$119,452	\$122,394	\$186,130	\$149,387
	K+L = M - TOTAL OPERATIONS	\$989,584	\$964,263	\$1,030,565	\$1,015,198	\$892,818

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$2,081,388	\$2,495,497	\$3,030,782	\$3,468,206	\$3,681,508
M - TOTAL OPERATIONS	\$989,584	\$964,263	\$1,030,565	\$1,015,198	\$892,818
J+ M =N TOTAL EXPENDITURES	\$3,070,972	\$3,459,760	\$4,061,347	\$4,483,404	\$4,574,326
Z - TOTAL REVENUE	\$3,076,616	\$3,589,830	\$4,103,641	\$4,616,311	\$4,616,311
Z - N = SURPLUS / (DEFICIT)	\$5,644	\$130,070	\$42,294	\$132,907	\$41,985

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.

Charlotte-Mecklenburg Schools continues to have challenges in achievement and is facing an growing student population, which has led to overcrowding in certain areas. A \$290 million bond was passed in Mecklenburg County on November 5th, 2013 that was needed for Charlotte-Mecklenburg Schools to undertake 17 new projects aimed at addressing lagging achievement in programming and schools at or over capacity. Dr. Heath E. Morrison, superintendent of Charlotte-Mecklenburg Schools stated about the bond, "We will use this money over the next four years to strengthen our academic programs and improve school environments for learning. We will also be better able to accommodate the steady enrollment growth we're experiencing each year."

The board has held several meetings with members of the community, some faculty members at UNCC, local business people and members of economic development groups to help determine the need for an additional charter school in Mecklenburg County. These meetings clearly established that all segments of the community can benefit from the expansion of school choice in Charlotte, particularly in the University area and that, despite the addition of several charter schools in Char-Meck, there are populations that are still seeking placement in a school of choice that fits their individual needs.

Based on current fixed costs and variable costs per student and an assumed per-student funding of \$7,123.34 the calculated break even in students is 426, 377, 519, 504 and 593 in years 1 through 5, respectively using the formula:

Breakeven in Students = Fixed Costs divided by (\$ per Student minus Variable Cost per Student)

The planned enrollment exceeds break even student enrollment by 6, 127, 57, 144 and 55 students in years 1 through 5, respectively. In the event that Bonnie Cone Academy enrolls fewer students than the calculated break even, it will seek to cut fixed costs and increase fundraising.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

In the event that unforeseen circumstances occur that negatively affect revenues, two strategies will be employed depending upon the cause.

Assuming a shortage arising from under-enrollment, Bonnie Cone Academy will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising.

Assuming changes in student funding, Bonnie Cone Academy will take a budgetary approach by reducing costs in the following order:

1st - Reduction or elimination of any non-essential fixed costs and an attempt to renegotiate lease terms

2nd - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)

3rd - Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs

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

No.

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

1:15 to 1:18, depending upon grade

- 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 intends to contract with qualified vendors for several administrative, accountability and staff development services. Contractors will be selected based on multiple factors including the contractor's experience and track record in the given field, the level of value added to the school through such service contracts, the ability to realize cost savings by outsourcing versus hiring, the integrity and reputation of the contractor, the feedback from references, the cost feasibility of the contract, and the favorability and fair nature of contract terms. The board will maintain strict oversight of any vendor/contractor and will regularly evaluate contractor performance.

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

Bonnie Cone Academy is committed to delivering a high-quality instructional program in a public school environment and to preparing students to succeed in a rigorous, high school program. To fulfill that commitment, Bonnie Cone Academy must offer attractive compensation packages to instructional, support and administrative personnel. In addition, the board knows that the facility must be economically feasible, safe, in good repair; and functional

and that instructional supplies, books and equipment must be current and useful. To that end, the budget aligns with the school's mission, goals, instructional and facility needs in the following ways:

1--The average teacher salary in Year 1 is the equivalent of the state scale salary for a teacher with 10 years of experience or an NBPTS certified teacher with 7 years of experience. Instructional salaries grow by 2.5% each year, thereby staying ahead of the average in North Carolina.

2--Bonnie Cone Academy is devoted to keeping administrative salaries in check and to investing as much as possible into the personnel who deliver direct and indirect instructional or support services. Administrative salaries and benefits average 8.27% of the total personnel budget over the five year budget period. The remainder of salaries, an average of over 90%, are reserved for instructional, guidance and support salaries.

3--Instructional and support salaries and operating expenses constitute 76.71% (net of facilities lease) of the total expense budget in Year 1 and, as planned efficiency materializes, rise to 82% (net of facilities lease) of the budget in Year 5.

Cost control and a commitment to being mission focused in the way that Bonnie Cone Academy plans and manages its budget is the key to ensuring that the mission of the school is advanced and that instructional, transportation and facility needs are met in an environment that rewards teachers for achievement and redounds to the benefit of the students participating in the educational program.

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.

Fiscal best practices for a charter school include enacting policy that compels the board to operate on a zero-based, balanced budget from year-to-year while maintaining a low debt-to-income ratio. Cost controls and revenue enhancement (i.e. fundraising) will be employed to maximize the potential of every dollar and to build any possible savings reserves/fund balance. Any operating budget surplus will be committed to savings and/or invested in instructional programming as circumstances require. Although the school has not specified an arbitrary percentage of expenditures as a savings goal, it has specified that it will operate within its means and, using fiscal best practices, strive to build a fund balance sufficient to cover unforeseen expenses and minimize debt financing should the school eventually elect to expand its enrollment.

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

Bonnie Cone Academy intends to enter into an operating lease for its facilities. The board has already reached out to several groups who are willing to develop space and lease it back to the school on a long-term basis. The goal is to keep financing costs and debt to an absolute minimum. Those items that the school cannot afford and are not considered critical to instruction will be purchased through accumulated reserves as an alternative to long or short term financing/leasing. Debt financing will remain a last resort.

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*

No assets are expected to be transferred to Bonnie Cone Academy from other sources. It is expected that FF&E will be purchased using operating funds and that the facility lease will also be funded from operating revenues.

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?

Bonnie Cone Academy will adopt both organizational level and functional level internal controls and will evaluate those controls annually to determine implementation approach and necessary modifications. Organizational and functional level internal control documents will be written and the independent auditor will be asked each year to review the organizational and functional level internal control documents, compare them to actual practices and to make recommendations to the board for improvements.

Organizational level controls will document the organizational structure and operational nature of the school and include statements on integrity and values, management philosophy and operating style, training and commitment to competence, risk assessment, internal and external communication, and monitoring of the control environment.

Drilling deeper, the school's functional level internal controls will consist of a comprehensive set of written, functional level control documents for information systems, general ledger, accounts payable, accounts receivable, purchasing, cash disbursements, cash receipts, payroll (including E-verify), journal entries, financial reporting, and fixed assets and depreciation. Each functional level control document will identify and define source documents, enumerate segregated duties and functions, specify output reports and summaries, appoint an appropriate authorizer, and levels of authorization, and provide procedures for error detection and correction.

As to implementation, the organizational level control documents will be reviewed with the entire staff (including applicable vendors, consultants and contractors) annually and referenced throughout the year during staff development and other workshops. The functional level control documents will be reviewed with each employee, vendor, consultant or contractor to which the controls apply such as the business manager, financial management contractor, IT personnel, independent auditor, the board treasurer and finance committee and the school's administrative leadership.

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

There are no known or possible related party transactions. In the event that such transactions do arise, those involved will be subject to the Conflict of Interest Policy as enumerated in the bylaws.

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.

The following firms are being explored to perform the annual, independent financial audit:

Batchelor, Tillery, and Roberts, LLP
3605 Glenwood Avenue, Suite 350

Raleigh, NC 27612
(919) 787-8212

Rebekah H. Barr, CPA
5422 Boswellville Road
Wilson, NC 27893
(252) 230-6294

Thomas, Judy, & Tucker, PA
4700 Falls of Neuse Road, Suite 400
Raleigh, NC 27609
(919) 571-7055

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).

leighbrown37

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Bonnie Cone Academy (*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: leighbrown37

Board Position: Board Chairperson

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

