



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Furman Bridges International 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

OCS August 2012

**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: Furman Bridges International Academy

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

Name of non-profit organization under which charter will be organized or operated: *Furman Bridges International 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: *Shyluer Holder-Hansen*

Title/Relationship to nonprofit: *Founding Board Member*

Mailing address: PO Box 105
Newell NC 28126

Primary telephone: 704-453-1118 Alternative telephone: 704-606-3642

E-Mail address: shyluerh@hotmail.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:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Furman Bridges International Academy Inc

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

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:

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	390
Second Year	K,01,02,03,04,05,06	465
Third Year	K,01,02,03,04,05,06,07	540
Fourth Year	K,01,02,03,04,05,06,07,08	615
Fifth Year	K,01,02,03,04,05,06,07,08,09	690
Sixth Year	K,01,02,03,04,05,06,07,08,09,10	765
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11	840
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	915
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	915
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	915

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.

furmanbridges2015
Signature

Secretary
Title

furmanbridges2015
Printed Name

12/05/2013
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:

To provide all children the opportunity and skills to advance, contribute, and compete to their fullest potential in the local and global communities by nurturing the whole student: the mind, the body, and the environment.

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

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

The FBIA will serve three primary needs - close achievement gaps; prepare students for post-secondary and/or vocational programs and provide students the tools they need to be positive social change agents in their community. On December 3 2013, in the Politico, the PISA test scores that was administered by the Organization for Economic Cooperation and Development reported that the U.S. students continue to perform poorly on international tests. In Math, the U.S. ranked 26th, 21st in Science and 17th in Reading in the world. It is therefore evident that there is an urgent need to enhance our students towards critical thinking and problem solving skills. These skills will create deeper learning and understanding of the knowledge which will equip them to be globally competitive.

FBIA will serve students in the Mecklenburg County, which is geographically a large county with high-density, multicultural and racially-diverse population. The board chose Mecklenburg County because it meets these criteria. FBIA will be situated in one of the three neighborhoods with zip codes 28205, 28212 and 28215 within the Charlotte Mecklenburg School District. The racial/ethnic and poverty compositions are provided as follows: Caucasian, 45.1%, African-American 33.4%, Hispanic 20.2%, and non-Hispanic 1.3%. For the 28212 zip code, Caucasian 31.8%, African-American 39.8%, Hispanic 28.0%, and non-Hispanic 0.4%. For zip code 28215, Caucasian - 26.7%, African-American 49.6%, Hispanic 18.1%, and non-Hispanic 5.6%. (2010 census population for zip codes). The below poverty level for the three zip codes are 28205 - 22.7%; 28212 - 25.3% and 28215 - 15.9%.

The distinguishing characteristic of this area is that majority of the student population attain lower levels of education compared to both state and national averages (U.S. Census Bureau, 2012; clsearch.com, 2012). The "Fact Sheets" of Charlotte-Mecklenburg Schools (CMS) indicates that ASEP

students in 3rd8th grade performed below grade level on the previous years assessments in reading and math.
<http://www.cms.k12.nc.us/mediaroom/aboutus/Pages/FactSheets.aspx>

This decline in EOG test scores is disturbing. In November, 2013, the Charlotte Observer reported a sharp decline in 2013 test scores compared to the previous year, 2012. Elementary and middle schools scored 42.2% in math, 43.9% in reading, and 52.2% in science fewer than half of the student population in CMS. Therefore, FBIA will close the achievement gaps through the implementation of rigorous academic standards, mastery learning, incorporating real-world learning that recognizes personalized and differentiated character education. It will utilize both formative and summative data to deliver instruction with thorough and ongoing professional development to ensure educators reach their potential. FBIA will create ongoing social support to students and their families, and intentional time for targeted remediation and enrichment that will invariably fulfill these needs.

In determining to establish a charter school, FBIA surveyed the local community to assess how well their needs will be met (see Appendix A for results). Our survey showed interest in Saturday classes, mixture of international and vocational studies and high demand for reading/comprehension, writing and math, and college preparatory program that incorporates real world learning, differentiation and character education. FBIA educational model with its focus on individualized education, strong family focus with excellent educators will provide the skills to nurture the talent of the student.

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 at FBIA for the first year will be 390, K-5 grades. This reflects 2.8% of the ADM of 141,000 student population (cms.k12.nc.us, 2012) in the Charlotte Mecklenburg School (CMS) district. The projected enrollment at full capacity in the tenth year will be 915. This reflects 6.5% of the ADM which will have a minimal impact on CMS's enrollments.

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

On November 10, 2013, the CMS Superintendent reported that 34% of North Carolina 8-graders were proficient in math and only 41% were proficient in reading. The difference in performance between low income students and others, between black and white widened. According to the data, White students scored 72.6% in math, 71.7% in reading and 79.2% in science, while Black students scored 27.5% in math, 30.2% in reading and 37.2% in science. Low income students scored 30% in math, 28.7% in reading and 37.6% in science. On November 8, 2013, the Charlotte Observer reported disabled students scored 11.4% in math, 11.1% in reading and 19.4% in science. The ELL students scored 20.5% in math, 9.9% in reading and 17.9% in science. Moreover, our survey of local parents identified high need for reading, writing, comprehension, math and science. FBIA will address these issues

head-on by implementing a Thematic-based curriculum infused with classical and traditional methodologies.

The greatest difference between CMS and FBIA, lies in FBIA's intentional focus on addressing the needs of children, especially at-risk students and socio-economically challenged in the targeted area and the neighborhoods. The Board of FBIA understands that lack of engagement with parents, students and educators is causing the steadily increasing number of urban students dropping out of school. The Board also understands that only through the complete commitment of excellent educators, staff, district, students, and parents to placing engagement and relevance front and center in the students educational experience will positive social change occur. FBIA will engage parents and community members, and hold each stakeholder accountable for the success and well-being of each student.

Like CMS, the Board believes in the necessity of having measurable and attainable goals. FBIA differs in that each student will be provided with individual attention, foundational skills development and the social, emotional, and behavioral support required to address specific individual challenges to advance to their age-appropriate grade level. Our unique Individual Learning Plan (ILP) will allow us to address any identified gaps in each student's performance and provide the necessary interventions and supplemental instruction to ensure that North Carolina course requirements and graduation standards are met.

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. *Educators at FBIA will have numerous professional development opportunities through Professional Learning Communities, courses offered at*

the North Carolina Department of Public Instruction, webinars, partnerships, and conferences.

Educators 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. Educators who show exemplary leadership, knowledge, and professional development will have the opportunity to serve as a lead teacher or a department head.

2. FBIA 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. FBIA will provide families and students in Charlotte Mecklenburg and the surrounding counties with a focus on mastery/interactive learning, high academic standards and community service, delivered through innovative research-driven instructional methods. FBIA students will develop strong relationship with faculty, peer-to-peer and the community. Expeditionary/service learning and internships will enhance their learning skills. FBIA strongly believes in educating the whole child with diverse opportunities to stimulate each student's hunger for knowledge

4. The FBIA 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. Educators will take responsibility of their classrooms, keeping them clean, safe, and orderly and FBIA will implement a uniform policy to deter students from bullying and potential distractions. FBIA 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.

FBIA'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. FBIA 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 helping them become winners by grouping the students 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. FBIA will also provide Advanced Placement, honors, and college level courses.

6. FBIA supports and encourages educators to collaborate through professional leadership conferences and share innovative teaching methods that will support FBIA's mission and vision. Competent educators will use different and innovative teaching methods, such as Thematic infused with Classical and Traditional approaches, 21st century learning skills aligned with common core standards that will enhance the comprehension and retention levels of the students. FBIA will provide adequate support system that will motivate the educators to make a long-term commitment to the students.

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.*

FBIA has established measurable student achievement performance goals that reflects its mission and purposes under the formative/summative assessment and the NC READY accountability system. The board will include student academic performance in its strategic planning process to be reviewed by the education committee and FBIA staff during collaboration as indicated in the education plan. In addition, FBIA will provide post-secondary courses for students who are college ready. FBIA will develop a tracking system for students K-12 to monitor their academic progress and ensure that each student is fulfilling and exceeding the yearly benchmark expectations. FBIA will incorporate a 12-year tracking system that will monitor graduate students. In so doing, FBIA will monitor the success of graduate students and provide resources as needed. The following are the Schools achievement performance goals:

Goal 1 - Mastery Learning: This is to have 100% understanding of knowledge, ownership of knowledge, and wisdom through skill building in the classroom. Knowledge is building blocks, inter-dependent, inter-connectedness. The percentage of FBIA students will increase by three percent per year for the first five years through NC READY accountability system and formative/summative assessment in conjunction with NC assessments. FBIA ultimate goal is that seventy five percent of the student will be prepared for post-secondary, twenty percent will be prepared for vocation entrepreneurship, and five percent who do not graduate will have another opportunity for continuing education to obtain their diploma.

Goal 2 - Global, Environmental Awareness and Health Education: This will be obtained through education in history, geography, politics, education, languages, cultural sensitivity and diversity, and business. Environmental awareness is about educating students of the past, present and future choices that has impacted the environment. Healthy living and healthy lifestyle include active participation in physical activities and making healthy nutritional choices. The percentage of FBIA students will increase by five percent per year based on test scores over the first five years.

Goal 3 Character Development and Personal Accountability: The strategy used to attain this goal will be utilized through mentoring, tutoring, interactive learning and accountability. The percentage of FBIA students will achieve five percent proficiency growth per year for the first five years in peer to peer support learning through formative and summative assessment, and testing scores in conjunction with NC assessments.

Goal 4 Stakeholders: FBIA will collaborate with stakeholders which includes the parents, family members, care-takers, educators, students and community members by educating the WHOLE CHILD that will positively impact the community. Participation will increase by three percent per year for

the first five years, and this will be accomplished through community forums, survey, social media, parents/educators conferences, clubs, and volunteer opportunities.

Goal 5 - College Prep/Vocational/Entrepreneurship/Apprenticeship: Every high school student will be required to complete the future ready requirement. In addition, each student that are college ready will be given the opportunity to take advance classes, complete special projects, prepare for SAT and ACT. Test scores will increase by three percent per year for the first five years. Furthermore, each student will have the opportunity to participate in college tours, have a college-student mentor, and invite college professors and students to talk about college life. For students who are interested in vocational, entrepreneurship and apprenticeship, FBIA will partner with local businesses that will train and build the skills of these students for job-readiness.

Progress reports will be reviewed by the governing board and stakeholders on a quarterly basis.

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

The board will be presented with qualitative and quantitative data (QQD) that forges progress towards achieving its mission. Comprehensive annual data review will be a key component of the board governance and strategic planning procedures which will drive revisions to FBIA's school policies, programs and budgets. Data for QQD will be obtained from core program activities, including NWEA Assessment, Individual Grade Portfolio, Individual Learning Plans, and parents/community/students assessment and surveys.

The governing board will consistently review the implementation and outcomes of the curriculum incorporated by FBIA which focuses on physical fitness, healthy eating and environmental awareness as well as cultural diversity and international collaborative education.

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.

FBIA will provide students in Kindergarten through 12th grade a comprehensive educational program based on the Thematic Unity Study and North Carolina Essential Standards combined with an innovative, and researched-based teaching strategy. FBIA's educational program is specifically designed to fulfill our mission: to create a learning environment that will encourage the next generation of leaders to maximize their potential. The student will learn to solve problems, to participate ethically as global citizens, to care for themselves, and to be stewards of the environment. These mandates will develop the academic skills and problem-solving capacity of our students while emphasizing character development and personal accountability. This emphasis will permeate the teaching methods in our classrooms and will be further integrated explicitly through our peer involvement and school culture. The academic skills and problem-solving capacity of our students will develop through a content-based curriculum and innovative instructional methods that support critical thinking and inquiry.

The following five pillars of FBIA education plan are designed to address key educational needs identified in our target population:

Mastery Learning

Thematic Unit Study will be the primary focus; which will allow students to be taught across the curriculum with a multi-disciplinary focus through topic instead of isolated subjects. This will be supplemented with the Traditional unit which is the workbook/textbook approach, and Classical unit which integrates with the child's cognitive development. The varied instructional techniques with differentiated learning strategies for a diverse learning environment will allow for a differentiated approach to meet each students needs. To achieve mastery learning, FBIA will recruit competent educators.

Global, Environmental, and Personal Awareness

FBIA will incorporate global education and motivate students to become the stewards of the earth. Environmental awareness is about educating students of the past, present and future choices that has impacted the environment. Healthy living and healthy lifestyle include active participation in physical activities and making healthy nutritional choices.

Character Development and Personal Accountability

FBIA will incorporate a comprehensive, written, school-wide Student Handbook (attached as an appendix D), which will include both a code of ethics and conduct. Each student will be held in high expectations and standards through responsibility and accountability.

Stakeholders

FBIA will collaborate with stakeholders by educating the whole child that will positively impact the community. FBIA will involve stakeholders through various family focus programs.

College Prep, Vocational, Entrepreneurship and Apprenticeship

Every high school student will be required to complete the future ready requirements. College ready students will be given the opportunity to take advance classes, prepare for SAT and ACT, and participate in college tours. For students who are interested in vocational, entrepreneurship and apprenticeship, FBIA will partner with local businesses that will train and build the skills of these students for job-readiness.

Assessment Strategies

Students will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. FBIA will use in-house and curriculum program assessments, presentations, discussions, observations, rubrics, fluency checks, and standardized tests. Frequent formal and informal assessments will allow educators to monitor the students progress which will be recorded and reported for review.

Meeting Student Needs

The primary goal of the Board is to increase the academic standards of the students and provide an environment that will nurture the whole body. Furthermore, students will be provided a strong foundation in character building that will make them productive and successful citizens in the community.

K-5 Curriculum and Instructional Design:

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

FBIA's elementary school's basic learning environment will be classroom-based and independent study where students will have a safe, positive, and clean atmosphere to learn, explore, and reach their potential in a hands-on environment with a student to teacher ratio of 20:1. Educators will be moving throughout the day to different classrooms. This will create more harmony, better transition and less disruption in the classrooms.

Class Size and Structure

In the elementary grade levels, classrooms will have a maximum of 20 students and will be set up to encourage mastery learning with a high emphasis on collaborative peer-to-peer support learning, hands-on teaching, active student participation, and high student expectations. 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, the facts of mathematics, global and cultural awareness, etc. There will also be elective courses such as sports, library science, character building, community services, music, field trips, arts, etc. Educators in elementary school will ensure each student will have the foundational facts to be successful in middle school. Highly qualified floating educators will be used at the elementary level and will help monitor student learning. 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.

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.

FBIA'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 rigorous and comprehensive academic program to ensure that students will have the opportunity and skills to be a successful and contributing member of society by nurturing the whole student: the mind, the body, and the environment.

FBIA will follow all state and federal testing and accountability requirements as well as provide benchmarks to ensure students are making the academic growth necessary to succeed. FBIA will study the data to ensure the program, the method of delivery and/or differentiation in instruction we are using will be the most effective curriculum available for our targeted population.

As our targeted population is with low academic scores, due to percentage of LEP students, economically challenged, and many other contributing factors with ethnic composition of Whites 41.4%; African-American - 39.5%; Hispanic - 12.6%; and others - 6.5% (2012 Demographic Data).

FBIA is committed to helping our students become confident and successful learners by the five pillars of educational plan. These are Mastery Learning, Global, Environment and Health Education, Character Development and Personal Accountability, Stakeholders, and Different Strokes, Different Folks learning plan.

FBIA will focus primarily on the Thematic Unit Study that will allow literacy to grow progressively, with vocabulary linked and spelling and sentence writing being frequently, yet smoothly, reinforced. It also guides connected ideas to follow on easily.

The results of working the Thematic approach often result in students having fun and more actively involved in education. This approach develops learning skills more quickly as each one is connected to and reinforced by the other, and become more confident and better motivated.

This will be supplemented with the Traditional education that promotes a more holistic approach which focuses on individual students' needs and self-expression. A progressive approach to the traditional unit study, FBIA will favor the student-centered and task-based approaches to learning as opposed to rote learning and memorization. The Classical education which is language-focused, follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

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 mastery learning

taught through exploration, collaborative peer-to-peer learning, hands-on lessons, and community activities with traditional, classical and Thematic Unit Studies.

The primary strategies that will be used for the targeted student population will be:

Literacy Focus: Strong emphasis is placed in literacy. FBIA educators will be strong readers and writers. They will provide explicit instructions throughout the curriculum. Students will learn how to think deeply and analyze a range of rigorous and complex literarily and informational text. Educators will assess students understanding through different methods which include students writing, presentations, class projects and tests. Diagnostic data will be used to identify reading problems to ensure that the target population will receive the assistance needed for mastery learning.

Technology Literacy: FBIA recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. FBIA educators will use technology to manage student's learning, reinforce concepts, and value to their instructions and provide individual remediation and repetition that will enrich each student's success. Furthermore, FBIA educators will use technology to assess and track students progress. Students use technology as a research tool to practice and review skills and content, presentations and performances and to produce high outcomes. Technology is used to connect student to student in the global environment. Students and educators will collaborate with other students and educators in different countries via Skype. Blended learning such as the Khan Academy will be incorporated where educators believe it supports effective teaching and learning.

Global Education: The primary goal of global education is to use holistic instructional approach to increase awareness and appreciation of other cultures, their history, languages, customs and traditions.

Environmental Stewardship and Healthy Living: FBIA educators will train each student to be environmentally aware create environmental awareness such as recycling, conservation, go-green, healthy eating habits with the need of daily physical activities. There is a direct correlation between healthy eating, physical activity and overall school performance.

Character Building: FBIA educators will model exemplary character such as passion, positive attitude, honesty and integrity which will positively impact the student's self-esteem and character development. Each student will be held in high expectations and standards through responsibility and accountability. This will groom these students to be successful members of the global community which will enhance their academic success.

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.*

FBIA believes that year-round calendar of 193 days with 1,116 instructional hours will boosts performance because of more frequent but shorter breaks allows struggling students extra time for remedial help, and increases the chance of higher test scores. Furthermore, the FBIA calendar will have a more positive effect on students who are deemed at-risk for academic challenges such as children from low income and Limited English language Students.

FBIA's education plan is specifically designed to fulfill our mission to create a learning environment that will encourage the next generation of leaders to maximize their potential. The student will learn to solve problems, to participate ethically as global citizens, to care for themselves, and to be stewards of the environment. It is our goal that all students will learn to be creative, innovative and energetic in their learning in a well-structured and cultured environment that will nurture their talents.

FBIA believes that recruiting and retaining excellent educators who are passionate, energetic, innovative and diverse will discover and nurture students to realize their full potential. FBIA educators will be offered on-going professional development and in-house training that will equip them to nurture individual students talent.

6-8 Curriculum and Instructional Design:

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

FBIA believes that this creates more harmony, better transition and less disruption and stability in the classrooms. As a K-12th 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 25 students. Highly qualified floating educators will be used at the middle school level and will help monitor student learning. Classrooms will be set up to allow for the flexibility of varying lessons and activities. FBIA's three basic unit approaches of Thematic, Traditional and Classical will be incorporated in the classroom learning. Each class will be structured with a thought provoking warm-up, a hands-on lesson that incorporates collaboration, movement, discussion, technology, and remedial and enrichment opportunities for each lesson. Independent work and or small group work will be required for assessment reasons, to ensure mastery of the lesson is achieved.

The students will be heterogeneously grouped in each grade to encourage diversity and allow for differentiation of instruction. 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 health, global awareness courses, foreign languages, arts, and additional technology opportunities. Each grade level will have a grade level head, who will act as a lead teacher and work closely with the principal on issues such as student culture and academic performance. 21st century thinking will be required at this level and incorporated across the curriculum through investigation, discussion, and debate.

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.*

FBIA's 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.

As the targeted population of FBIA is a diverse community, FBIA will continue to strive towards its mission of successful, well-rounded, lifelong learners and contributors to their society by:

1. Providing Mastery Learning that will set clear high achievement goals and educate each student to achieve them. Providing passion, innovative environment that will nurture and stimulate the minds of all students and keep them engaged through peer-to-peer interactions.
2. Educating students about global awareness and training them to be stewards of the earth. Students will actively participate in physical education and make healthy nutritional choices.
3. Incorporating character development and personal accountability in all lessons to enhance confidence and kindness.
4. FBIA will collaborate with stakeholders by educating the whole child that will positively impact the community.
5. Collaborative and Peer-to-Peer learning will be used in conjunction with other instructional methods such as integrated peer-to-peer supportive learning, as well as Khan Academy and weekend tutorials as additional learning tools.

Middle school students will also be required to follow all state and federal assessment guidelines as well as in-house assessments used for placement and growth calculations.

FBIA will focus primarily on the Thematic Unit Study that will allow literacy to grow progressively, with vocabulary linked and spelling and sentence writing being frequently, yet smoothly, reinforced. It also guides connected ideas to follow on easily. The results of working the Thematic approach often result in students having fun and more actively involved, develop learning skills more quickly as each one is connected to and reinforced by the other, and become more confident and better motivated. This will be supplemented with the Traditional education that promotes a more holistic approach which focuses on individual students' needs and self-expression. A progressive approach to the traditional unit study, FBIA will favor the student-centered and task-based approaches to learning as opposed to rote learning and memorization. The Classical education which is language-focused, follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

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:

Interactive Instruction: relying heavily on discussion and sharing among participants. Students can learn from peers and educators 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.

Strategic Questioning: Educators will encourage 21st century thinking to

arouse student curiosity and help students think critically about complex topics, especially at the "logic" stage of learning. Educators will use Blooms Taxonomy to stimulate questioning.

Expeditionary Model Learning is an inquiry based that provide a framework to students in rich, complex, and purposeful learning. FBIA will inspire the motivation to learn, engage educators, and students in new levels of focus and effort, and transform students to become leaders of their own learning.

Literacy Learning: FBIA places emphasis on literacy. Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development.

All educators will need to exhibit excellent 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.*

As explained in the elementary section, FBIA believes that year-round calendar of 193 days with 1,116 instructional hours will boost performance because of more frequent but shorter breaks allows struggling students extra time for remedial help, and increases the chance of higher test scores. Furthermore, FBIA calendar will have more positive effect on students who are deemed at-risk for academic challenges such as children from low income and Limited English language Students.

FBIA's education plan is specifically designed to fulfill our mission to create a learning environment that will encourage the next generation of leaders to maximize their potential. The student will learn to solve problems, to participate ethically as global citizens, to care for themselves, and to be stewards of the environment. It is our goal that all students will learn to be creative, innovative and energetic in their learning in a well-structured and cultured environment that will nurture their talents.

FBIA believes that recruiting and retaining excellent educators who are passionate, energetic, innovative, competent and diverse will discover and nurture students to realize their full potential. FBIA educators will be offered on-going professional development and in-house training that will equip them to nurture individual student's talent. FBIA educators will have strong support system that would create stability and consistency. This will reinforce their commitment and passion in nurturing the individual student talents.

9-12 Curriculum and Instructional Design:

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

FBIA strongly believes in educating "the whole child": there will be many diverse opportunities to stimulate each individual student's potentials and hunger for knowledge. Classrooms will have a maximum of 25 students. Highly qualified educators and floating assistants will be used at the high school level and will help monitor student learning. High school students will transition classrooms based on subject offered at the level. The courses offered will vary depending on student achievement and student path. College

preparatory, Advanced Placement, and Occupational Preparatory courses will be offered at this level using advanced technology through the Khan Academy Computer Model and the use of document cameras and computer based learning and assessments.

Core subjects offered will be Math, English, Science, Social Studies, Technology, Text Prep, and World Languages as well as advance course. Some of examples of electives offered at this level will be International Studies, Vocational Apprenticeship, College Prep, Debates, Community Services, School Gardening, research projects, etc.

FBIA will partner with local business and community colleges to allow students build the necessary skills and tools for continuous advancement for post education, employment and vocational training.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*
2. *As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

FBIA's academically rigorous high school curriculum combined with inquiry-based instructional strategies, is specifically designed to fulfill our mission statement. These will be achieved by providing all students the opportunities for advancement and mastering the requisite content and develop the necessary skills and attributes, whether it be a higher learning or post-secondary education through a college, university, trade, or military service, or joining the workforce. Therefore, as stated in our mission, we will provide all students with opportunities for advancement and will align with Common Core and NC Essential State Standards to ensure students are prepared for testing under the NC Accountability Model as well as Future-Ready requirements. This will be FBIA's baseline for academic program. FBIA's core subjects and electives will be modeled around our five pillars of education which are mastery learning, global, environmental and health education, character development and personal accountability, stakeholders, and college prep, vocational and apprenticeship. Some of the core subjects will include math, ELA (English, Language & Arts), science, technology, civic and economics, world history, social studies, etc.

FBIA will focus primarily on the Thematic Unit Study that will allow literacy to grow progressively, with vocabulary linked and spelling and sentence writing being frequently, yet smoothly, reinforced. It also guides connected ideas to follow on easily. The results of working the Thematic approach often result in students having fun and more actively involved, develop learning skills more quickly as each one is connected to and reinforced by the other, and become more confident and better motivated.

This will be supplemented with the Traditional education that promotes a more holistic approach which focuses on individual students' needs and self-expression. A progressive approach to the traditional unit study, FBIA will favor the student-centered and task-based approaches to learning as opposed to rote learning and memorization. The Classical education which is language-focused, follows a specific three-part pattern: the mind must be

first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

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

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

College Readiness - Teachers will use the states Future-Readiness model gearing students for higher education and completing prerequisites for high school graduation and college entrance. In addition, educators will implement the Khan Academy learning tools, after school and weekend tutorial and engage stakeholders to actively participate in the students' academic achievement and become positive role models.

Career Readiness - Educators will provide students the opportunity of partnerships and internships in the community, building networks and experience in their field.

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

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

FBIA's graduation requirements will be aligned with the course of study and college entrance requirements. Our instructional program will be modelled to help students develop personal accountability and academic skills. FBIA will systematically review students' academic progress, and provide support when needed to ensure that all students are prepared and ready for college, trade, military service, or joining the workforce. We will review students' class room and state tests to ensure their readiness to take the SAT/ACT test which all students are required to take in order to be considered for post-secondary education. In addition, FBIA will provide post-secondary courses for students who are ready to go to college. FBIA will incorporate a 12-year tracking system that will monitor graduate students. In so doing, FBIA will monitor the success of graduate students and provide resources as needed. Students will have the opportunity to learn college life through presentations by college admission personnel, college tours, and college student mentorship.

6. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts?

FBIA will follow the core curriculum for each grade level based on Future-Ready core requirements. Each student will be required to earn 6 credits each year for required courses for graduation. Minimum requirement for graduation for the core courses are Math, English, Science, social studies, healthy living, civic/economics, U.S. history plus eight elective courses. See Appendix T-1 of Standards for Graduation. Each student will receive a passing grade to earn credit. Grade Point Averages will be calculated based on NC Policy GCS-L-004 on grading. Tests will be based on 50% of grade, quizzes 25%, 15% homework, and 10% participation. Students who take AB tech classes, AP courses will receive additional credit.

FBIA will follow NC DPI Policy for transcripts which will include grade point, class rank, EOC test scores, and uniform course information as well

as course name and units earned for graduation, and credits earned for admission to institutions of higher learning.

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

FBIA's year-round calendar (included in Appendix C) provides 193 days and 1,116 instructional hours. Prior to first day of school, educators will have the month of June as orientation to prepare educators for the upcoming school year. There will be two-weeks of professional development within the school year for educators, monthly early release days and ten-day educators work days. Time for educators planning and training will also be incorporated in the calendar when floating associate educators will conduct programming, training and coaching as needed. The instructional hours with specific time for remediation and enrichment will give educators time for learning and planning that will support challenging academics and inquiry-based instruction required to achieve our mission. Educators will have mentors that will provide assistance, support and guidance to advance and excel in their teaching techniques.

There will be nine parent-teacher conferences within the school year to engage the parents in the progress of the students overall performance. FBIA will also encourage additional stakeholders to participate in the parent-teacher conference days.

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.*

FBIA educators who are passionate and energetic will be selected based on their interest and expertise in serving students with special needs and at-risk. FBIA educators will utilize an individualized approach to engaging lessons and classroom lectures modeled on trust and respect. Educators will be trained to provide early intervention techniques to special needs students that will promote academic performance. When students continue to struggle with their challenges, chronic absences, low grades, disruptive and non-compliance behavior or when students are having emotional difficulties, educators will follow a planned intervention which will consist of notifying the family and seek in-house consultation. If greater intervention is needed, a core team composed of educators, parents/caregivers, specialists/consultant will be developed.

Data will be collected from classroom performance, social, educational and academic history, vision and hearing screening, work samples, observations, parents input and any evaluation provided by the family. The core team will review all collected documents to develop the plan to meet the needs of the students. The plan will be reviewed regularly and modified as needed based on outcomes. If goals are not met based on implementation, referral for further assessment will be considered. Additional support will be provided during after-school and weekend tutorials. See Appendices T2-T4 (why Saturday Classes, Sample of Saturday Classes Schedule, and Sample of

Saturday Subjects).

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.*

1. Methods of identifying ELL Students:

FBIA anticipates that its population will be representative of its surrounding neighborhoods. Therefore, FBIA estimates that approximately 12% of its total student population will be ELL students. To identify these students FBIA will administer home language surveys in the enrollment packet for all students and will be maintained in the student's file. If a language other than English is spoken in the students home, the student will be scheduled to complete the 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.

2. Instructional Programs, Practices, and Strategies:

FBIA will have an ELL educator 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, educators, 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. High emphasis will be placed on the recruitment of bilingual educators who can provide additional tutoring to students during after school and weekends. Accommodations can include, but are not limited to: read aloud, separate setting, extended time, chunked text, and one item per page. Furthermore, students will be required to read on a daily basis with the support of parents and caretakers to increase their English proficiency. FBIA will encourage parents/students reading on Saturdays.

3. Monitoring, Evaluation, and Exit:

ELL students will be monitored through collaboration from the ELL educator, class instructor, and parents using class work, assessments, fluency checks, and one-on-one time with the ELL educators. ELL students will be evaluated annually using the state and federally required WIDA ACESS for ELL assessment. These instructors will be trained in the Sheltered Instruction Observation Protocol (SIOP). SIOP is a sheltered instructional approach to teach English language learners which integrates language and content instruction. Students who attain proficiency will be monitored and receive support as needed. The school will comply with the states exiting requirements from ELL services. The criteria is 1) a minimum score of 4.8 Composite 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.*

1. Intellectually gifted students will be identified through a series of documented test scores, academic grades, MAP tests, achievement test results, student exceptional portfolios, advance placement tests, and parent-educator input. Once identified, educators will complete recommendation form to be placed in the advanced program. In order to meet the needs of intellectually gifted students, educators will use the differentiated approach. With differentiation, educators will apply the necessary strategies to enhance advance learning. Students who present unique talents and abilities engage in center-based work and projects that stress higher-order thinking to meet and stretch the cognitive demand of the student. Opportunities to extend learning are provided through Advanced Topics courses, and academic programming such as Academic Games, Debate, Ladies of Honor, National Honors Society, and the W.E.B. Dubois Honor Society. Through these experiences, student interest and ability drive learning with the facilitation of a highly qualified instructor. Students will have the opportunity to engage in college preparatory and intensive progress based programs.

FBIA will also focus on the Thematic Unit Study that will allow literacy to grow progressively, with vocabulary linked and spelling and sentence writing being frequently, yet smoothly reinforced. It also guides connected ideas to follow on easily. The results of working the Thematic approach often result in students having fun and more actively involved, develop learning skills more quickly as each one is connected to and reinforced by the other, and become more confident and better motivated.

This will be supplemented with the Traditional education that promotes a more holistic approach which focuses on individual students' needs and self-expression. A progressive approach to the traditional unit study, FBIA will favor the student-centered and task-based approaches to learning as opposed to rote learning and memorization. The Classical education which is language-focused, follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

2. In order to appropriately and adequately monitor and evaluate the progress and success of academically and intellectually gifted (AIG) students, FBIA will form super advisory group of parents/family members, educators, professionals, community members and a selected AIG students representative. The super advisory group will meet regularly to review all aspects of the AIG program and make recommendations for program improvement. The use of NWEA assessments, Performance Series by Scantron assessments, and ACT assessments in reading, writing, and mathematics will allow FBIA to monitor students who are performing at exceptional levels. In addition to the previously mentioned assessments, educators will monitor mastery of curriculum content through the formative assessment process. Summative Assessments will also be administered. College credits, advance research-based projects and advance courses will be provided to AIG students.

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. Students will be identified through:

Parent Orientation: Parents will be informed to notify the School Principal or Special Education Coordinator that their child received Special Education or Section 504 of the Rehabilitation Act Services from their previous school. They will be required to complete and submit a Special Education data sheet to the Special Education Coordinator.

School Registration Form: The FBIA School Registration Form will have a Special Education/504 section that asks a parent/guardian if their child received Special Education or Section 504 of the Rehabilitation Act services from their previous school. The parent/guardian will be required to complete the Special Education/504 section and the Special Education data sheet and submit a copy of their child's IEP or 504 Plan to the Special Education Coordinator.

Comprehensive Exceptional Children Accountability System (CECAS): The Special Education Coordinator will meet with the principal and general education staff to cross-reference students suspected of a disability through CECAS Student-Level Data Collection. In the event a district does not use CECAS, Exceptional Children Standard Reports, State and Federal Child Count, FBIA will use End-Of-Year Reports and previous school records to determine if the student has a previous IEP.

2. FBIA 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. Educators, 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 educator will recommend the student to the Student Intervention Team (SIT) with parental permission.

Evaluation

The SIT team will consist of the students' educators, resource educators, administration, exceptional children educators, 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 of 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.

3.1. Requesting Records: Within 30 days of student enrollment, FBIA will request the students 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.

3.2. 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.

3.3. 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. FBIA will provide special education and related services according to the federal Individuals with Disabilities Education Improvement Act (IDEA) and the regulations of the North Carolina Public School Law, article 9. FBIA will offer a full continuum of services, including regular, resource and separate setting program to serve students with special needs, ensuring that Exceptional Children (EC) become part of the school community regardless of their strengths or weaknesses. We will also ensure that the EC students are included in the feeling of belonging among other students, educators and support staff, to receive needed support services. FBIA will offer a full inclusion program to EC whose educational needs can be met in regular classroom setting in the least restrictive environment. FBIA will provide this fully inclusive model together with an EC educator who will offer input to enhance the curriculum for those students. FBIA anticipates 12% of the student body to be EC. While full inclusion is optimal, FBIA recognizes that the IEP team will determine the continuum of services for students with disabilities. Some students may require more and intensive services in a setting away from non-disabled peers to reach their full potential. Furthermore, FBIA will offer after school and weekend classes (see appendices T2-T4) and Khan Academy tools to provide additional support as needed. This will encourage parents to participate in the weekend classes so that they can model at home.

2. FBIA will fully comply with federal laws and regulations governing students with disabilities as follows:

FBIA is responsible for providing a free appropriate public education to children with disabilities enrolled in the school that have been determined through an IEP to require EC services. FBIA will ensure that students who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in NC policies governing Services for Children with Disabilities (2010) instruction, and that students already identified are re-evaluated by the multidisciplinary team at least every three years.

When a multidisciplinary team determines that an EC requires programs and services, FBIA will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed on an annual basis or more frequently as determined by the IEP team.

With rare exception, any student referred for EC testing will have been vetted through the Response To Intervention process, ensuring that students will have been provided with every possible opportunity to succeed in the general education classroom.

3. Ongoing progress monitoring such as AIMS Web is administered to track rate of progress to determine which concepts and skills need to be targeted for further instruction. Student progress is monitored recurrently to ensure academic success and to allow program individualization, a key element of effective special education (Fuchs & Fuchs, 1995). Weekly staff meetings and frequent progress reports will allow FBIA educators, administrators and parents to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely fashion. The building IEP/Section 504 Team, which includes the parents and administration, will be responsible for determining the special accommodations and services that are needed to ensure that all students receive a free appropriate education. The building IEP/Section 504 Team will monitor the student's progress and effectiveness of the student's plan. The MET Team will meet with the parents as needed. FBIA staff and parents will become knowledgeable and current in the requirement of Section 504 and IEPT Plans through on-going Special Education Training and Staff Meetings. FBIA Special Education and 504 files will contain a compliance checklist to insure compliance and adherence to the NC Policies governing services for Children with Disabilities, Continuous Improvement Performance Plan and the NC State Performance Plan regarding EC.

In addition, EC Educators will be required to complete an IEP Alignment guide. The IEP Alignment guide is designed for EC educators to use in writing IEPs in Math and Reading. EC educators will also be required to disseminate IEP Review documents to administrators and the EC Educators. The IEP Review document is a snapshot of the student's academic/behavioral weaknesses and strengths, Present Level Statement of Performance, classroom accommodations & modifications and IEP academic/behavioral goals.

4. FBIA Board of Directors will select and contract for related services. Related services include but are not limited to speech and language pathology, audiology services, psychological services, physical therapy, occupational therapy, nursing, art therapy, and social work services. The implementation and delivery of related services will be based on the student need as determined by the IEP, which includes the school principal, child's educator, and parent(s). Key elements of the IEP include the projected date for the beginning of the services and the anticipated frequency, location,

and duration of those services.

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. FBIA's mission statement is to provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life-long learning. We will achieve this through implementation of a rigorous curriculum which will include Thematic, Classical and Traditional approaches, in addition to mastery learning, environmental stewardship, global education and healthy living/healthy lifestyle. Formative assessments data and regular observations, an intentional professional development program designed will help educators become the best they can be; and creation of a school culture that provides a safe and nurturing learning environment in which students can develop the skills and personal qualities important for success in life. Parents, students, and staff will collaborate to create an environment that values both academic achievement and strong moral character.
2. FBIA will use aligned standardized assessments, periodic benchmark assessments, NWEA MAP assessments, EOC and EOGs, as well as ACT and SAT; and a variety of culminating assessments will be incorporated into daily practice. Students will also participate in all State assessments in accordance with NC Laws and Regulations. Assessments will be aligned with the curriculum and instruction. Assessments will be designed by matching the appropriate measurement method to the type of learning targets: knowledge, reasoning, skill, performance, or disposition. Assessment data will inform all instruction at the School. Frequent formative assessments will be given to determine student learning during a unit of study. These formative assessments will consist of, but are not limited to: thumbs up/thumbs down, individual whiteboards for checking understanding, entrance/exit cards, homework checks, visual representations of learning, verbal responses, content area games, written spot checks, collaborative peer-to-peer learning, and interactive/individual project based learning. Educators will be required to indicate formative assessments in lesson plans. Summative assessments take the form of unit tests, papers, projects, presentations, and demonstrations to indicate content mastery. Educators reteach and reassess as necessary if student do not master the given content.
- Standardized and other norm/criterion-referenced assessments will be outlined in a yearly "assessment calendar." The assessments will be given periodically and will drive classroom instruction. Assessment data from Performance Series by Scantron will be the driving force behind FBIA's

intervention program. STAR Reading, Performance Series Reading, Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Word Analysis, and AIMS web will be used to inform reading instruction. Students will be placed in leveled or strategy groups determined by performance on the aforementioned assessments. The Readers Workshop method of instruction (mini-lesson, guidedreading, independent reading, and conferring) guides the reading classes.

STAR Math, Performance Series math, and Diagnostic Readiness assessments will be used to drive math instruction. Students will work in differentiated groups to attain content mastery. Cumulative grade level assessments will be written by content area committees to demonstrate student progress over time. After analyzing this data, core committees will determine effectiveness of grade level instruction.

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 educators, parents, and administration and other appropriate participants if needed. Promotion determination for students with special needs such as IEP, 504 Plans or ELL students will be made in consultation with the CORE team.

For high school, 9th grade students will be required to earn a minimum of 6 credits; the 10 grade students will be required to earn a minimum of 12 credits, the 11 grade students will be required to earn a minimum of 18 credits, and the 12 grade graduating students will be required to earn a minimum of 24 credits. The promotion criteria will consist of common core classes with selected elective classes. Additional requirements will include proficiency in biology, integrated math, English, internships, and graduating projects. Students who are unable to meet required grade standards will be referred to participate in FBIA academic assistance programs, such as weekend classes, intensive remediation, and retested on EOC. Each student upon enrollment, will be provided a copy of the Student/Parent Handbook which will have promotion criteria and requirement.

4. All student will be required to demonstrate proficiency on State mandated NC EOC exams and meet graduation requirements outlined in the Student Handbook. Students will also be required to demonstrate the knowledge and skill sets needed to succeed in post-secondary education/vocational training, and as described in the common CORE and NC Essential State Standards. FBIA will incorporate a 12-year tracking system that will monitor graduated students. In so doing, FBIA will monitor the success of graduated students and provide resources as needed. Students will have the opportunity to learn college life through presentations by college admission personnel, college tours, and college student mentorship.

In the event of a student with State-approved medical exception unable to participate in State-mandated testing, students must still meet all graduation requirements to receive a high school diploma. However, such students are not required to take and pass the EOC tests in order to meet the exit standards. FBIA's administrator/principal will grade and classify all students, thus making the final decision regarding exit standards (ncpublicschools.org. 2012, p. 2).

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. FBIA is dedicated to providing not only excellent education but high student behavior standards. To become the future global leaders, FBIA students will develop a core of ethics that includes a culture that values civility, order, empathy, compassion, honesty and respect for others.

In addition, character building, conflict resolution and problem solving techniques classes will be provided regularly in the school to help students learn the skills and tools to function effectively in society.

When students in elementary school follow the rules, they will receive various positive incentives designed to encourage appropriate student conduct. Such programs include the Student of the Day, High Five Awards, and the Classroom Positive Behavior Management Systems. If a student breaks a rule, color codes, depending on severity of the offense will determine the level of discipline. In middle and high school, students who demonstrates good behavior will be giving incentives such as tickets to local events or games, local trips, certificate of award, gift cards, and student of the month. Students who do not comply with the ethical standards appropriated by the school, will be channeled through a 5-tier disciplinary process. First, coaching with the student educator; second, peer advisory board; third, super-team committee which comprises of exemplary students, parents, educators and administrator will be met by the student in attempt to address the offense and provide intervention; fourth, in-school suspension (ISS); and fifth out-of-school suspension.

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

- a. Any actions that could jeopardize the safety and well-being of others
- b. Possession of illegal drugs
- c. Possession of a weapon
- d. Repeated willful disobedience of educator or refusal to follow directions given by other staff
- e. Bullying

3. FBIA will comply with the state and federal mandate regarding students with disabilities on a case by case basis and comply with the 5-tier disciplinary process. FBIA's super-team committee will have specialized educators that work with students with disability who will provide a fair treatment and recommendation of the outcome.

4. In creating a family focus-based system of education, FBIA has put in

place a robust plan to address grievance and concerns of parents regarding the performance and behavior of the student. The grievance procedures will consist of (1) address the issue with the student class educator; (2) discuss with the school social worker; and (3) meet with the Super-Team Committee. Any parent or legal guardian appealing the school's decision when a student is suspended or expelled, will complete a grievance/appeal form directed to the School principal 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: Furman Bridges International Academy Inc

Mailing Address: P O Box 105

City/State/Zip: Newell NC 28126

Street Address:

Phone: 704-453-1118

Fax:

Name of registered agent and address: Shyluer Holder-Hansen

P O Box 105

Newell NC 28126

FEDERAL TAX ID: 80-0901826

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)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Edward Smith II	Member	MECKLENBURG	Teacher

Elijah Dunbar	Vice Chairman	MECKLENBURG	Teacher
Gwendolyn McGowens	Public Relations	MECKLENBURG	Retired Teacher
Paul Peters	Resources	MECKLENBURG	Program Manager
Shyluer Holden-Hansen	Secretary	MECKLENBURG	Business Analyst
Yenrin Amanah	Treasurer	MECKLENBURG	Financial Analyst
Afranie Tuffour	Chairperson	MECKLENBURG	Social Worker

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 Furman Bridges International Academy (FBIA) 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 educators 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 FBIA 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 FBIA and will be required to answer to stakeholders for the academic, financial, and operational performance of FBIA. 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 FBIA, 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 drivetrain for the mission, vision and operational and educational goals of FBIA.

The FBIA Board of Directors will facilitate the annual evaluation of the 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 FBIA 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 members began as a small group of individuals committed to improving and differentiating the quality of public instruction in Charlotte. These individuals sought out like-minded individuals within the target community with a similar level of commitment and a willingness to undertake the task of drafting, submitting and defending a charter application and, if approved, to opening a charter school. Board members come from diverse and varied cultural, economic and professional backgrounds, all of which complement the process.

In the event that a position becomes vacant on the founding board, the remainder of the members will evaluate current needs in terms of skill-sets and expertise and perform outreach to the local community to identify, vet and select a new board member.

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

Per the bylaws, the board will meet no fewer than 8 times each year.

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

In addition, Board members will normally be expected to attend all training sessions available for board members offered by the Office of Charter Schools (OCS). Since the school is located in Charlotte, this should be reasonably feasible. FBIA will also work with its OCS consultant(s) to coordinate additional board training as needed and available. Also, each new board member is expected to read and regularly review existing school policies, particularly those pertaining directly to the Board itself. Each year the schools legal counsel and/or other appropriate officers or experts will conduct an orientation and review session on basic Board Member duties and requirements. Specific topics include:

- Basic board member duties (general review)
- North Carolina charter statute overview
- Fiduciary duties/due diligence
- Conflict of interest policy, procedure, and commitments
- Personnel roles, relationships, & standards
- School safety/student well-being
- Financial oversight & integrity
- Public records/open meetings
- General board procedures
- Hearing/grievance procedures
- New or revised potential policies required

New state/federal rules and legal developments
State of the School: annual needs and goals

The Board will hold in-depth training, as required, on particular issues (e.g., see topics above, due process requirements).

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 Furman Bridges International 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 FBIA 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 FBIA reflects a clear decision-making authority at every level which is accountable to the level above. That notwithstanding, the FBIA 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 Director

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 Director

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

Grievance forms are to be provided without cost by the Director within 48 hours of being requested by the aggrieved. The aggrieved is not required to provide a reason to the Executive Director 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 thorough 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.

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.

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.

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:

Every school is expected to make the qualitative offerings of competitive salaries and benefits an integral part of its recruitment plan. FBIA will also actively promote its engaging, collaborative work environment and commitment to every teachers' professional development. These qualitative characteristics of working at FBIA will serve as the cornerstone of its strategy to recruit and retain a quality instructional staff at every level of experience. FBIA will reach out to the colleges and universities in North Carolina, as well as the Charlotte NC office of Teach for America to provide teaching opportunities for newly certified teachers. FBIA will also recruit experienced, highly regarded, mid and late career teachers who are seeking new opportunities in their career by emphasizing the freedom that FBIA 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. FBIA 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. FBIA 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, FBIA will seek and pursue referrals from existing faculty and staff, parents and members of the community who have knowledge or existing relationships with quality educators who would positively contribute to the FBIA 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 FBIA, 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 Director. The Director will remain accountable to the board for all decisions made with regard to personnel.

Every member of the faculty and staff of FBIA 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 Director.

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 Director.

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 unless 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 qualifying 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 Director 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.

FBIA will establish a comprehensive protocol for evaluating employees. In instances where staff or faculty members are identified as under-performing the staff/faculty member will be counseled by the Director 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

Director salary: \$75,000

BENEFITS:

Employees will receive major medical insurance through the state health program. FBIA 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).

FBIA 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.

FBIA will offer participation in a tax-deferred, defined contribution retirement plan. FBIA 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.

FBIA 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. FBIA 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 Headmaster/Principal

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

FBIA will establish a comprehensive protocol for evaluating, remediating, and/or terminating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Principal 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 or during school-sponsored events 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.

None

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 up to 3 special education teacher assistants. EC staffing will fluctuate up or down as exceptional child enrollment and IEP requirements dictate.

The faculty will include at least one certified educator with ELL certification or endorsement.

Special education teachers will have a Bachelor's 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 satisfactorily fulfill the roles and responsibilities for which they were hired. 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 stakeholders.

EDUCATORS:

In accordance with State law, 50% of classroom educators 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 educators 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. Educators 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.

DIRECTOR:

The Director 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 Director is accountable to the Board of Directors. Minimum qualifications include a Bachelor's Degree in Humanities or Master's degree 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.

SOCIAL WORKERS

The primary function of the Social Worker is to provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. The Social Workers will possess a Bachelor's Degree and/or a minimum of two years experience working with children similar in age to the position hired (elementary, middle or high school). Master's Degree in Social Work/Guidance and/or School Counseling and hold a current social work license.

OTHER ADMINISTRATIVE PERSONNEL

Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Director or other designee. Each position 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 Director, 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.*

FBIA 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 educators 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 Director will conduct the evaluation process in which the educator 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 educators, directors and peer evaluators must complete training on the evaluation process.

Component 2: ORIENTATION

Within two weeks of an educator's first day of work in any school year, the Director will provide educators 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 and bearing in mind feedback, growth and improvement plans from previous evaluations, educators will conduct self-

assessment of their performance 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 E.D. will meet with the teacher to review and discuss the educators' self-assessment, the educator's most recent professional growth plan, and the lesson(s) to be observed. The educator will provide the Director with a written lesson plan. The goal of this conference is to prepare the E.D. 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 Director 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 educators who are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer. Career educators will be evaluated no fewer than two times per year. During observations, the Director and the peer will note, in writing, the educators performance in relation to the standards contained in the evaluation rubric.

Component 6: POST-OBSERVATION CONFERENCE

The Director (and peer for probationary educators) shall conduct a post-observation conference with the educator being evaluated no later than ten days after each formal observation. During the post-observation conference, the Director and teacher shall discuss and document on the evaluation rubric the strengths and weaknesses of the educator's performance during the observed lesson. During conference, the Director and educator shall discuss the educator's self-assessment, the most recent Professional Growth Plan, the components of the evaluation process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the educator's performance on the evaluation rubric.

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 FBIA 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 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 (10 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 approximately 20-25 hours of designated staff development time throughout the school year in the form of 6 half-days in September, October, November, January, February and April. School will not be in session for students during these days but faculty and staff will be required to report to work. 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 educators of short (1-2 hour) topic-specific online and webinar based voluntary learning opportunities that are available throughout the year. If educators choose to participate in such opportunities, arrangements will be made in advance so that classes can be covered during the time that the educator 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 reflects 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 will 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 Clubs of Charlotte, community sporting leagues and the YMCA of Greater Charlotte ; 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 5-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.*
1. FBIA 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.
2. To achieve this level of engagement, FBIA will host community events,

public forums and informational 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 FBIA. In addition, FBIA 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.*
1. Except as otherwise provided by law or the mission of the school as set out in this charter, FBIA 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.
 2. 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, FBIA 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.
 3. No criteria for admission will be utilized other than a completed application form and residence in North Carolina. If there are more applicants than available spaces, the school will hold an enrollment lottery. Once all available slots are filled, applicants will be placed on a waiting list. Students will be admitted from the waiting list as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students. The parents of students may withdraw or transfer their children at any time, given a two-week notice. Such notice will allow the school to process the necessary transfer paper work to the child's receiving school. In January, re-

enrollment packets will be sent home along with the deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waiting list and admitted on a space-available basis.

4. 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. Any student residing in the state of North Carolina, must complete the application process to be considered for enrollment.

5. The parents of students may withdraw or transfer their children at any time, given a two-week notice. 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 later time, they will be required to go 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

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 000	LEA 000												
Kindergarten	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 01	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 02	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 03	60	0	0	60	0	0	60	0	0	60	0	0	60	0	0
Grade 04	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 05	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 06	0	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 07	0	0	0	0	0	0	75	0	0	75	0	0	75	0	0
Grade 08	0	0	0	0	0	0	0	0	0	75	0	0	75	0	0
Grade 09	0	0	0	0	0	0	0	0	0	0	0	0	75	0	0
	390			465			540			615			690		

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, FBIA will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at FBIA. FBIA will actively encourage parents to create a car-pooling network. In addition, FBIA will explore available school bus chartering companies that would be willing to work directly with parents to establish drop-off and pick-up locations for children and will facilitate the creation of such a relationship. FBIA will also look into the possibility of coordinating with local mass transit within Charlotte (CATS Bus Service and LYNX Light Rail) to provide low-cost, voucher or pass-based transportation for children. Lastly, FBIA 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 FBIA.

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.

FBIA students can bring meals from home. However, since good nutrition is a key component of any successful school, FBIA plans to run school lunch program by partnering with local reputable food service company to provide quality and affordable healthy meals. FBIA will comply and implement the federal nutritional program by serving meals free or at reduced price to eligible children, and ensure food is not used as a means of rewarding or punishing students for any purpose. For students who are unable to afford daily meals, FBIA will also work with local organizations and the community to provide ready to eat breakfast and lunch as needed. FBIA will continue to research various programs and resources, and may consider seeking federal or private funding to offset the cost of running a school lunch program.

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$3,000,000	\$1,709.00

Officers and Directors/Errors and Omissions	\$1,000,000		\$3,332.00
Property Insurance	\$500,000		\$750.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$8,678.00
Total Cost			\$14,982.00

*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.

furmanbridges2015 12/05/2013

(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).

FBIA have an understanding with a real estate broker to assist in identifying a school location. There are three options that have been identified, which are: option 1, an existing vacant school building; option 2, an existing building; and option 3, a vacant land. FBIA will be situated in one of the three neighborhoods with zip codes 28205, 28212 and 28215. The board will continue to explore additional locations that will easily be accessible from major roads and possible access from public transit. The real estate broker will assist in obtaining the Educational Certificate of Occupancy when the school is approved.

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.*

If option 1 which is the vacant school building is not available, the board will pursue an existing building facility for renovation and explore vacant

land.

FBIA's immediate spatial needs will be to start with a minimum of 270 students of the projected enrollment which will require considerably less space. When that happens, hiring plans will be revised accordingly, and any elective subjects such as healthy living, music, arts and technology that may not be accommodated will be provided for as weekend or afterschool activities.

If for any reason the board is unable to realize these options, the projected budget for facility will accommodate market rental rates that reflects the top end. These figures were based on the professional knowledge of FBIA's real estate broker. However, if the cost to obtain existing rental property is lower than projected budget, the remaining funds will be reallocated to support educational programs.

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>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.</p> <ul style="list-style-type: none"> • In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides • In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p> <p>LEA #1 600 – Charlotte-Mecklenburg Schools</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Revenue</th><th style="text-align: center;">2013-2014 Per Pupil Funding</th><th style="text-align: center;">Projected LEA ADM</th><th style="text-align: center;">Approximate funding for 2015-2016</th></tr> </thead> <tbody> <tr> <td>State Funds</td><td style="text-align: right;">\$4,582.77</td><td style="text-align: center;">390</td><td style="text-align: right;">\$1,787,280.30</td></tr> <tr> <td>Local Funds</td><td style="text-align: right;">\$2,332.00</td><td style="text-align: center;">390</td><td style="text-align: right;">\$909,480.00</td></tr> <tr> <td>Federal EC Funds</td><td style="text-align: right;">\$3,743.48</td><td style="text-align: center;">30</td><td style="text-align: right;">\$112,304.40</td></tr> <tr> <td>Totals</td><td></td><td></td><td style="text-align: right;">\$2,809,064.70</td></tr> </tbody> </table>	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016	State Funds	\$4,582.77	390	\$1,787,280.30	Local Funds	\$2,332.00	390	\$909,480.00	Federal EC Funds	\$3,743.48	30	\$112,304.40	Totals			\$2,809,064.70
Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016																		
State Funds	\$4,582.77	390	\$1,787,280.30																		
Local Funds	\$2,332.00	390	\$909,480.00																		
Federal EC Funds	\$3,743.48	30	\$112,304.40																		
Totals			\$2,809,064.70																		

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	\$1,787,280	\$2,130,988	\$2,474,696	\$2,818,404	\$3,162,111
-Local Per Pupil Funds	\$909,480	\$1,084,603	\$1,259,539	\$1,434,475	\$1,609,411
-Exceptional Children Federal Funds	\$112,304	\$131,021	\$149,739	\$168,456	\$187,174
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,809,064	\$3,346,612	\$3,883,974	\$4,421,335	\$4,958,696

***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									
Administrative & Support Personnel:															
Director	1	\$75,000	\$75,000	1	\$76,875	\$76,875	1	\$78,797	\$78,797	1	\$80,767	\$80,767	1	\$82,786	\$82,786
Administrator	1	\$65,000	\$65,000	1	\$66,625	\$66,625	1	\$68,291	\$68,291	1	\$69,998	\$69,998	1	\$71,748	\$71,748
Finance Officer	1	\$45,000	\$45,000	1	\$46,125	\$46,125	1	\$47,278	\$47,278	1	\$48,460	\$48,460	1	\$49,672	\$49,672
Assistant Administrator	1	\$36,000	\$36,000	1	\$36,900	\$36,900	1	\$37,823	\$37,823	1	\$38,768	\$38,768	1	\$39,737	\$39,737
Clerical	1	\$26,000	\$26,000	1	\$26,650	\$26,650	1	\$27,316	\$27,316	1	\$27,999	\$27,999	1	\$28,699	\$28,699
A - Total Admin and Support:	5	\$247,000	\$247,000	5	\$253,175	\$253,175	5	\$259,505	\$259,505	5	\$265,992	\$265,992	5	\$272,642	\$272,642
Instructional Personnel:															
Core Content Teacher(s)	10	\$36,500	\$365,000	14	\$37,413	\$523,782	18	\$38,348	\$690,264	21	\$39,307	\$825,447	24	\$40,290	\$966,960
Core Teachers	9	\$32,500	\$292,500	11	\$33,313	\$366,443	12	\$34,146	\$409,752	13	\$35,000	\$455,000	14	\$35,875	\$502,250
Electives/Specialty Teacher(s)	3	\$28,800	\$86,400	4	\$29,520	\$118,080	5	\$30,258	\$151,290	6	\$31,014	\$186,084	6	\$31,789	\$190,734
Exceptional Children Teacher(s)	2	\$36,500	\$73,000	3	\$37,413	\$112,239	3	\$38,348	\$115,044	4	\$39,307	\$157,228	4	\$40,290	\$161,160
Instructional Support	3	\$28,800	\$86,400	4	\$29,520	\$118,080	5	\$30,258	\$151,290	5	\$31,014	\$155,070	5	\$31,789	\$158,945
Teacher Assistants	2	\$32,500	\$65,000	5	\$33,313	\$166,565	8	\$34,146	\$273,168	12	\$35,000	\$420,000	14	\$35,875	\$502,250
Social Workers	2	\$42,000	\$84,000	3	\$43,050	\$129,150	3	\$44,126	\$132,378	4	\$45,229	\$180,916	4	\$46,360	\$185,440
B - Total Instructional Personnel:	31	\$237,600	\$1,052,300	44	\$243,542	\$1,534,339	54	\$249,630	\$1,923,186	65	\$255,871	\$2,379,745	71	\$262,268	\$2,667,739
A+B = C - Total Admin, Support and Instructional	36	\$484,600	\$1,299,300	49	\$496,717	\$1,787,514	59	\$509,135	\$2,182,691	70	\$521,863	\$2,645,737	76	\$534,910	\$2,940,381

Personnel:													
Administrative & Support Benefits													
Health Insurance	5	\$3,600	\$18,000	5	\$3,708	\$18,540	5	\$3,819	\$19,095	5	\$3,934	\$19,670	5
Retirement Plan--NC State	5	\$494	\$2,470	5	\$506	\$2,530	5	\$779	\$3,895	5	\$1,064	\$5,320	5
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0
Medicare	5	\$716	\$3,580	5	\$735	\$3,675	5	\$752	\$3,760	5	\$772	\$3,860	5
Social Security	5	\$3,063	\$15,315	5	\$3,139	\$15,695	5	\$3,218	\$16,090	5	\$3,298	\$16,490	5
D - Total Admin and Support Benefits:	20	\$7,873	\$39,365	20	\$8,088	\$40,440	20	\$8,568	\$42,840	20	\$9,068	\$45,340	20
Instructional Personnel Benefits:													
Health Insurance	25	\$3,600	\$90,000	35	\$3,708	\$129,780	44	\$3,819	\$168,036	54	\$3,934	\$212,436	60
Retirement Plan--NC State	25	\$352	\$8,800	35	\$359	\$12,565	44	\$552	\$24,288	54	\$755	\$40,770	60
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0
Social Security	31	\$2,105	\$65,255	45	\$2,200	\$99,000	54	\$2,208	\$119,232	65	\$2,270	\$147,550	71
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0
Medicare	31	\$492	\$15,252	45	\$500	\$22,500	54	\$517	\$27,918	65	\$531	\$34,515	71
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	0	0
E - Total Instructional Personnel Benefits:	112	\$6,549	\$179,307	160	\$6,767	\$263,845	196	\$7,096	\$339,474	238	\$7,490	\$435,271	262
D+E = F - Total Personnel Benefits	132	\$14,422	\$218,672	180	\$14,855	\$304,285	216	\$15,664	\$382,314	258	\$16,558	\$480,611	282
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	25	\$1,389,620	\$286,365	25	\$1,367,439	\$293,615	25	\$1,429,263	\$302,345	25	\$1,421,884	\$311,332	25
B+E = H - Total Instructional Personnel (Salary & Benefits)	143	\$389,149	\$1,231,607	204	\$388,309	\$1,798,184	250	\$402,226	\$2,262,660	303	\$397,361	\$2,815,016	333

G+H = J - TOTAL PERSONNEL	168	\$1,778,769	\$1,517,972	229	\$1,755,748	\$2,091,799	275	\$1,831,489	\$2,565,005	328	\$1,819,245	\$3,126,348	358	\$2,000,981	\$3,493,450
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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:					
Office:	Office Supplies	\$15,000	\$15,150	\$15,305	\$15,464	\$15,628
	Paper	\$2,000	\$2,500	\$3,000	\$3,500	\$5,000
	Computers & Software	\$43,000	\$17,000	\$22,000	\$7,000	\$10,000
	Communications & Telephone	\$10,500	\$7,200	\$7,410	\$7,630	\$7,862
	Copier leases	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Student Accounting	\$125,000	\$130,000	\$135,000	\$135,000	\$140,000
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$73,600	\$94,300	\$115,989	\$123,704	\$142,171
Facilities	Facility Lease/Mortgage	\$440,000	\$380,000	\$380,000	\$380,000	\$380,000
	Maintenance	\$26,200	\$28,820	\$31,702	\$34,872	\$37,359
	Custodial Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Custodial Contract	\$35,000	\$38,855	\$42,436	\$43,709	\$45,020
	Insurance (pg19)	\$14,982	\$15,731	\$16,518	\$17,344	\$18,211
	Other	\$5,000	\$5,000	\$1,000	\$1,000	\$5,000
Utilities	Electric	\$14,400	\$17,200	\$20,736	\$24,883	\$29,860
	Gas	\$15,000	\$12,000	\$12,000	\$12,000	\$12,000
	Water/Sewer	\$3,000	\$3,150	\$3,307	\$3,470	\$3,644
	Trash	\$1,440	\$1,476	\$1,513	\$1,550	\$1,590
Transportation	Buses	\$75,000	\$80,000	\$85,000	\$90,000	\$95,000
	Gas	\$18,625	\$18,644	\$18,969	\$19,294	\$21,619
	Oil/Tires & Maintenance	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Other	Marketing	\$5,000	\$5,150	\$5,305	\$5,404	\$5,628
	Child nutrition	\$118,000	\$135,000	\$145,000	\$150,000	\$175,000
	Travel	\$55,000	\$60,000	\$65,000	\$37,000	\$70,000
	Other	\$10,000	\$10,000	\$5,000	\$5,000	\$25,000
	K - TOTAL Administrative & Support Operations	\$1,134,747	\$1,106,176	\$1,161,190	\$1,146,824	\$1,274,592
	Instructional:					
	Instructional Contract	Staff Development	\$20,000	\$25,000	\$20,000	\$30,000
Classroom Technology	Software	\$15,000	\$7,500	\$7,500	\$7,500	\$15,000
Books and Supplies	Instructional Materials	\$45,000	\$35,000	\$35,000	\$35,000	\$40,000

	Curriculum/Texts	\$30,000	\$30,000	\$36,000	\$30,000	\$42,000
	Copy Paper	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
	Testing Supplies	\$25,000	\$30,000	\$31,000	\$30,000	\$35,000
	Other	\$5,000	\$5,000	\$10,000	\$5,000	\$5,000
	L - TOTAL Instructional Operations	\$145,000	\$138,000	\$145,500	\$134,000	\$174,000
	K+L = M - TOTAL OPERATIONS	\$1,279,747	\$1,244,176	\$1,306,690	\$1,280,824	\$1,448,592

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,517,972	\$2,091,799	\$2,565,005	\$3,126,348	\$3,493,450
M - TOTAL OPERATIONS	\$1,279,747	\$1,244,176	\$1,306,690	\$1,280,824	\$1,448,592
J+ M =N TOTAL EXPENDITURES	\$2,797,719	\$3,335,975	\$3,871,695	\$4,407,172	\$4,942,042
Z - TOTAL REVENUE	\$2,809,064	\$3,346,612	\$3,883,974	\$4,421,335	\$4,958,696
Z - N =SURPLUS / (DEFICIT)	\$11,345	\$10,637	\$12,279	\$14,163	\$16,654

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.

Furman Bridges International Academy (FBIA) student enrollment number was projected based on survey conducted, community meetings held with parents/guardians and comments made during these sessions. Detailed analysis of the results indicate that majority of students in the surveyed population are ready and willing to enroll when the school opens. As a result of the successful survey, FBIA is confident that it will meet the projected enrollment numbers to achieve a financially viable result.

Based on the test scores of the targeted area, economically disadvantaged, minority and limited English proficiency students lagged far behind non-economically disadvantaged students which FBIA seeks to target. (See Appendix A for data)

The determined breakeven point for student enrollment for the first five years, based on enrollment number projected is 388 for 2015/16; 464 for 2016/17; 538 for 2017/18; 613 for 2018/19; and 688 for the 2019/20.

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

If budget projections fall below expectations, FBIA finance team will adjust the operating expenses accordingly to reflect the lower revenue it will receive from the State and Federal allocations. This will however, result in smaller, but viable school; and the breakeven point for student enrollment will be determined accordingly.

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

The budget does not rely on other sources of funds, property or resources through lending institutions, foundations or grants that are secured. Also, there are no assurances, therefore, no documentation regarding this response is provided in the appendices.

The projected budget is based on state, local and EC allotment. The school does not have cash at

bank or on hand, real estate, bonds and securities or grants at the time of completing and submitting this application.

FBIA will be seeking for grant funds from organizations and foundations, and expects to qualify for Title I and Title II funds. It would also embark on fundraising activities within the communities and donor organizations that it intends to partner with. However, these unconfirmed sources of revenue were not used in its calculations and estimates. Also, FBIA desires to set up foundation/endowment in years 2 through 5 to provide additional funding if anticipated revenues are not received.

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

The ratio is 20 students to 1 teacher.

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.*

FBIA intends to contract with a company to provide back office services for student accounting and a spectrum of financial and administrative services. The back office contract may include locating the facility, sourcing loan/grant to fund the renovation, procuring school and office equipment, and furnishing. FBIA intends to also contract services such as transportation, food service and maintenance/repairs. Exceptional children instructional support and custodial services will not be contracted out because FBIA's goal is to implement a standard-based, data-driven educational program for EC support. Therefore, contracting EC services will undermine the ambitious intervention and character building program that will equip the student with the behaviors and attitudes to be successful social change agents.

Criteria for selection of a contractor are through competitive bidding as required by public law. The procedure is to invite contractors to submit statement of quantity (SOQ), including licenses and financial capability to perform. FBIA's contracting committee will interview bidders and when it has completed its evaluation process and satisfied, will make recommendation to the board of directors to award to the lowest responsible bidder.

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

FBIA's budget and projections align with the mission, curricular offerings, transportation plans and facility needs as indicated in the Appendices. This is based on the premise that sixty seven percent (67%) of the budget will be spent on personnel, salaries, books, technology/supplies and the individual child's development. It projects nineteen percent (19%) on facility, utilities and security of FBIA personnel and visitors, and fourteen percent (14%) for contingency or others. This supports FBIA's mission, which primarily is to develop the children to be a social change agent by recruiting educators with the appropriate passion, committed and expertise to assist these children realize their full potential.

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.*

FBIA projects a fourteen percent (14%) expenditures goal as the general fund balance. FBIA understands the importance of building up reserve and

eventually fund an endowment that will provide the needed finance to operate a successful school. Therefore, it aspires to principally operate sound fiscal practices to produce positive cash flow at the end of each year, allowing us to build a contingency fund that would be held in reserve for unanticipated expenses.

To ensure that FBIA continues to operate a 14% goal for general fund balance, using sound fiscal practices, the following will be implemented by the Board:

1. Monitor compliance and establish internal controls over financial reporting
 2. Develop accurate budgets and sound financial reporting procedures
 3. Recognize red flags timely and minimize financial risks by limiting access to financial records, credit cards, etc.
 4. Conduct annual independent audits
5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

The proposed financing structure of FBIA is primarily of funding coming from state, local and the federal government. However, FBIA intends to seek for grant funds from government, organizations and foundations, and also embark on fundraising activities with donor organizations that it intends to partner with.

FBIA anticipates that the facility will be constructed or renovated and financed by a private developer, who will then own and lease the facility to Furman Bridges International Academy. FBIA will make annual rental payments for the facility; and the budget provided in this application includes projected lease payments to demonstrate the viability of the school. As required, FBIA will provide DPI documentation of ownership or lease of the facility and certification indicating that it meets all safety codes and accessibility requirements for the disabled before it begins operation.

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

The school have not secured or anticipated to have assets from other sources on which its core operation depends.

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?

FBIA will contract a consultant who will ensure that adequate internal controls are in place to safeguard assets from employee and contractors theft, robbery, and unauthorized use; and enhance the accuracy and reliability of its accounting records by reducing the risk of errors through the implementation of the following measures:

1. To establish responsibility to individuals for a given task that includes responsibility for the authorization and approval of transactions.
2. To segregate duties of employees, without duplication of effort to provide a reliable basis for evaluating the work of another employee. This includes assignment of related activities to different individuals and responsibility for record keeping for an asset should be separate from the physical custody of an asset.
3. To establish independent internal verification that involves the review, comparison, and reconciliation of data prepared by employees. This includes periodic review of FBIA activities and individuals to determine whether prescribed internal controls are being followed.
4. Finally, FBIA at the end of each fiscal, engage an independent auditor to conduct the annual audit of the Schools finances, practices, and records. The independent financial audit is to review and verify the accuracy of the schools financial actions throughout the year, attendance and enrollment, accounting practices, financial statements and internal controls over financial reporting. The purpose of the audit is to demonstrate compliance with reporting requirements established by the State Board of Education in the Uniform Education Reporting System at least annually through the Department of Public Instruction; and also to comply with State Laws for non-profit entities. The audit will be conducted in a timely manner, and in accordance with the General Statute, the NC LGC requirements.

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

There is no known or possible related party transaction and estimated dollar amounts involved at time of submitting this application.

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.

Name: Davis and Davis, CPA

Address: 115 S. St. Marys Street, Suite A, Raleigh, North Carolina

Phone Number: 248-487-5000; 1-800-494-4330

Fax Number: 248-487-2525

Email: gdavis@daviscpa.com

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).

furmanbridges2015

Date: 12/05/2013

Applicant Signature:

The foregoing application is submitted on behalf of Furman Bridges International 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: furmanbridges2015

Board Position: Secretary

Signature: _____

Date: 12/05/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

