



NORTH CAROLINA CHARTER SCHOOL APPLICATION

J.E. Graham Leadership 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

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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

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

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: J.E. Graham Leadership 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: *Agape 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: *James E. Graham*

Title/Relationship to nonprofit: *Chairperson*

Mailing address: 159 S. Vass Rd.
Raeford NC 27386

Primary telephone: 336-337-8370 Alternative telephone: 336-230-0221

E-Mail address: *pastor.graham10@gmail.com*

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

County: HOKE

LEA: 470-Hoke County Schools

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

No:

Yes:

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

No:

Yes:

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

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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First Year	K,01,02,03,04,05,06,07,08	91
Second Year	K,01,02,03,04,05,06,07,08	109
Third Year	K,01,02,03,04,05,06,07,08	127
Fourth Year	K,01,02,03,04,05,06,07,08	148
Fifth Year	K,01,02,03,04,05,06,07,08	178
Sixth Year	K,01,02,03,04,05,06,07,08	214
Seventh Year	K,01,02,03,04,05,06,07,08	256
Eight Year	K,01,02,03,04,05,06,07,08	308
Ninth Year	K,01,02,03,04,05,06,07,08	369
Tenth Year	K,01,02,03,04,05,06,07,08	443

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.

newcovenantinc
Signature

Board Chair
Title

newcovenantinc
Printed Name

12/06/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The J.E. Graham Leadership Academy (JEGLA) will prepare students for success in a global economy, through the use of cutting edge technology and proven leadership concepts.

The J.E. Graham Leadership Academy (JEGLA) will use small class sizes, utilize diverse education and business acumen, anchor itself in community involvement and offer an excellent alternative to traditional educational opportunities.

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 population for J.E. Graham Leadership Academy will be generally reflective of Hoke County, in general, and Raeford, NC more specifically.

Hoke County has a 2012 population estimate of 50,536, a 7.6% increase over 2010 estimates. 29.9% of that population is under 18 years of age. The gender distribution is 50.9% female and 49.1% male. The ethnic breakdown is as follows, 41.1% Caucasian, 34.2% Black or African American, 12.4% Hispanic, 9.7% American Indian and Alaskan Native, and the remainder Asian, Native Hawaiian, and Mixed Race.

Only 16.1% of Hoke County residents 25 years of age or older have at least a Bachelors Degree, 10% lower than the State of North Carolina. Additionally, 20.9% of Hoke County residents are below the poverty level, approximately 5% worse than the State of North Carolina. The median household income for Hoke County residents is \$46,540.

More specifically, Raeford NC has a 2012 population estimate of 4,827. The Raeford population is 46.9% male and 53.1% female with a median age of 39.4 years of age. The median household income in 2011 was \$26,536. Raeford is 41.0% African American, 31.5% Caucasian, 20.2% Hispanic, 5.5% Mixed Race, and the remainder Asian and American Indian.

J.E. Graham Leadership Academy (JEGLA) plans to place marketing materials online and to send through direct mail. This will not only penetrate the area closest to the school location but will also educate surrounding areas

of the great opportunity provided by charter schools and JEGLA more specifically. The school location sits in an area where downtown Raeford converges with residential neighborhoods, providing an opportunity for a diverse student body. Additionally, new neighborhoods are within commuting distance. These new neighborhoods cater to many relocated military families of diverse geographical, race, and socioeconomic backgrounds. The location provides a great opportunity for students to interact with others of diverse and different backgrounds, better positioning them for long-term success in a diverse and global society.

- 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).*

According to Student Accounting Reports of DPI, Hoke County schools has a K-8 enrollment of approximately 6,021 students. The J.E. Graham Leadership Academy projected year 1 enrollment is 91 students, which represents 1.49% of the LEA ADM. The projected enrollment assumes 10 students per grade level from K-8.

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

The JEGLA will follow the NC Standard Course of Study and the Common Core Standards. The school will comply and execute all state requirements as it relates to assessments.

The JEGLA is focused on preparing it's students for higher education and success the the field of their choice. As such, the JEGLA will not only focus on driving higher performance from low performers but on challenging the high performing students to continue to grow and excel. Often the high performing students are rewarded and recognized based on achievement but are not pushed to achieve a higher level of excellence. The JEGLA wil focus on individualized approaches to learning. This will allow students to either achieve required performance standards or to excel to higher levels of achievement, which ever is appropriate.

In order to challenge students to a higher level of performance, innovative approaches will augment the standard curriculum approaches. Students will be encouraged to use technology to interact with supplemental learning sources such as webinars and interactive learning solutions.

- 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.*

As described below, the J.E. Graham Leadership Academy addresses the six legislated purposes for charter schools.

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the schools site.

The Raeford area brings a unique blend of people, backgrounds and experiences into one small area. The growth of Fort Bragg will continue to drive shifts in not only educational needs but the educational talent and experience supplied to the area.

The J.E. Graham Leadership Academy will:

Leverage existing relationships and build new relationships with community businesses and leaders to ensure that the institution is driving content and expertise relevant to the future needs and growth of the Raeford area.

Require teachers to master the needs and directives of the Common CoreStandards.

Encourage teachers to serve on the school leadership team to drive the strategic direction of the school.

Encourage teachers and staff to bring unique and diverse employment experiences to the educational environment to drive additional programs that ready the student population for global a global environment. This will be achieved by investing in skills such as presentations, interviewing, problem solving, and cultural appreciation through learning and diversity.

2. Hold schools accountable for meeting measurable student achievement results.

The J.E. Graham Leadership Academy will comply with the North Carolina Public School Accountability Model. The JEGLA will comply with all federal and state programs and testing. In addition to the proficiency standards measured by standard exams, the JEGLA will place additional emphasis on the well-rounded student. The JEGLA will compile and manage case files on each student. These case files will use all permissible information to understand the needs of the student and the strengths of the student. This information will give educators the needed information as they assess the best way to instruct and remediate as appropriate. The formative and summative data along with emphasis on presentation and innovation will form the basis for decision-making.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

The J.E. Graham Leadership Academy will:

Encourage learning outside of the 4 walls of the school building. This type of learning will require the school to engage in the community through partnering with local business, creating and supporting community service projects and actively participating in community centric events.

Encourage staff members to establish and sponsor extra-curricular activities beyond the traditional sports based clubs. Activities such as Speech and Debate and Chess offer opportunities to expose our community to clubs that may not be readily available in other venues.

Encourage parents to visit and tour the school to understand its culture and environment. Through specialized seminars and activities, the school will offer opportunities to promote collaborate learning for both the parent and student.

The J.E. Graham Leadership Academy will also tap into it's existing resources to bring in guest speakers to the school. The guest speakers will not be limited to the immediate area resources, but will also include speakers with varied geographic areas, ethnicities and work experiences.

4. Improving student learning.

The J.E. Graham Leadership Academy will:

Expand focus based on but beyond the North Carolina Common Core Standards.

Encourage teachers and staff to participate in Professional Learning Communities. This will feed best practices and information sharing. When combined with existing expertise, the ordinary becomes extraordinary.

The small caring classroom environment will also afford the teachers and staff the opportunity to develop strong lasting relationships with the students and their families.

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

The J.E. Graham understands that there are a number of learning styles. The seven learning styles, spatial, auditory, linguistic, kinesthetic, mathematical, interpersonal and intrapersonal are often combined with extenuating and environmental circumstances creating unique needs with a population. In order to address these various needs including the at-risk and gifted students, the JEGLA will:

Utilize technology and innovation to drive appropriate learning activities, educational engagement, and measurement.

Strategically align staff and programs to the unique groupings of students in an effort to assist each student in their quest for success. Celebrating

the milestones and appropriately challenging each group will push for growth around the expanding academic challenges.

Leverage the aforementioned business and community relationships to provide shadowing and mentoring opportunities for appropriately aged students.

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

The J.E Graham Leadership Academy understand that the world has become as smaller place. The use of technology and innovation has made it possible to partner with individuals around the globe in real time. To prepare and support the changing world, the JEGLA will:

Outfit each classroom with appropriate technology to utilize readily available mediums such as goto meeting, webex, Skype, etc. These platforms will allow students to interact with others in other parts of the country or speak with experts half way around the world.

Offer student and parent collaborative learning events via online chat rooms and video conferences to encourage the use of technology to aid in learning.

Work with the community and staff to outline and capitalize opportunities to learn in the community. These learnings can take the shape of working in a non-school environment to connect the facilitation with the application.

in general, the J.E. Graham Leadership Academy understands and supports the North Carolina Common Core Standards. It is the belief of the JEGLA, that these Standards can be accomplished with a commitment to instructional excellence, stability, and focus. Additionally, the J.E. Graham Leadership Academy feels that there is an opportunity too develop additional skills in its students. These skills, including communication, presentation, cultural diversity and understanding and the like, will better position our students to take on a role in an economy that is expanding beyond the borders of the United States, let alone Hoke County. Our community is in dire need of opportunities to apply the ideas and philosophies learned in school. The speakers, relationships, trips and activities of JEGLA will reinforce learning and prepare students to be successful in the next level of education. Equally as important, the JEGLA students will be prepared to be responsible and successful father, mothers, sons, daughters, citizens and leaders.

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.*

The Charter Schools student outcomes are designed to align with the Charter Schools mission, curriculum and assessments and the North Carolina Common Core Standards. Upon graduation from the Charter School, students will have demonstrated the

following, which indicate their ability to be self-motivated, competent, and lifelong learners.

- Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):
- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts
- Analysis, Application, Connection, Evaluation, Hypothesis, Use of Evidence

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

The Board will know we have met our mission when the population of the school is 60% of the enrolled students are meeting, they each have an individualized development plan, are understood by teachers and administrators, supported in their school environment, and are making progress on established goals and objectives.

Quarterly progress reports, individualized needs and achievement plans will be well documented and progress will be tracked for each student. The School Director will compile and share data monthly on goals that have been met and goals that have not yet been met.

Within the first 5 years we plan to incorporate student teachers to perform research based statistical analysis of our program. This analysis will be used to drive changes to the program with the intent of driving additional successes in our program.

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.

The JEGLA will support the recently adopted Common Core State and NC Essential Standards and will include the elements of an effective program as outlined by Northern Territory Board of Studies (NTBOS). The NTBOS develops and provides high quality curriculum, assessment, reporting and certification to students in the Northern Territory from Preschool to Year 12.

The six elements are:

1. Clear statement of purpose and target group

An effective literacy and/or numeracy program clearly outlines its purpose. The program also identifies the intended target group for learning. It states whether it is designed to meet the instructional needs of all students and/or identified individuals or groups of students.

2. Evidence based

The instructional program is underpinned by research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge. The research could include large-scale qualitative or quantitative studies and/or meta-analyses of relevant research. The research findings should be transferable to the range of learning contexts.

3. Scope and sequence

The instructional program has a detailed scope and sequence for the learning. The scope indicates the knowledge, understandings and skills at the various stages of learning for which the program is designed. For example, it may be a reading program for students in the early years designed to improve decoding skills, including phonemic awareness and phonics, reading fluency, vocabulary and comprehension. The sequence outlines the order in which the content, expected achievement standards and/or instructional strategies should be taught and learned and is developmentally appropriate.

4. Integrated

Effective literacy and numeracy programs are integrated into system, regional or whole school approaches to literacy and numeracy.

5. Tiers of support

Literacy and numeracy programs address or can be integrated into a Tiers of Support approach. The Response to Intervention initiatives in the United States, presents a systematic method of tailored learning support for students. Initially developed as a response to improving educational outcomes for special education students, it quickly emerged as a general education approach that has the potential to enhance learning outcomes for all students at risk. Research has shown that a tiered approach to the provision of learning support that involves quality evidence based learning, regular monitoring and assessment of student learning and the implementation of targeted learning support and/or interventions has a positive impact on learning outcomes for those at risk of not meeting literacy and numeracy standards (O'Connor, Harty and Fulmer, 2005; Ofsted, 2009; Dexter and Hughes, 2010).

6. High quality teaching and learning materials

High quality instructional programs provide extensive teaching and learning resources that:

- *allow teachers to understand the rationale for the learning design, with summaries of research or references to research underpinning the program.

- *include detailed explanations of all aspects of the teaching, learning and assessment sequence(s) - often in the form of a teaching manual.

- *are clear and logical.

- *are appropriate for the intended learning and the age/developmental level, cultural and linguistic backgrounds of the students.

- *assist in the recording of data to inform future learning, to assist in reporting to parents and to extend the evidence base of the program.

In addition, to the instructional program, the JEGLA will use assignments and projects to drive students to external resources and partnerships that cultivate a well rounded understanding. While knowledge is key, the JEGLA students will also develop the skills necessary to apply knowledge in real life scenarios. Those scenarios will include, but are not limited to, working on and solving projects that mirror real life challenges 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.

The basic learning environment of the JEGLA will be primarily classroom based, augmented with additional resources and opportunities to grow leadership skills through community involvement.

Classroom Size (Teacher to Student Ratios):

From a Washington Post article...

"The Institute of Education Sciences, the research arm of the U.S. Department of Education has concluded that class size reduction is one of only four, evidence-based reforms that have been proven to increase student achievement through rigorous, randomized experiments -- the "gold standard" of research."

"A recent re-evaluation of the STAR experiment in Tennessee revealed that students who were in smaller classes in Kindergarten had higher earnings in adulthood, as well as a greater likelihood of attending college and having a 410K retirement plan. In fact, according to this study, the only two "observable" classroom factors that led to better outcomes were being placed in a small class and having an experienced teacher."

The JEGLA is striving to maintain a teacher student ratio of no greater than 1:15 to support the growth of the future leader.

CLASSROOM STRUCTURE

"When you plant lettuce, if it does not grow well, you dont blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or family, we blame the other person. But if we know how to take care of them, they will grow well, like lettuce." Thich Nhat Hanh 1991

Alberta Education's research on Creating Supportive Classroom Environments is the basis for the structure and approach of the JEGLA.

1. Teacher Attitude - The JEGLA understands that a "key to a supportive classroom environment is a teacher who is willing to establish a caring relationship with each student, learn about a student's individual needs and strengths, and provide the support and encouragement each student needs to be a successful learner."

2. Organize for Success - The JEGLA understands that being proactive on seating arrangements, partnering students with others appropriately, and reducing stimuli during appropriate study and learning times greatly aid a successful classroom. Additionally, organizing desks, lockers, and storage areas along with predictable routines around homework recording and submission drive successful environments.

3. Proactive approach to Behavior - Establishing buy-in and understanding of a small number of classroom rules, moving around the room, engaging the students and swift feedback when needed can minimize disruption.

4. Positive Reinforcement - The JEGLA understands the natural tendency to address negative behavior with greater passion and urgency than positive reinforcement. At the JEGLA, we will establish a culture that celebrates successes and accomplishments with a great zeal.

5. Individual Behavior Support Plans - The JEGLA understands that students come to from various circumstances and environments. Our ability to support each students needs as opposed to the oft used broad brush approach will

drive greater successes.

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.*

The JEGLA's mission is to ultimately prepare students for a global economy. The Common Core Standards have in many ways laid a suitable foundation for skills necessary in this evolving society. While the change has taken a strong step toward developing the skills necessary for our students to compete in the most competitive marketplace ever, the program will likely be massaged and tickled to find the "sweet spot."

With that in mind, we believe that there are certain skills necessary and beyond the more conventional skills developed in education. While other countries utilize year around schooling and innovation to prepare their work force our kids are left behind. Even within the United States, different socio-economic classes are exposed to experiences and relationships that cultivate skills beyond the class room setting. The JEGLA is committed to using cost-effective and innovative ways to bring those skills to both those who might not otherwise be afforded these experiences and those who choose to attend the JEGLA with the opportunity to experience the aforementioned experiences and relationships.

Essential skills necessary for this Global Economy are:

1. Problem Solving
2. Knowledge Application
3. Agility
4. Flexibility
5. Relationship Building
6. Diversity Appreciation
7. Strong oral and written communication skills

We believe that the augmentation of conventional teaching with community involvement, parent or guardian commitment, learning outside of the classroom, real life knowledge application, and the use of technology to interact and build relationships with others will create more than a successful student but a lifelong learner. A citizen who values not only the outcome but the process and most of continues to strive for excellence.

The JEGLA will periodically evaluate and revise student performance goals

and objectives as appropriate. Additionally, the JEGLA will meet the Annual Measurable Objective targets defined by the North Carolina Accountability Model.

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 addition to the diversity in demographics, the JEGLA students will also be diverse in their Learning Styles. The seven basic learnign styles are:

*Visual (spatial): You prefer using pictures, images, and spatial understanding.

*Aural (auditory-musical): You prefer using sound and music.

*Verbal (linguistic): You prefer using words, both in speech and writing.

*Physical (kinesthetic): You prefer using your body, hands and sense of touch.

*Logical (mathematical): You prefer using logic, reasoning and systems.

*Social (interpersonal): You prefer to learn in groups or with other people.

*Solitary (intrapersonal): You prefer to work alone and use self-study.

In order to meet the needs of the varying population teachers will be expected to master the following teaching styles.

1. Demonstration

Many times teachers rely on demonstration to help their students comprehend material. One of the most common ways that teachers accomplish this is by showing, instead of just telling, by way of computer-based displays and experiments.

2. Hands-On

Elementary students generally learn best with the hands-on methods. For instance, students will most likely have difficulty understanding the concept of multiplication if it is just explained to them

3. The Traditional Lecture

A standard, formal way of teaching is the traditional lecture method.

4. Collaboration

Teachers can create an activity and then encourage their students to work together either in a group or with a partner. This method inspires students in several ways including:

*Problem solving

*Communication skills

*Interactive learning

5. Hands-Off

In this style of teaching, teachers give their students only minimal instructions. Instead, teachers urge their students to study independently. This develops their self-actualization and critical thinking skills.

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.*

The calendar will follow the calendar listed in Appendix C. It will allow for 187 instructional days starting in August 17, 2015 and ending June 10, 2016. The calendar will observe the following holidays during the school year:

New Years Day
Dr. Martin Luther King, Jr. Day
Veteran's Day
Memorial Day
Labor Day
Veterans Day
Thanksgiving Day
Christmas Day

Additionally, 12 vacation days are scheduled for students and school staff including the following breaks:

Thanksgiving Break (November 26-27, 2015)
Winter Break (December 22, 2015-January 4, 2016)
Spring Break (March 28, 2016 - April 1, 2016)

The JEGLA calendar also includes

- (a) End of Grade testing
- (b) 8 Saturday Focus Workshops
- (c) 4 quarters with benchmarks and reporting
- (d) 11 Teacher Workdays aimed at Professional Development
- (e) seven staff meetings for after school professional development trainings.

To measure student performance on the goals, objectives, and grade-level competencies, End of Grade assessments are scheduled May 23-27, 2016.

Eight Saturday Focus workshops will be offered to provide students performing below grade level (who are identified through standardized assessments and teachers observations) additional support.

The academic calendar is organized in 4 quarters that run from August to June. The quarters allow for frequent progress checks for mastery and retention. Additionally, offers 4 critical opportunities to formally grade each student's progress.

The Teacher Workdays are partially aimed at completing some administrative tasks but also at capitalizing on professional development opportunities. The professional development opportunities are extremely important because it gives each teacher the opportunity to become acclimated to the JEGLA's policies and procedures, educational plan, state standards, best practices, personal growth and development and peer collaboration. In addition to the on-going professional development throughout the school year, the JEGLA will encourage teachers to utilize strategic offerings in the community to pursue

personal growth and relationship building.

6-8 Curriculum and Instructional Design:

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

The basic learning environment of the JEGLA will be primarily classroom based, augmented with additional resources and opportunities to grow leadership skills through community involvement.

Classroom Size (Teacher to Student Ratios):

From a Washington Post article...

"The Institute of Education Sciences, the research arm of the U.S. Department of Education has concluded that class size reduction is one of only four, evidence-based reforms that have been proven to increase student achievement through rigorous, randomized experiments -- the "gold standard" of research."

"A recent re-evaluation of the STAR experiment in Tennessee revealed that students who were in smaller classes in Kindergarten had higher earnings in adulthood, as well as a greater likelihood of attending college and having a 410K retirement plan. In fact, according to this study, the only two "observable" classroom factors that led to better outcomes were being placed in a small class and having an experienced teacher."

The JEGLA is striving to maintain a teacher student ratio of no greater than 1:15 to support the growth of the future leader.

CLASSROOM STRUCTURE

"When you plant lettuce, if it does not grow well, you dont blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or family, we blame the other person. But if we know how to take care of them, they will grow well, like lettuce."

Thich Nhat Hanh 1991, p.Alberta Education's research on Creating Supportive Classroom Environments is the basis for the structure and approach of the JEGLA.

1. Teacher Attitude - The JEGLA understands that a "key to a supportive classroom environment is a teacher who is willing to establish a caring relationship with each student, learn about a student's individual needs and strengths, and provide the support and encouragement each student needs to be a successful learner."

2. Organize for Success - The JEGLA understands that being proactive on seating arrangements, partnering students with others appropriately, and reducing stimuli during appropriate study and learning times greatly aid a successful classroom. Additionally, organizing desks, lockers, and storage areas along with predictable routines around homework recording and submission drive successful environments.

3. Proactive approach to Behavior - Establishing buy-in and understanding of a small number of classroom rules, moving around the room, engaging the students and swift feedback when needed can minimize disruption.

4. Positive Reinforcement - The JEGLA understands the natural tendency to address negative behavior with greater passion and urgency than positive reinforcement. At the JEGLA, we will establish a culture that celebrates successes and accomplishments with a great zeal.

5. Individual Behavior Support Plans - The JEGLA understands that students come to from various circumstances and environments. Our ability to support each students needs as opposed to the oft used braod brush approach will drive greater successes.

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.

The JEGLA's mission is to ultimately prepare students for a global economy. The Common Core Standards have in many ways laid a suitable foundation for skills necessary in this evolving society. While the change has taken a strong step toward developing the skills necessary for our students to compete in the most competitive marketplace ever, the program will likely be massaged and tickled to find the "sweet spot."

With that in mind, we believe that there are certains kills necessary and beyond the more conventional skills developed in education. While other countries utlize year around schooling and innovation to prepare their work force our kids are left behind. Even within the United States, different socio-economic classes are exposed to experiences and relationships that cultivate sklills beyond the class room setting. The JEGLA is committed to using cost-effective and innovative ways to bring those skills to both those who might not otherwise be afforded these experiences and those who choose to attend the JEGLA with the opportunity to experience the aforementioned experiences and relationships.

Essential skills necessary for this Global Economy are:

1. Problem Solving
2. Knowledge Application
3. Agility
4. Flexibility
5. Relationship Building

6. Diversity Appreciation

7. Strong oral and written communication skills

We believe that the augmentation of conventional teaching with community involvement, parent or guardian commitment, learning outside of the classroom, real life knowledge application, and the use of technology to interact and build relationships with others will create more than a successful student but a lifelong learner. A citizen who values not only the outcome but the process and most of continues to strive for excellence.

The JEGLA will periodically evaluate and revise student performance goals and objectives as appropriate. Additionally, the JEGLA will meet the Annual Measurable Objective targets defined by the North Carolina Accountability Model.

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.*

Middle school teachers will experience much of what elementary school teachers experience in terms of learning styles and demographics. Based on the physiological, emotional and cognitive changes in this age group there will be additional strategies and skills necessary for success.

The seven basic learnign styles are:

*Visual (spatial): You prefer using pictures, images, and spatial understanding.

*Aural (auditory-musical): You prefer using sound and music.

*Verbal (linguistic): You prefer using words, both in speech and writing.

*Physical (kinesthetic): You prefer using your body, hands and sense of touch.

*Logical (mathematical): You prefer using logic, reasoning and systems.

*Social (interpersonal): You prefer to learn in groups or with other people.

*Solitary (intrapersonal): You prefer to work alone and use self-study.

In order to meet the needs of the varying population teachers will be expected to master the following teaching styles.

1. Demonstration

Many times teachers rely on demonstration to help their students comprehend material. One of the most common ways that teachers accomplish this is by showing, instead of just telling, by way of computer-based displays and experiments.

2. Hands-On

Some students learn best with the hands-on methods. For instance, students will most likely have difficulty understanding the concept of multiplication if it is just explained to them

3. The Traditional Lecture

A standard, formal way of teaching is the traditional lecture method.

4. Collaboration

Teachers can create an activity and then encourage their students to work together either in a group or with a partner. This method inspires students in several ways including:

- *Problem solving
- *Communication skills
- *Interactive learning

5. Hands-Off

In this style of teaching, teachers give their students only minimal instructions. Instead, teachers urge their students to study independently. This develops their self-actualization and critical thinking skills.

6. Knowledge

Middle school educators should develop and apply a knowledge of the developmental stages of children, focusing on ages 10-14.

7. Flexibility

A word of caution is that this age group will also experience these changes in uneven stages, with no set timeline and with inconsistent growth; therefore, middle school teachers should design flexible organizational structures that Stevenson (1998) describes as "predictability with uncertainty" (p. 123).

8. Safety

Students of all ages need to feel safe, but since middle schoolers are going through such dramatic changes, they especially require this in three of the areas in order to succeed.

9. Social Interaction

At the middle school level students, more than ever, need time to work in groups and experience group decision making. This time for socializing accommodates teens "need for affiliation and personal belonging to a small community of peers" (Stevenson, 1998, p. 110).

10. Curriculum

With standards based education, teachers need to incorporate new and challenging techniques into their repertoire. Developmentally appropriate curriculum that is integrative (link), and allows for team teaching of themes will enable students to make connections in their learning.

Such as.

- Lecture less, coach more.
- Provide exploratory options.
- Initiate upgraded mini courses.
- Encourage learning for "the sake of learning."
- Explore grand themes, such as love, justice and money.

- Develop service projects.

11. Diversity

Teachers need to recognize and empower the diversity of the students, both individually and as a whole. Teachers need to work with other teachers, parents, and community members in ways to help students develop positive self-images.

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.*

The calendar will follow the calendar listed in Appendix C. It will allow for 185 instructional days starting in mid August and ending in early June. The calendar will observe the following holidays during the school year:

New Years Day
Dr. Martin Luther King, Jr. Day
President's Day
Good Friday
Memorial Day
Independence Day
Labor Day
Veterans Day
Thanksgiving Day and the day after
Christmas Day

Additionally, 11 vacation days are scheduled for students and school staff including the following breaks:

Thanksgiving Break (November 27-28, 2014)
Winter Break (December 24, 2014-January 2, 2015)
Spring Break (April 6-10, 2015)

To help ensure A.C.E.'s success, the calendar allows for:

- (a) End of Grade testing
- (b) six Saturday workshops
- (c) three semesters or trimesters
- (d) 16 in-service professional development opportunities and
- (e) seven staff meetings for after school professional development trainings.

To measure student performance on the goals, objectives, and grade-level competencies, End of Grade assessments are scheduled in May of 2016.

Six Saturday workshops will be offered to provide students performing below grade level (who are identified through standardized assessments and teachers observations) additional support.

The academic calendar is organized in three semesters or trimesters that run from August to June. The trimesters allow more time for the students to take more courses, but it also gives them a chance to focus on fewer subjects at

one time.

The JEGLA will arrange 16 professional development opportunities; two weeks or 10 days prior to the start of the school year for teacher training and preparation and six in-service professional development days throughout the school year.

In addition to the six professional development days throughout the year, seven after school staff meetings are scheduled and will be dedicated to professional development, collaboration between school staff and business partners, and ensuring challenging instruction is being provided.

The professional development opportunities are extremely important because it gives each teacher the opportunity to become acclimated to the JEGLA's policies and procedures, educational plan (including entrepreneurial integration and character education practices), state standards, and peer collaboration. In addition to the on-going professional development throughout the school year, the calendar allows time during teachers daily schedules for common planning which will be used to ensure instructional delivery is aligned with A.C.E.'s mission and student goals. After school department meetings will also support continual learning and team collaboration. Because partnerships between the home and school are vital to student success, three days are dedicated to parent-teacher conferences. The purpose of the conferences is to allow time for parents and teachers to collaboratively create and evaluate a plan that will ensure the student is performing successfully.

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.*

"Studies show most students who drop out begin thinking of leaving school early in their scholastic careers. Dropping out of school is not the result of an abrupt, unconsidered decision but an overt response to the impact of circumstances related to one or more factors over a student's lifetime.

Yet most efforts to identify potential dropouts and implement initiatives to address their needs occur at the high school level.

Instead of waiting until the end of the educational process to help students at risk, educators at each grade level should look for, and address, all dropout indicators." (At-Risk Student Intervention Implementation Guide).

The JEGLA will follow the below tiered approach.

Tier 1 High-Quality Classroom Instruction

Students identified through teacher observations will receive additional support. Providing quality classroom instruction with certain research-validated characteristics can make a big difference for struggling students.

Teachers will use different forms of instruction, frequent assessments, and reteaching or celebrating as necessary.

Tier 2 Targeted Interventions

Students identified through standardized assessments and teacher observations will receive additional support. This support comes in the form of 1:1 time during instructional time. The support stresses the importance of clear, conceptually-oriented instruction that eases the learning challenge, while also emphasizing the importance of drill, practice, and cumulative review.

Tier 3 - Intensive, Individual Interventions

Students who have not shown considerable growth after Tier 1 and 2 interventions will receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. This may include a specialized intervention outside of the classroom, e.g. Saturday workshops.

Tier 4 Exceptional Children Services

Students identified for Tier 4 are those that qualify for Exceptional Children services based on a documented learning or speech disability. These students will receive classroom instruction as normal with support from the EC teacher.

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. The JEGLA will survey the student and family to ascertain the home language. The survey will be provided in the appropriate language at no charge.

2. The JEGLA understands that students, regardless of native language, are required to meet the North Carolina Common Core Standards. It is further understood that as second language learners are working to acquire a new language, proficiency in the new language can occur rapidly through academic applications. To

this end, when English Language Learners (ELLs) enter the JEGLA, they will be supported by a teacher who is qualified to teach second language learners. Utilizing the NC English Language Proficiency Standard Course of Study, support and general education teachers will collaborate and focus on the academic achievement and language acquisition of the ELL.

3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services. Monitoring of ELL students will take various forms, including grade reviews, attendance, parent communication, teacher input, and student self-assessment. Students that test at the state approved level for exiting the ELL program will be exited from the ELL program if their performance on another

assessment demonstrates their ability to be successful without support.

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. The JEGLA will design specialized programs to meet the needs of intellectually gifted students. These specialized programs will take into account their areas of giftedness while addressing any areas of need. Specialized schedules and access to classes will allow students to continue to grow their strengths. We will also use technology and innovation to create peer groups and learning activities to continue to push the gifted student to higher levels of achievement. These accelerated and alternative programs will be offered based on teacher recommendation and objective performance on standardized tests and assessments.

2. The JEGLA will utilize collaboration of its Board, Administrator, and Teacher communities to review programs and student performance in the programs, recommending changes as appropriate. Continued monitoring of student performance (objective data) and student behavior and engagement (subjective data), will assist in ensuring success.

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 who have previously been found to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified by: (1) notification by parent; (2) school registration form; and (3) Comprehensive Exceptional Children Accountability System (CECAS).

2. Individualized student needs and remediation plans will be created and agreed upon by the appropriate teachers, staff and school administrator. This Instructional Support Team (IST) will also be responsible for identifying students who may be eligible for special education services. After appropriate interventions have taken place without sufficient progress or growth from the student in question, the student will be referred for Exceptional Student testing at the consent of the parent. Qualified individuals from appropriate disciplines, e.g. psychologist, speech and language specialists, etc. may conduct the evaluations.

The evaluation of the student will include measures to advance the understanding of why the student continues to perform below expectations. The student will also be assessed with an individually administered standardized achievement test to validate the classroom assessment data. The evaluation and assessment results will lead to recommendations as to the best plan for instruction. Recommendations will not focus solely on special education programs. Recommendations may include environmental accommodations specialized remediation approaches.

If a child is deemed eligible for special education services, an Individualized Education Program (IEP) will be developed to reasonably set learning goals and specifically state services provided by the JEGLA to meet the student's needs.

3. The JEGLA will submit a request to previous education institutions for records detailing previous IEP's or 504 Plan information.

All student records (private and confidential) will be maintained in a locked secure file cabinet in the administrative offices.

The JEGLA will appoint an existing staff member to coordinate the compliance efforts for 504 plans.

Exceptional Children's Education Programming

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

The J.E. Graham Leadership Academy (JEGLA) will prepare students for success in a global economy, through the use of cutting edge technology and proven leadership concepts.

The J.E. Graham Leadership Academy will use small class sizes, utilize diverse education and business acumen, anchor itself in community involvement and offer an excellent alternative to traditional educational opportunities.

This mission is no different for the JEGLA's exceptional children. In order to achieve this mission, the JEGLA will offer varied services. For those students with needs that can be met in a normal classroom setting, the JEGLA

will offer an inclusion model. This model will include normal instruction augmented by input from the EC teacher on curriculum design and instructional strategies. The JEGLA does recognize that this model may not work for all students and will be prepared to offer more aggressive services in smaller more appropriate settings to assist students in reaching their full potential.

2. The JEGLA understands and embraces the fact that all students are entitled to a Free and Appropriate Public Education. We are committed and strongly believe that normal participation in classes and activities are the most effective way to deliver on the larger commitment.

In order to make the best decision for the student, both the parent(s) and school leadership will collaborate to make the best placement and approach decision possible. All decisions will be in compliance with all applicable requirements and guiltiness. If a child enrolls in the JEGLA and is currently being served with an IEP, the JEGLA will do it's best to utilize the existing IEP while it evaluates and assesses the best approach at the JEGLA.

3. The JEGLA will utilize off the shelf technology to record and monitor IEP progress. This information will be shared with parents and appropriate staff through frequent progress reports and parent teacher meetings. This data collections, measurement, and reporting in conjunction with the parent teacher meetings will also allow for further customization of the program as progress dictates.

4. The JEGLA Board of Directors will approve and contract for related services. Related services include but are not limited to: speech and language pathology and audiology services. The use and delivery of the related services will be done in accordance to the IEP.

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. The JEGLA Leadership Team (Board and Administrator) will oversee overall school performance. The JEGLA expects to:

- perform above the achievement level of their peers in Hoke County schools. This will be measured through performance on the NC EoG tests.
- improve NC EoG results year over year.
- prepare and share annual presentations demonstrating knowledge application

through school sponsored projects impacting the community.

2. The JEGLA believes that evaluation and assessment results are absolutely integral to the long-term success of the school. Whether the evaluation or assessment is state mandated or supplemental to the state requirements, all results will be analyzed with an eye toward root cause and improvement opportunities. Assessment results not only point out areas of opportunity but areas of best practices. The JEGLA is looking at 3 additional evaluation and assessment tools to aid in curricula design and redesign.

- As it relates to Teacher performance the JEGLA will align with the Marzano Teacher Evaluation Model. This model is particularly helpful in that it focuses on the direct cause-and-effect relationship between teaching practices and student achievement. This provides the opportunity for meaningful and actionable results.

- From a student perspective, the JEGLA will augment the state mandated assessments with tools such as Score 21 and Study Island. Score 21 will allow the JEGLA to build additional assessments that align with Common Core Standards. These assessments will allow the JEGLA to measure progress and mastery while identifying areas of remediation. Study Island, along with giving students additional practice and time activities will also align closely with the technology and innovation portion of the JEGLA mission. Students will learn in and out of school through the use of tools and technology. Students will also be asked to document questions and concerns to be shared during class time as additional learning opportunities.

3. Any student meeting the state standards requirements per the NC state tests and having satisfactorily met all grade level expectations will automatically be promoted to the next grade level. Grade promotion requirements will be communicated to parents through the Parent Handbook, as well as orientation meetings and communications throughout the school year. Parents of students being considered for retention shall be notified in writing as early as possible, not later than 60 days before the end of the school year. Parents may respond in writing to the Director within 30 days of the written notification to protest the retention. Retention of students will be at the sole discretion of the Administrator.

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.*

The J.E. Graham Leadership Academy is committed to meeting the needs of its students and families. The school discipline policy is intended to educate parents, students, and the community on what the school expects from its students, how the school will address missed expectations, and to ensure a consistent, timely, and compassionate response to discipline related issues.

Discipline is most effect when addressed in a preventative manner and address in a timely and effective manner if the prevention is unsuccessful. The JEGLA will drive a culture of excellence through positive, caring, and strong relationships. Teachers, staff, parents, and students will be encouraged to foster trusting relationships where open dialogue is encouraged and conflict is seen as an opportunity to grow.

In todays society, technology, social media and the like have weakened our abilities to manage conflict in a productive fashion. Problem solving skills and commitment have become a lost art. Through the JEGLA discipline process, students will be faced with multiple opportunities to have open discussion to resolve issues, helping them to grow life skills such as problem solving and conflict management.

When prevention is unsuccessful, intervention and discipline can often occur with the student remaining in school. Examples of in-school interventions include but are not limited to: behavior contract, peer mediation, in-school suspension, conflict resolution, detention, restitution, loss of privileges, and school or community service. If the principal deems it appropriate to require a student to stay after school for detention for a disciplinary reason, the principal may authorize such detention provided the parent or guardian has received at least one day's notice and has agreed to assume responsibility for transportation home.

When, the Head of the School determines a student's behavior warrants an out-of-school suspension, the principal may impose a short-term suspension (ten [10] days or less) or, for more serious violations of the Code of Conduct, may recommend a long-term suspension (greater than ten [10] days), a 365-day suspension or expulsion, to the extent permitted by law and this policy. The School Board must approve any expulsion or suspensions of greater than ten (10) days. Under state law, if a student in grades K-12 brings a firearm on to school property, the student shall be subject to a 365-day suspension from school.

Policies may be modified on a case-by-case basis to conform to the Policies Governing Services for Student with Disabilities.

Students in grades K-5 shall not be subject to long-term suspension except as required by law or in cases involving serious injury to students or staff or serious threat to safety or welfare of members of the school community.

In-School Discipline / Possible Short-Term Suspension not to exceed two (2) days

Violations such as noncompliance, disrespect, attendance, inappropriate language, inappropriate dress, tobacco, and gambling.

Short-term Suspension not to exceed five (5) days / Possible Long-Term Suspension with Aggravating Factors
Violations such as integrity, disturbance, inappropriate literature, sexual harassment, threats, aggression, etc.

Long-Term Suspension/Possible Short-Term Suspension with Mitigating Factors
Violations such as Narcotics, Alcohol, chemicals, drug paraphernalia, gang related activities, weapons, assault, acts of terror, etc.

Suspensions Required under State Law
Firearms or destructive devices K-12.

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: Agape Inc

Mailing Address: 1305 Ball St.

City/State/Zip: Greensboro NC 27405

Street Address: 1305 Ball St.

Phone: 336-230-0221

Fax: 336-230-0232

Name of registered agent and address: James E Graham
P.O. Box
Pleasant Garden, NC

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Iris Harris	Secretary	DURHAM	Executive

James E Graham	Board Chair	GUILFORD	Pastor
Annie Amos	Treasurer	GUILFORD	Manager
TBD	Member at Large	HOKE	TBD
Vainette Walker	Member at Large	HOKE	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.*

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

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

The Governing Board of Directors will consist of at least five and no more than seven members. The Board will oversee financial health of School; manage the budget and all income/expenses of School; oversee solicitations and fundraising; oversee the facility management; set rules and regulations with the assistance of the Head of School; ensure compliance with all rules and regulations necessary to sustain nonprofit status and do all acts necessary and appropriate to ensure that the School's mission is maintained and the highest educational goals are achieved. The Board of Directors will represent a cross-section of backgrounds, professions and experiences.

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?*

James Graham, the founder, has solicited and appointed members of the Initial Board to serve an initial term of two years. The focus has been on selecting Board members with a solid belief in the mission along with diverse skills able to run an efficient and excellent school.

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

The Board will meet monthly during the school year.

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

The JEGLA Charter School board members will be expected to attend all

training sessions available for board members offered by the North Carolina Department of Public Instructions Office of Charter Schools. The JEGLA will also work with its consultant(s) to coordinate additional board training as needed and available.

Each new board member will participate in an orientation that presents the schools mission, vision, and plan. A board member manual will also be provided that includes JEGLA's Bylaws, Articles of Incorporation, current budget and most recent audited financial statement, copies of minutes, educational plan, a list of board members and their contact information, lists of committees, and any staff assignments.

Additionally, new board members will be required to read and regularly review existing school policies, Board policies, and the Corporations Bylaws.

Annually, Board Members will review and receive training on topics such as:

- N.C. charter statute overview
- Conflict of interest policy, procedure, and commitments
- Financial oversight & integrity
- Effective Meetings
- Board Roles and Responsibilities
- How to effectively promote the Mission of the school
- Hearing/grievance procedures
- New or revised potential policies required
- New state/federal rules and legal developments
- State of the School: annual needs and goals
- Student Achievement
- Strategic Planning

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 believes that integrity is key to building the credibility and success of the school. Accordingly, the Board will avoid all questionable conduct and relationships. In order to avoid even the appearance of conflicts of interest the Board will review and sign off on its Conflict of Interest Policy annually.

This policy will outline the purpose, the definition of conflicts of interest and the expectations of each Board member. The policy will outline the need to minimize conflicts, disclose actual or potential conflicts, and remove himself or herself from decision making where appropriate. The agreement will also outline examples of Conflicts of Interest and will be covered in ongoing development opportunities.

In addition to the formal process, the Board will do the following to avoid the very appearance of conflicts of interest.

- Avoid favoritism
- Make collective decisions
- Avoid conflicting roles.

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

School policy will be created based on best practices identified by highly successful schools and research studies as well as information gathered in both the school and local community. Board members will sponsor specific policies, which will include writing, researching, and presenting the proposal. After legal review and sign-off, the policy will have to pass a majority vote of the voting Board members.

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

There are currently no advisory bodies, councils or associations that are a part of The J.E. Graham Leadership Academy. The JEGLA will seek to establish a PTO to aid in fundraising and volunteerism.

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

Parents and staff members will be encouraged to work with the administrator on all concerns. In the event that a suitable resolution can not be attained through normal chain of command, parents and staff will have the ability to bring their concerns before the Board during monthly meetings or directly to a Board member if the issue requires privacy and confidentiality. The responsible Board Member will, after Legal consultation if necessary, investigate and recommend to the broader Board the proposed solution.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

The only employee of the Board will be the Head of the School (Administrator). All School employees will be employees of the school and report directly or indirectly to the Head of the School.

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

Recruitment and termination activities will be conducted by the School Administrator. Personal interviews will be required of finalists and they will be asked to provide detailed examples that will demonstrate how they will support the mission of the school. Background checks and detailed reference checks will be conducted. An interview rubric will be developed and used. All recommendations for potential hires and terminations will be submitted to the Board for review and comment.

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

The school's intended salary range is in accordance with North Carolina Public Schools and centered around new teachers and administrators. The JEGLA will all provide benefits such as Health, Life, and normal vacation accrual, but will not participate in retirement plans.

Director \$50,000 - \$90,000

Teacher \$30,000 - \$48,000

Admin Assist - \$12/hr - \$18/hr

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

It is the policy of the board, in keeping with the ultimate goal of serving

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

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

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

There are no planned dual purpose positions.

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.*

The JEGLA will either hire or contract to provide staffing for the special needs population. Because of the unique needs and importance of this population, both approaches are being considered.

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).*

Administrator

At a high level, the Director of the school will be accountable for the direct management of all instructional staff, the hiring, evaluating and terminating of any teaching staff, all professional development for the teachers and monthly reporting to the Board on the progress towards the school goals.

(1) Must possess and maintain proper certification as established by state law and the Department of Public Instruction (DPI).

(2) Must be aware of current trends and developments in education.

(3) Must possess related training and/or experience.

(4) Must possess leadership qualities.

(5) Must meet any additional qualifications set by the district.

All of our teachers and administrators must have a four year college degree. An advanced degree is not required. A minimum of 75 percent of our elementary teachers will be certified and 50 percent of our middle and high school teachers will be certified. The EC and ESL teachers must have a certification in the area that they are teaching.

Staff Evaluation and Professional Development

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

Administrators and teachers.

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

Teachers at The J.E. Graham Leadership Academy will be required to meet the standards set forth by NC Law for teachers in a NC Charter school (at least X% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by No Child Left Behind (NCLB) legislation, which requires

teachers in core subject areas to meet Highly Qualified standards. We will assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs.

- 3. 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.*

At the beginning of each school year, all teachers will attend professional development workshops that focus on any new educational programs, curriculums and/or assessments. Professional development throughout the year will include trainings on curriculum, technology, classroom management, leadership skills and other areas as the needs arise. The school calendar provides 12 days specifically for this type of professional development. Staff members may be asked to become an expert in certain aspects of the curriculum or methods. Teachers will attend outside training events and will then teach each other what they have learned. In this way, teachers will become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by the JEGLA.

- 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.*

All teachers will attend orientation August 10-14, 2015. During this week teachers will focus on learning styles, evidenced based instructional approaches, and changes to requirements and curricula. Teachers will be given case studies to work on as groups and role play activities to aid in the handling of real life scenarios. Teachers will also have regular staff meetings and mentor relationships to talk through the proper way to respond to unique and challenging scenarios.

- 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.*

Our teachers will utilize an early release day every other month during the school year to pursue professional staff development topics. The JEGLA will also retreat (locally or otherwise, budget permitting) each year. The professional development repository, webinars and other staff development offerings will be used. Faculty will be encouraged to use mandatory workdays for staff development. We will make extensive use of the NCDPI staff development calendar and webinars in our effort to provide high-quality professional learning experiences for our educators.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect

the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

The JEGLA will take a multi faceted approach to marketing. It will utilise the below key approaches:

Website - JEGLA will build and maintain a website so that people can learn about JEGLA, its mission, and its accomplishments.

Press Releases - Upon approval the JEGLA will utilize local print and radio media to introduce JEGLA to the community.

Direct Mail - The JEGLA will purchase direct mailing lists to send out information to our targeted population.

Faith Based Community - The JEGLA will work with local churches to establish a presence and an opportunity to introduce the congregations to the newly approved Academy.

Presentations - The JEGLA will host Open Houses at both the site of the school and other sites as appropriate to educate the public on JEGLA and Charter schools in general.

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. The decision to open and registration will be publically announced through a variety of means. The school's website will be launched publicly, notable social media and local print media will be launched publicly, radio spots with Board members, and direct mailing to appropriate zip codes will headline the efforts. Free events such as seminars and Family and Friend events will build relationships with the community and potential families. Registration will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. Regional churches and other faith-based organizations will also be resources for public relations, as they provide pre-established unions of ethics-conscious citizens. All targeted populations, therefore, will have public access to knowledge about school regulations, admission process, and procedures. Since the JEGLA founding board believes that the school will be a "We, Us, and Our" school, parents/guardians of enrolled students will be required to volunteer monthly at the school in various capacities.

2. The JEGLA founding board believes that parent involvement is integral to the success of the student and the JEGLA. Parents/guardians will be asked to volunteer 10 hours per month performing value added activities at the school. This will not only build a strong partnership between the JEGLA and its families but will provide incremental resources to the school beyond that itemized by the budget. The JEGLA will involve parents or guardians by

-enlisting parents/guardians of JEGLA students to ensure that all students have access to reliable transportation. During the enrollment process, parents will be asked to identify transportation needs. Additionally, parents will be asked to sign up as volunteer drivers on a rotating schedule. The coordinator of volunteer efforts will then liaison between families in need and families with provision to organize appropriate transportation. The time spent carpooling will count toward volunteer hours.

- enlisting parents to serve on a PTO that will work in the community raising funds for the continued growth of the the JEGLA.

- providing workshops around effective parenting, interviewing skills, and computer training for the parents/guardians of the enrolled population. The JEGLA is not only committed to the growth of the student but to the overall growth and stability of the family unit. The JEGLA believes that a partnership is truly a two way street and the volunteers should benefit commensurate with their volunteerism.

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.*

Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to J.E. Graham Leadership School. The JEGLA shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. Except as otherwise provided by law, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, The JEGLA may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired. The school will open the application submission window on or about February 15, 2015 and will close applications on May 15, 2015. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12. The application deadline will be announced three months before the last day of application. The lottery will be conducted in an open session board meeting or in an ad hoc board meeting.

The information about the application and enrollment process to The JEGLA will be distributed in the county using flyers (English and Spanish), direct

mailing, and announcements in the local newspapers. The JEGLA will host open houses, where we can share information about the mission and the vision of the school.

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

There is no entrance exam for students to be enrolled in The JEGLA. The application forms must be filled out completely and the agreement forms for the Code of Conduct should be signed by the parents, prior to actual enrollment.

In case the number of applicants is more than the space available space in The JEGLA, we will conduct a lottery. The lottery will be organized by the school board. The lottery date will be announced three weeks before the lottery. The lottery

will be conducted in the following manner:

Lottery cards will be assigned to each applicant.

The lottery will be conducted in an open session board meeting or an ad hoc meeting.

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

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

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

Children of current faculty members are exempt from the lottery, provided their number does not exceed the maximum enrollment per grade.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Hoke County Schools
 LEA #2
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 470	LEA 000	LEA 000	LEA 470	LEA 000	LEA 000	LEA 470	LEA 000	LEA 000	LEA 470	LEA 000	LEA 000	LEA 470	LEA 000	LEA 000
Kindergarten	11	0	0	13	0	0	15	0	0	18	0	0	22	0	0
Grade 01	11	0	0	13	0	0	15	0	0	18	0	0	22	0	0
Grade 02	11	0	0	13	0	0	15	0	0	18	0	0	22	0	0
Grade 03	9	0	0	11	0	0	13	0	0	15	0	0	18	0	0
Grade 04	9	0	0	11	0	0	13	0	0	15	0	0	18	0	0
Grade 05	10	0	0	12	0	0	14	0	0	16	0	0	19	0	0
Grade 06	10	0	0	12	0	0	14	0	0	16	0	0	19	0	0
Grade 07	10	0	0	12	0	0	14	0	0	16	0	0	19	0	0
Grade 08	10	0	0	12	0	0	14	0	0	16	0	0	19	0	0
	91			109			127			148			178		

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.

While the school will not provide transportation, the J.E. Graham Leadership Academy will coordinate a parent sign-up system for carpooling. This will allow parents in strategic locations to carpool. Additionally, the JEGLA will identify and negotiate low-cost opportunities with transportation vendors to provide transportation services to and from strategic pick-up/drop-off locations.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Lunch at the J.E. Graham Leadership Academy will be eaten in the classrooms. Students will be encouraged to bring a healthy lunch and a healthy snack to be eaten during the lunch and snack/break period. The JEGLA will also work with local food services to create the opportunity for students to purchase a healthy lunch that will be delivered to the school. Each morning, the JEGLA will get an accurate count of students who would like to purchase lunch and supply that count to the vendor of choice.

Any student that may be eligible for free or reduced lunch should contact the administration offices to complete a free/reduce lunch application.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$1,000,000		\$.00
Motor Vehicle Liability	\$1,000,000		\$.00
Bonding Minimum/Maximum	\$250,000	\$250,000	\$.00

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 470 - Hoke County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,273.94	91	\$479,928.54
Local Funds	\$1,073.17	91	\$97,658.47
Federal EC Funds	\$3,743.48	10	\$37,434.80
Totals			\$615,021.81

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	\$479,929	\$574,861	\$669,793	\$780,546	\$938,765
-Local Per Pupil Funds	\$97,658	\$54,500	\$63,500	\$74,000	\$89,000
-Exceptional Children & Federal Funds	\$37,435	\$40,804	\$47,543	\$55,404	\$66,634
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$615,022	\$670,165	\$780,836	\$909,950	\$1,094,399

***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:															
Lead Administrator	1	\$51,540	\$51,540	1	\$52,571	\$52,571	1	\$53,622	\$53,622	1	\$54,695	\$54,695	1	\$55,789	\$55,789
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$25,000	\$25,000	1	\$25,500	\$25,500	1	\$26,010	\$26,010	1	\$26,530	\$26,530	1	\$27,061	\$27,061
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3	\$96,540	\$96,540	3	\$98,071	\$98,071	3	\$99,632	\$99,632	3	\$101,225	\$101,225	3	\$102,850	\$102,850
Instructional Personnel:															
Core Content Teacher(s)	9	\$32,000	\$288,000	9	\$32,640	\$293,760	9	\$33,293	\$299,637	9	\$33,959	\$305,631	9	\$34,638	\$311,742
Electives/Specialty Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	1	\$32,200	\$32,200	1	\$32,844	\$32,844	1	\$33,501	\$33,501	1	\$34,171	\$34,171	1	\$34,854	\$34,854
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	10	\$64,200	\$320,200	10	\$65,484	\$326,604	10	\$66,794	\$333,138	10	\$68,130	\$339,802	10	\$69,492	\$346,596
A+B = C - Total Admin, Support and Instructional	13	\$160,740	\$416,740	13	\$163,555	\$424,675	13	\$166,426	\$432,770	13	\$169,355	\$441,027	13	\$172,342	\$449,446

Personnel:															
Administrative & Support Benefits															
Health Insurance	3	\$4,500	\$13,500	3	\$4,500	\$13,500	3	\$4,500	\$13,500	3	\$4,500	\$13,500	3	\$4,500	\$13,500
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	3	\$83	\$249	3	\$83	\$249	3	\$83	\$249	3	\$83	\$249	3	\$83	\$249
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	3	\$1,923	\$5,769	3	\$2,025	\$6,075	3	\$2,064	\$6,192	3	\$2,103	\$6,309	3	\$2,143	\$6,429
D - Total Admin and Support Benefits:	9	\$6,506	\$19,518	9	\$6,608	\$19,824	9	\$6,647	\$19,941	9	\$6,686	\$20,058	9	\$6,726	\$20,178
Instructional Personnel Benefits:															
Health Insurance	10	\$4,500	\$45,000	10	\$4,500	\$45,000	10	\$4,500	\$45,000	10	\$4,500	\$45,000	10	\$4,500	\$45,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	10	\$1,923	\$19,230	10	\$2,025	\$20,250	10	\$2,064	\$20,640	10	\$2,103	\$21,030	10	\$2,143	\$21,430
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	10	\$83	\$830	10	\$83	\$830	10	\$83	\$830	10	\$83	\$830	10	\$83	\$830
E - Total Instructional Personnel Benefits:	30	\$6,506	\$65,060	30	\$6,608	\$66,080	30	\$6,647	\$66,470	30	\$6,686	\$66,860	30	\$6,726	\$67,260
D+E = F - Total Personnel Benefits	39	\$13,012	\$84,578	39	\$13,216	\$85,904	39	\$13,294	\$86,411	39	\$13,372	\$86,918	39	\$13,452	\$87,438
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	12	\$213,618	\$116,058	12	\$240,251	\$117,895	12	\$265,851	\$119,573	12	\$271,483	\$121,283	12	\$286,148	\$123,028
B+E = H - Total Instructional Personnel (Salary & Benefits)	40	\$70,706	\$385,260	40	\$72,092	\$392,684	40	\$73,441	\$399,608	40	\$74,816	\$406,662	40	\$76,218	\$413,856

J.E. Graham Leadership Academy

G+H = J - TOTAL PERSONNEL	52	\$284,324	\$501,318	52	\$312,343	\$510,579	52	\$339,292	\$519,181	52	\$346,299	\$527,945	52	\$362,366	\$536,884
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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	\$0	\$0	\$0	\$0	\$0
	Paper	\$0	\$0	\$0	\$0	\$0
	Computers & Software	\$5,000	\$8,000	\$9,000	\$10,000	\$10,000
	Communications & Telephone	\$0	\$0	\$0	\$0	\$0
	Copier leases	\$0	\$0	\$0	\$0	\$0
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$0	\$0	\$0	\$0	\$0
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$60,000	\$72,000	\$94,000	\$96,000	\$108,000
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$10,572	\$10,572	\$10,572	\$10,572	\$10,572
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$20,000	\$24,000	\$24,000	\$24,000	\$24,000
	Gas	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Water/Sewer	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Trash	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$1,000	\$2,000	\$3,000	\$4,000	\$5,000
	Child nutrition	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$110,572	\$135,572	\$159,572	\$163,572	\$176,572
	Instructional:					
Instructional Contract	Staff Development	\$0	\$0	\$0	\$0	\$0
Classroom Technology	Software	\$0	\$0	\$0	\$0	\$0
Books and Supplies	Instructional Materials	\$0	\$0	\$0	\$0	\$0

	Curriculum/Texts	\$0	\$0	\$0	\$0	\$0
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$0	\$0	\$0	\$0	\$0
	K+L = M - TOTAL OPERATIONS	\$110,572	\$135,572	\$159,572	\$163,572	\$176,572

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$501,318	\$510,579	\$519,181	\$527,945	\$536,884
M - TOTAL OPERATIONS	\$110,572	\$135,572	\$159,572	\$163,572	\$176,572
J+ M =N TOTAL EXPENDITURES	\$611,890	\$646,151	\$678,753	\$691,517	\$713,456
Z - TOTAL REVENUE	\$615,022	\$670,165	\$780,836	\$909,950	\$1,094,399
Z - N = SURPLUS / (DEFICIT)	\$3,132	\$24,014	\$102,083	\$218,433	\$380,943

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.

The student enrollment was projected in part based on the population size of the area and the verbal and survey interest demonstrated. The JEGLA believes that 50 students is the break even point depending on grade distribution.

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

The school is in the process of seeking donors and benefactors from both the faith based communities in Raeford and other communities in Greensboro. There is a strong interest in seeing this program work and while financial support has not yet been locked in the initial support is strong.

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

It does not.

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

1:15

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.*

Yes, JEGLA will contract for some services. The JEGLA will contact service providers and ask that they submit an RFP for the specific services. The JEGLA Board will review the proposals in an effort to assess the capabilities of the contractors.

The JEGLA board will apply the bid to the criterion that it seeks, including cost, performance requirements, etc.

The JEGLA will narrow down the contractors to 3-5 finalists where possible and work through an interview process and referral check.

The Board will then vote on the contractor of choice.

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

The budget is currently focused on start up costs with place holders for some technology purpose and a focus on community involvement.

- 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.*

The school has an intended 10% target for general fund balance. The school will work through solid fiscal management and community volunteerism, fundraising, and donations to drive the general fund balance.

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

The land is already owned by New Covenant Christian Center, a willing landlord for the JEGLA. New Covenant will secure education modulars and lease the land and buildings to the JEGLA.

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

The school will have assets such as furniture, etc. The assets will include:

Chairs
Desks
Computers
White Boards

The JEGLA board is working currently through donation opportunities for these items.

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

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

The JEGLA Board will audit no less than twice per year to ensure that record keeping is sound and adequate. In conjunction with the conflicts of interest policies, the need to have multiple signatures on large purchases, and the review of roles and responsibilities, the JEGLA Board will be responsible for all internal controls not covered by mandatory audits.

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

No known transactions

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.

While a final decision has not been made, the below is the leading candidate.

Batchelor, Tillery and Roberts, LLP, CPA
Jim Black
3605 Glenwood Ave, Suite 350
Raleigh, NC 27612
919-781-0217
Fax:(919) 783-6724

