



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Kerr-Vance Academy Charter**

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

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

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

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

## **CHARTER SCHOOL 2013 Application Process**

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

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

**September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

**December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**

**December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

### **APPLICATION SPECIFICATIONS**

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

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

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	<u>Grade Levels Served and Total Student Enrollment:</u>	5
II.	<u>MISSION and PURPOSES</u>	7
	<u>Mission:</u>	7
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	7
	<u>Purposes of the Proposed Charter School:</u>	9
	<u>Goals for the Proposed Charter School:</u>	10
III.	<u>EDUCATION PLAN</u>	13
	<u>Instructional Program:</u>	13
	<u>C</u>	
	<u>K-5 Curriculum and Instructional Design:</u>	14
	<u>C</u>	
	<u>6-8 Curriculum and Instructional Design:</u>	17
	<u>C</u>	
	<u>9-12 Curriculum and Instructional Design:</u>	20
	<u>Special Programs and "At-Risk" Students</u>	23
	<u>Exceptional Children</u>	25
	<u>Student Performance Standards</u>	27
	<u>Student Conduct:</u>	29
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	31
	<u>Governance:</u>	31
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	31
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	37
	<u>Private School Conversions: complete</u>	37
	<u>C</u>	
	<u>Projected Staff:</u>	40
	<u>Staffing Plans, Hiring, and Management</u>	40
	<u>Staff Evaluation and Professional Development</u>	45
	<u>Enrollment and Marketing:</u>	47
	<u>Marketing Plan</u>	47
	<u>Parent and Community Involvement</u>	48
	<u>Admissions Policy</u>	49
	<u>PROJECTED ENROLLMENT 2015-16 through 2019-2020</u>	51
	<u>Transportation Plan:</u>	52
	<u>School Lunch Plan:</u>	52
	<u>Civil Liability and Insurance</u>	52
	<u>Health and Safety Requirements:</u>	53
	<u>Facility:</u>	
	<u>Facility Contingency Plan:</u>	53
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2015-16</u>	55
	<u>Total Budget: Revenue Projections 2015-16 through 2019-2020</u>	56
	<u>Personnel Budget: Expenditure Projections 2015-16 through 2019-2020</u>	57
	<u>Operations Budget: Expenditure Projections 2015-16 through 2019-2020</u>	59
	<u>Overall Budget:</u>	61
	<u>Budget Narrative:</u>	61
	<u>Financial Audits:</u>	65
VI.		

AGREEMENT PAGE

LEA Impact Statement: 67

Applicant Signature: 67

## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Kerr-Vance Academy Charter

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: *Kerr-Vance Academy Charter, 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: *Betty Fudge*

Title/Relationship to nonprofit: *Organizer*

Mailing address: 700 Vance Academy Road  
Henderson NC 27537

Primary telephone: 252-492-0018 Alternative telephone: 919-690-1741

E-Mail address: kvacharter@gmail.com

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

County: VANCE

LEA: 910-Vance County Schools

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

No:

Yes:

If so, Public or Private:

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

If a private school, give the name of the private school being converted: Kerr-Vance Academy

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? Kerr-Vance Academy Charter, Inc.

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

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

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (10*

*Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04,05,06,07,08,09,10,11,12	580
Second Year	K,01,02,03,04,05,06,07,08,09,10,11,12	640
Third Year	K,01,02,03,04,05,06,07,08,09,10,11,12	680
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	715
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	730
Sixth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	750
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11,12	750
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	750
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	750
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	750

*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.*

kerrvance2015  
*Signature*

Board Chairperson  
*Title*

kerrvance2015  
*Printed Name*

12/04/2013  
*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:*

Kerr-Vance Academy Charter will provide a rigorous and comprehensive academic program gearing students towards higher learning in an intensive liberal arts college preparatory environment.

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

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

Kerr Vance Academy Charter(KVAC) will be open to any student domiciled in the State of North Carolina who would otherwise be eligible to attend a public school. The targeted population includes any student eligible for enrollment in grades Kindergarten through 12 who is seeking an intensive liberal arts, college preparatory program in an atmosphere where ethical values are stressed. The Kerr Vance Academy Charter student should not be deterred by the high expectations of the faculty and staff and will realize his or her potential in a nurturing, formative environment.

The racial, ethnic and socioeconomic composition of Vance County includes a nearly even distribution of non-white and white populations with average per-capita income of \$34,084. Almost 1/3 of Vance County households live at or below the US poverty level and, in 2012 over 2/3 of all public school students were eligible for free or reduced lunch. KVAC will be located on the Southwestern side of Henderson, the Vance County seat of government. With a relatively small geographic area (270 square miles) KVAC anticipates drawing students from all corners of Vance County in addition to adjacent Granville, Franklin and Warren Counties, all of which share comparable racial, ethnic and socioeconomic characteristics.

Over the past four years, Vance County has topped the list of North Carolina counties with the highest high-school dropout rates. 2011-2012 dropout rates in Vance County topped 5.7%, up slightly from a 2010-2011 drop-out rate of 5.55%. KVAC expects that new students entering KVAC in the first year will be at a higher risk of dropping out than students attending schools in other counties. To that end, the KVAC Board of Directors is committed to playing a part in reducing the dropout rate by identifying students at risk of dropout early and engaging them in programming aimed at addressing the economic, social, academic and cultural contributors to

dropout, thereby mitigating that risk.

The public education outlets in counties facing high dropout rates and higher-than-average poverty levels, such as those in Vance County, bear a disproportionately heavy burden in offering high-quality educational opportunities that can breakthrough existing norms and change the trajectory of the community's social and economic destiny. Kerr-Vance Academy, the existing private school that will convert to a public charter, Kerr-Vance Academy Charter, has a proven track record of success and will serve as the launching point for the new charter school. This will extend the school's reach into the surrounding counties, specifically to the families which, until now, have not had the monetary means to benefit from the private education offered by Kerr-Vance Academy.

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

The 2015-2016 total projected enrollment at the charter school as a percentage of Vance County, North Carolina public schools is as follows based on 2011-2012 data reflecting 8,330 total students: (Grade / KVAC ADM / % of LEA ADM)

K-5	/	320	(Vance County Schools 4,172 Total ADM)	/	7.67%
6-8	/	135	(Vance County Schools 1,699 Total ADM)	/	7.95%
9-12	/	125	(Vance County Schools 2,459 Total ADM)	/	5.08%
K-12	/	580	(Vance County Schools 8,330 Total ADM)	/	6.96%

NOTE: Calculations for Vance County Schools also include enrollment at Vance Charter School

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

The main difference between KVAC and the local LEA is the combination of KVAC's classical curriculum for all grades entwined with the Common Core State Standards and Essential Standards in a sequential, rigorous, and comprehensive path from Kindergarten all the way through high school graduation allowing for natural transitions from elementary school to middle school to high school. The classical approach to learning will benefit the students in many ways, but most specifically the rigorous and systematic nature of the approach.

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

Systematic study also allows the student to join what Mortimer Adler calls the "Great Conversation" the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. "The beauty of the classical curriculum," writes classical schoolmaster David Hicks, "is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance

to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs."

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

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

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

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

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

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

1. Teachers at Kerr-Vance Academy Charter (KVAC) will have numerous professional development opportunities through Professional Learning Communities, courses offered at the North Carolina Department of Public Instruction, webinars, partnerships, and conferences.

Teachers will also have the opportunity to work with their specific department and collaborate about curriculum, lessons, student advancement, and the ultimate goal of academic growth. Teachers that show exemplary leadership, knowledge, and professional development will have the

opportunity to serve as a lead teacher or a department head.

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

3. KVAC will provide the families in Vance County and the surrounding counties an additional educational choice for students in grades Kindergarten through 12th grade. KVAC will offer a college preparatory environment in a liberal arts school requiring more courses completed prior to graduation than the local LEA including increased options for electives derived from the core classes.

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

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

KVACs facility will be equipped with WiFi, allowing technology and the use of the internet to be incorporated into lessons keeping students current with technology literacy and the most advanced information.

5. KVAC will increase learning opportunities for all students by providing a rigorous and comprehensive academic program that incorporates multiple facets of education into their lessons. There will be pre-screening and placement assessments to ensure students are achieving their academic potential and will be grouped accordingly.

Identified at-risk students will have the opportunity to attend remedial and additional tutoring sessions and will participate in the second and third tiers of the North Carolina Response to Intervention program.

Gifted students will have the opportunity to transition to more advanced classes as well as participate in enrichment activities, lessons, and projects. KVAC will also provide Advanced Placement, honors, and college level courses.

6. KVAC supports and encourages teachers to collaborate through PLCs and share innovative teaching methods that will support KVACs mission and vision.

### **Goals for the Proposed Charter School:**

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools*

*existence.*

KVAC has four specific and measurable goals for the school's educational program:

GOALS

1. Based on school-based senior exit surveys and graduation plans, at least 80% of KVACs graduating seniors will (a) enter a four or two year college or (b) enter a trade or technical school.
2. After three years of operation, the percentage of students in grades 3-8 who meet or exceed state proficiency standards will be at least 5% over the state average.
3. Over half of the school's middle school and high school students will be enrolled in advanced courses of study.
4. 100% of students will utilize technology to access and demonstrate knowledge and skills as evidenced in lesson plans, scheduling, and student work.

BOARD COMMUNICATION

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

Quarterly newsletters will be sent home as well as posted on the website to inform parents and any other stakeholders of any events, data, results, and information that is pertinent to the KVAC community. A phone call and email system will also be in place for daily or weekly notifications, which will be used to notify stakeholders of upcoming board meetings.

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

An annual evaluation by the Kerr-Vance Academy Charter Board of Directors will focus on the following:

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

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

FINANCIAL-the board will monitor all financial transactions through the required accounting system via a set of monthly financial and transaction reports. The board will compare current spending and revenue flow with the

annual budget and identify any potential for overspending and take action to mitigate the negative effects of budget variances. The board will also review the annual budget with the independent auditor to identify areas for increased efficiencies and improvements in financial management, thereby ensuring sufficient resources to support the school's core curriculum and mission.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

##### OVERALL INSTRUCTIONAL PROGRAMS

Kerr-Vance Academy Charter will provide students in Kindergarten through 12th grade with a high quality, sequential, rigorous, and comprehensive education that entwines the Common Core State Standards in English Language Arts, Math and the Essential Standards with the three parts of the classical curriculum. The elementary years of school will be spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students will learn to think through arguments. In high school, they will learn to express themselves. This classical pattern is called the trivium. Also integrated into lessons will be technology literacy, character education, 21st century thinking and study skills.

##### MAJOR INSTRUCTIONAL METHODS

Due to the high dropout rate and 1/3 poverty level in Vance County, the early identification of at-risk students will be critical. Students will be screened prior to classroom placement using a school-level benchmark as well as looking at previous assessment results and teacher recommendations to ensure students will be placed in an achievement appropriate environment that supports their learning style and pace and allows each student to learn in a safe, nurturing, and enjoyable environment. Upon placement, constant data monitoring will be critical in making sure students are at mastery in all subjects and remediation is provided if mastery of subjects is not met.

##### ASSESSMENT STRATEGIES

Students will have quarterly benchmarks in core subjects to ensure proper growth and to ensure students are meeting individual potentials. KVAC will use a variety of methods for benchmarks, including; drills, presentations, discussions, observations, rubrics, fluency checks, STAR assessments, and standardized testing. These benchmarks and data gathered from them will drive instruction looking forward to the next marking period. Formal and informal assessments will allow teachers to consistently check for understanding. Each students' progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

KVAC will follow North Carolina's Accountability Model for assessing students' performance using all End of Year (EOY) or End of Course (EOC) assessments provided by the state.

## MEETING THE NEEDS OF THE TARGETED POPULATION

KVAC understands the contributors to student dropout and will provide programs to prepare all students for higher learning. These programs include character education integrated in all classrooms, school-wide initiatives, study skills, career and college planning, learning across the curriculum, technology literacy, honors and AP courses, occupational preparatory classes, and many electives to support individualized interests.

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

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

#### LEARNING ENVIRONMENT

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

#### CLASS SIZE AND STRUCTURE

In the elementary grade levels or the first stage "the grammar stage," classrooms will have a maximum of 20 students and will be set up to encourage whole group learning, independent work, and space for small groups. Classroom instruction will revolve around the learning of facts; rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics, etc. Collaboration of small groups in student led centers will be the basis for students working independently. Student centers include listening to books, math using manipulatives, reading leveled books, science and social studies research using nonfiction materials, computer games, and comprehension activities. Other small group instruction will be led by the teacher and will include reading groups, remediation, and assessment. Students will move between small group instruction with the teacher and student led centers. Teachers in elementary school will ensure each student has the foundational facts to be successful in middle school. Teacher assistants will be shared between the two grade level classrooms and will assist with small group instruction. Students' work will be proudly displayed in classrooms and hallways. The walls and classrooms will be filled with language rich materials that are supported by The Daily Five structure of learning which directly relates to the Common Core Standards. The Daily Five framework includes a combination of whole group interaction, partner work, and independent activities incorporating reading, writing, listening, speaking, and memorization. Also included in lessons will be technology literacy and character education, which will begin in kindergarten and grow increasingly important with each grade level.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

KVAC's curriculum plan is a direct reflection of its mission statement,

targeted population and the North Carolina Accountability Model.

#### MISSION STATEMENT

As stated in our mission, we will provide a rigorous and comprehensive academic program. Our curriculum will reflect our mission by making sure all the goals and objectives for each grade level and subject are met using the Common Core and Essential Standards and we will follow all state and federal testing and accountability requirements to ensure we are using the most effective curriculum available for our targeted population and producing proficient students that have achieve mastery before being promoting to a higher level of the curriculum sequence.

#### TARGETED POPULATION

Vance County has topped the list of North Carolina counties with the highest high school dropout rate of 5.7%. KVAC is therefore committed to reducing this statistic by:

1. Early identification of at-risk students through screenings, benchmarks, data meetings, and assessments.
2. Providing a curriculum that addresses the economic, social, academic, and rural contributors to dropout and ultimately prepares students for higher learning via college or university, trade, military, etc.
3. Following the Common Core State Standards and Essential Standards using the three phases of classical curriculum.

#### NORTH CAROLINA ACCOUNTABILITY MODEL

KVAC's curriculum will align with the state's accountability model. The model focuses on career and college readiness which is in the mission of the school to gear students for higher learning and secondary education opportunities. Also, KVAC will follow K-8 READY Accountability Model Components which include all state assessments and meeting AMO targets.

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.*

KVAC's education plan is oriented toward the ultimate goal of preparing a graduate to succeed in higher learning or secondary education through a college, university, trade, or military service, which will remain a challenge in Vance County as they topped the list of North Carolina counties with the highest high-school dropout rate. Therefore, choosing an instructional strategy and important teaching strategies will be critical to reaching this goal.

In the elementary grades or "the Grammar Stage," in order to get the basic building blocks or foundation of education many instructional strategies will be used, however, the content will be taught through lecture, memorization, drill, group work, and observation.

#### PRIMARY INSTRUCTIONAL STRATEGIES

**DIFFERENTIATION:** Teachers will use an early identification tool through a screening assessment, grades, teacher recommendations, etc. to detect at-risk students and achievement levels. Teachers will need to differentiate lessons based on these levels to ensure all students can achieve their educational goals and feel successful. Classes will be heterogeneously grouped, so teachers will need to be highly effective at teaching lessons using multiple learning styles. Classes will allow for lecture, independent work and meeting with students in small groups based on frequent assessments allowing students to follow different approaches toward the same goal. Teachers will need to scaffold instruction to support a variety of learners using strategies such as guided practice, extended time, read aloud, and enrichment opportunities.

**PROGRESS MONITORING:** Teachers will use regular formative assessments that will allow instructors to effectively adjust their instruction, guide future lessons and place students appropriately during the RTI process.

**TECHNOLOGY LITERACY:** Teachers will embed technology in lessons and encourage students to research, analyze, and learn using the most recent technological advances. KVAC has two state-of-the-art computer labs with fulltime teachers, document cameras, smartboards, and many other tools for student to be literate with technology and prepare them for state and national computer based assessments.

**LEARNING ACROSS THE CURRICULUM:** Teachers will collaborate with their team to incorporate themes and topics into other lessons for consistency and continuity.

Teachers will receive extensive professional development to ensure effective implementation and delivery of these strategies.

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.*

KVAC's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date will be no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. KVAC's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all KVAC students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build

in students the desire for life-long learning.

### **6-8 Curriculum and Instructional Design:**

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

In the middle grades, students will be moving throughout the day into different subject based classrooms. As a K-12 school, the transition to middle school will not change their environment and students will be able to focus on academics and move naturally into the second phase of classical education, or "the logic phase." During this stage of learning, students will begin to focus on the "why" as they learn to be increasingly independent. Each class will be structured with a quick warm-up review activity, followed by lecture, discussion, and/or note taking, with a culmination of an independent, partner, or group activity. Classrooms will be set up to allow for the flexibility of varying lessons and activities. Homerooms will consist of 20 children each, but academic classes will vary based on academic grouping of students. Technology literacy is a key component at this level and students are allowed to bring in their devices and use the school's Wi-Fi as an added layer of learning.

KVACs middle school will focus on differentiated learning by grouping students into ability and achievement groups. Ability and Achievement groups will help for students to feel more comfortable with the content that is presented to them and therefore help them achieve at a level that they can feel successful.

Assessments that occur quarterly and data will drive remediation decisions for students. These assessments will provide teaching opportunities and allow for fluid instructional groups to occur; meaning that students may move from one achievement group to another as their data reflects this. Within these instructional groups, direct instruction methods will be utilized. This direct instruction model will allow for higher student engagement and proven teaching techniques to occur, in hopes to spike student achievement.

Also, within the classroom small groups will occur leading to more peer collaboration for both review and tutoring purposes. Within these small groups, hands on exploration is encouraged and assessed by students. Students will be encouraged to collaborate within small groups and offer criticisms to group members, leading to more productive final products among the groups.

Among the group work that will occur in the classroom, independent learning is also encouraged. Students will be rewarded for completing independent learning tasks as well as reading independently for pleasure or assignments. Although collaboration is important among students, the classrooms will encourage independent success through task based assignments.

With all of these different teaching and learning skills incorporated, KVAC hopes to produce a well rounded citizen that is ready to enter the high school level, with the skills necessary to be successful in the future.

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 middle school curriculum aligns with the proposed charter school's mission, targeted student population and the North Carolina Accountability Model.

#### MISSION STATEMENT

As stated in our mission, we will provide a rigorous and comprehensive academic program for our middle school students using the Common Core and Essential Standards with a classical curriculum approach. The middle school students will be given the opportunity for increasingly challenging material and greater independence to reach the ultimate goal of course mastery, completion, and more educational opportunity. Certified teachers will be presenting the chosen curriculum using multiple instructional strategies allowing for all learning styles to be incorporated into lessons and allowing for consistent collection and review of student academic data to ensure individual growth and progress.

#### TARGETED STUDENTS

Vance County has topped the list of North Carolina counties with the highest high school dropout rate of 5.7%. KVAC is therefore committed to reducing this statistic by:

1. Early identification of at-risk students through screenings, benchmarks, data meetings, and assessments.
2. Providing a curriculum that addresses the economic, social, academic, and rural contributors to dropout and ultimately prepares students for higher learning via college or university, trade, military, etc.
3. Following the Common Core State Standards and Essential Standards using the three phases of classical curriculum.

#### NORTH CAROLINA ACCOUNTABILITY MODEL

KVAC's curriculum will align with the state's accountability model. The model focuses on career and college readiness which is in the mission of the school to gear students for higher learning and secondary education opportunities. Also, KVAC will follow K-8 READY Accountability Model Components which include all state assessments and meeting AMO targets.

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 progression from elementary school, the middle grades or "the logic stage" of education will continue towards KVAC's ultimate goal of preparing a graduate to succeed in secondary education. The following instructional strategies will be used to implement the middle school curriculum:

INTERACTIVE INSTRUCTION: Teachers will rely heavily on discussion and

sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. KVAC will use the following methods of interactive instruction to motivate students and encompass all learning styles: Debates, Role Playing, Panels, Brainstorming, Peer Partner Learning, Discussion Laboratory Groups, Think, Pair, Share, Cooperative Learning, Jigsaw, Problem Solving, Structured Controversy, Tutorial Groups, Interviewing, and Conferencing.

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

**CRITIQUE AND FEEDBACK:** Teachers will use tools to help students assess their own work and the work of their peers. Classrooms will serve as a safe environment where students can openly express their ideas, theories, and inquiries. They will provide students the opportunity for discussion, debate, collaboration and observations. Through these collaborative relationships, students will be encouraged by teachers to lead themselves in paths that are interesting and where students feel useful to the classroom environment.

**TECHNOLOGY LITERACY:** Teachers will embed technology in lessons and encourage students to research, analyze, and learn using the most recent technological advances. KVAC has two state-of-the-art computer labs with fulltime teachers, document cameras, smartboards, and many other tools for students to be literate with technology and prepare them for state and national computer based assessments.

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.*

KVAC's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date will be no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. KVAC's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all KVAC students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build

in students the desire for life-long learning.

### **9-12 Curriculum and Instructional Design:**

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

In the final stage of learning, the rhetoric stage, high school students learn to write and speak with force and originality. Students will apply what is learned in middle school to the foundational information learned in the early grades. Students will begin to specialize in courses that attract them and they will be able to start developing their course framework based on their achievement and interests giving students ownership of their education.

Grades 9-12 are set up in a traditional seven period structure with each containing fifty minutes with a bimonthly extended period of seventy minutes to allow for labs, essays, group projects, and demonstrations. Subjects are taught on a year long basis. Students may choose from three levels of classes including college prep, honors, and advanced placement (AP). Students generally complete 6 courses each year (four core subjects and two electives). Grade level sizes for 9-12 will average 50 students, but class sizes will vary based on student course selection. Classrooms will be arranged for flexibility of activities, depending on subject area and daily instruction.

KVACs high school will also utilize the classical teaching methods. In conjunction with the classical content, direct instruction will be used as a means of delivery of the content. This direct instruction method will allow for higher student engagement and quick teacher feedback for evidence of retention. While some instruction in the classroom will be whole group based, much of the learning will occur in project based activities. Students will be expected to provide a final project in accordance with something they have gained from their whole group instructional environment. Outside of the classroom students will be encouraged to participate in internships, job shadowing, or other partnerships that will provide them with hands on experience for their future interests.

Provide a synopsis of the planned curriculum, including:

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

KVAC's curriculum is geared toward the ultimate goal of preparing a graduate to succeed in higher learning or secondary education through a college, university, trade, or military service, which will remain a challenge in Vance County as they topped the list of North Carolina counties with the highest high-school dropout rate. Therefore, as stated in our mission, we will provide a rigorous and comprehensive academic program. KVAC will use the North Carolina Core Standards along with the Essential Standards as a baseline for our academic program. It will be enhanced with supplemental

programs using our classical approach. Students will be prepared for North Carolina testing requirements and comply with and exceed the state's Future-Ready requirements.

Students will be surrounded with an intensive liberal arts college preparatory environment gearing students for higher learning beyond graduation. The Classical Curriculum not only teaches a student how to think and reason critically, but also provides a substantive base of knowledge, resulting in a well-rounded, culturally literate individual.

KVAC students will have the opportunity to partake in many electives in correspondence with core subjects, including but not limited to the fine arts, technology, journalism, character education, and engineering. Character Education will be incorporated in KVAC's curriculum. Character education focuses on educating the whole student and encompasses values that will be great tools for a safe learning environment where students can express themselves through higher learning opportunities. Through all of the above opportunities, students will be more career ready and prepared for college level courses.

KVAC will follow the state's High School READY Accountability Model Components:

- \* End-of-Course Tests
- \* The ACT
- \* Graduation Rates
- \* Math Course Rigor or Integrated Math III
- \* ACT WorkKeys
- \* Graduation Project

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

The primary instructional strategies used at this level will incorporate the following:

**DIFFERENTIATION:** KVAC recognizes that 34% of dropouts cite that curriculum was too difficult and since KVAC's ultimate goal is for each graduate to achieve higher learning, we will identify student achievement levels through pre-placement screenings, benchmarks, and assessments and set students on one of three paths using a classical approach and gearing students for success. The three paths, which will be identified in upper grade levels are college ready, honors, and advanced placement. Teachers will be trained to differentiate instruction for their students, including making modifications to assignments for remediation and acceleration purposes.

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

**TECHNOLOGY LITERACY:** Teachers will embed technology in lessons and encourage students to research, analyze, and learn using the most recent technological advances. KVAC has two state-of-the-art computer labs with fulltime

teachers, document cameras, smartboards, and many other tools for student to be literate with technology and prepare them for state and national computer based assessments.

LEARNING ACROSS THE CURRICULUM: Teachers will collaborate with their team to incorporate themes and topics into other lessons.

COLLEGE READINESS- Teachers will use the state's Future-Readiness model as a baseline for their requirements gearing the students on a higher learning path that is appropriate for each individual. The three paths will be college prep, honors, and advanced placement encouraging all students for secondary education. Teachers will determine paths based on assessments, student interests, individual goals and grades.

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

#### GRADUATION REQUIREMENTS

KVAC's graduation requirements are designed using the Future-Ready Core requirements and college entrance requirements as a baseline. KVAC will require an additional course in Science upon graduation. Students will follow courses based on achievement, requirement, and interest and students will advance based on state assessments, school assessments, grades and teacher recommendations.

KVAC will encourage students to take the maximum amount of courses allowable per individual course schedule by offering tiered distinction awards based on credits earned, and students will receive a certificate in addition to their diploma. The awards will be based on the following criteria:

1. Certificate with Distinction: requires at least 12 honors classes or higher with a total of at least 22 credits.

2. Certificate with Honors: requires at least 15 honors classes or higher with at least 3 of them being AP classes for a total of at least 23 credits.

3. Certificate with High Honors: requires at least 18 honors classes or higher with at least 6 of them being AP classes for a total of at least 24 credits.

4. Certificate with Excellence: requires at least 18 honors classes or higher with at least 7 of them being AP classes for a total of at least 24 credits.

The instructional program is designed to help students succeed based on student development, academic skills, and positive character traits taught via Character Education.

#### STUDENT PROGRESS AND READINESS

Students' academic progress will be monitored, reviewed, and charted frequently using quarterly benchmarks. Remedial and enrichment opportunities will be provided when necessary through tutoring, computer programs i.e. A+, online course, and partnering with local community colleges.

Students will be required to take the state's ACT exams and the data will be

heavily reviewed as it is considered to be a key indicator of college readiness.

All academic courses will meet once daily for a period of 50 minutes and bimonthly for an extended period of 70 minutes. The extended period is used for expanded science laboratories, demonstrations, and lessons.

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

KVAC will use the Future-Ready Core requirements as the basis for our graduation requirements. We will exceed the requirements by requiring additional courses in Science and electives based on core derived electives. Grade point averages will be calculated using the following grade equivalents: A+ 4.0;A 3.68;A- 3.38;B+ 3.0;B 2.68;B- 2.38;C+ 2.0;C 1.68;C- 1.38;D 1.0;F 0. Quality points will be assigned for weighted GPA. One quality point for honors courses and two quality points for AP courses. Transcripts will include course grade, total earned credits, total grade points, semester GPA, and cumulative weighted and unweighted GPA. All official transcripts will be sent by the schools administration with an original signature of a school official and the school seal.

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

KVAC's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date will be no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11 (unless a weather related calendar waiver has been approved, year-round school, charter school or cooperative innovative high school.) The calendar covers at least nine calendar months. KVAC's calendar has a minimum of 185 days OR 1,025 hours of instruction. There are at least ten teacher workdays. The local board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on Sunday. Veterans Day shall be a holiday for all KVAC students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build in students the desire for life-long learning.

### **Special Programs and "At-Risk" Students**

- 1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued*

*progress and academic student growth.*

KVAC will use North Carolina's Responsiveness to Instruction model (NCRtI) to ensure all students are progressing and meeting academic growth goals so students will be able to comfortably and confidently pursue higher learning.

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

KVAC understands that NCRtI is a shared responsibility by all stakeholders and is a continuous process of assessment and reflection using the five key components:

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

The three tiers are as follows:

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

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

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

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

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

IDENTIFICATION

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

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

KVAC will have an ESL teacher that will develop LEP plans for all students

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

#### MONITORING, EVALUATION, AND EXIT

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

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

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

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

#### MONITORING AND EVALUATING:

KVAC will monitor and evaluate intellectually gifted students based on the same criteria as all students, using benchmarks, formative and summative assessments, reviewing data, and teacher/student feedback.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

#### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education*

*services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*

3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
  - a) *Requesting Records from previous schools*
  - b) *Record Confidentiality (on site)*
  - c) *Record Compliance (on site)*

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

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

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

#### EVALUATION

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

#### DETERMINATION AND ELIGIBILITY

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

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

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

Record Compliance (on-site): All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to

electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by burning or shredding in accordance with chapters 121 and 132 of the North Carolina General Statutes after records have exceeded expiration.

### Exceptional Children's Education Programming

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

1.KVAC will comply with IDEA and provide all accommodations and special education services for any exceptional child based on the child's IEP. KVAC will educate students with disabilities in the least restrictive environment, but will have an EC room to allow pull-out time, one-on-one time, or allow space for other services. Highly qualified and certified EC teachers will be on staff.

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

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

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

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

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

### Student Performance Standards

- 1. Describe the student performance standards for the school as a whole.*
- 2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive*

*instruction and improve the curriculum over time for the benefit of students.*

3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

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

2. Students will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. KVAC will use a variety of methods for benchmarks, including; drills, presentations, discussions, observations, rubrics, fluency checks, STAR assessments, and standardized testing. Formal and informal assessments will allow teachers to consistently check for understanding. Each student's progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

KVAC will require students to take the required state assessments, Stanford Achievement Tests for grades 1-9, Advanced Placement tests, EXPLORE for 8th graders, PLAN for 10th graders, ENGAGE, ACT, SAT, PSAT, Workkeys, and any additional testing necessary to ensure Future-Ready students.

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

4. Content area requirements for high school graduation:

English 4 Credits

I, II, III, IV or AP Language and Composition in place of English III and AP Literature in place of English IV

Math 4 Credits

Algebra II, Geometry, 2 math Electives

Science 4 Credits

Biology, Chemistry, 2 Science Electives

Social Studies 4 Credits

Economics/Government, World History, US History. Elective

World languages 2 Credits: must be two levels of same language

Health and PE 1 Credit

Health/Physical Education

Other Electives 3 required

Total 22-24 Credits

Accommodations and support services, including any accommodations or

modifications granted for testing purposes, will be provided in accordance with each student's IEP or 504 plan. Any student who has been identified as a "child with a disability" as defined by GS 115C-106.3(1) who does not meet graduation requirements may receive a Graduation Certificate and may participate in graduation exercises as long as they meet the criteria as set forth in NC DPI Policy GCS-N-010, including meeting the requirements in his or her IEP and completing the required number of credits.

**Student Conduct:**

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

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

*Be sure to include:*

- 1. Practices the school will use to promote effective discipline.*
  - 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
  - 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
  - 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*
1. A central aspect of KVAC's mission is to provide young people a safe and healthy environment to learn. This requires that all members of our community participate cooperatively in a culture that values civility, order, and respect for others. The school's expectations of students applies whenever a student is on campus, at a school function, or otherwise under the jurisdiction of the school. Parents are expected to respect and cooperate with the implementation of the school's disciplinary policies.

**DEMERIT SYSTEM**

The demerit system is used by individual teachers and throughout the school by school officials. Every effort will be made to notify the student who receives a demerit, understanding that this is some times not always possible. Accumulated demerits determine how many days of morning detention are assigned. Attendance at morning detention, once assigned, is mandatory, and any student who misses detention will be assigned an additional day of detention. Morning detention involves one hour of attendance under the supervision of a designated teacher. Students must be on time for morning detention which begins at 7:00 a.m.

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

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

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

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

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* Kerr-Vance Academy Charter, Inc.

*Mailing Address:* 700 Vance Academy Rd

*City/State/Zip:* Henderson NC 27537

*Street Address:* 700 Vance Academy Rd

*Phone:* 252-492-0018

*Fax:* 252-438-4652

*Name of registered agent and address:* James C. Wrenn Jr.

PO Box 247

111 Gilliam St

Oxford, NC 27565

*FEDERAL TAX ID:* 43-3411119

**Tax-Exempt Status 501 (c)(3)**

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

Yes (copy of letter from federal government attached: Appendix E)

X No

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
-------------------	-------------	---------------------------	--------------------

Amy Watts	Member	GRANVILLE	Banker
Amy Williams	Vice President	GRANVILLE	Business Owner
Betty Fudge	President	GRANVILLE	Business Owner
Jesus Peralta	Member	VANCE	Public Affairs
Curtis Averette	Member	VANCE	CPA
Bill Tippet	Member	VANCE	Pharmacist
James Edwards	Member	VANCE	Publisher
Tonya Kilgore	Member	VANCE	CPA
Rafael Negron	Member	VANCE	Orthopedic Surgeon
Jeff Jones	Treasurer	VANCE	CFO
Paul Villatico	Secretary	WAKE	Headmaster

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

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

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

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

Since membership on the governing board of KVAC will not be a passive position, the board is and will be populated with directors who are committed to active participation in the governance of a charter school. The board will always strive to have directors who possess personal and professional backgrounds in areas such as education, government, law, accounting, childcare, medicine, parenting, counseling and other skills that are relevant to serving on a charter school board. Board members should be

engaged in community or public service and committed to the success of public education. Constituencies represented on the board include taxpayers, parents, merchants, educators and community leaders. The board will, pursuant to its bylaws, have a minimum membership of three and a maximum membership of eleven.

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

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

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

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

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

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

The founding board members of KVAC are current or former members of the Kerr-Vance Academy Board of Trustees as well as community members who volunteered to spearhead the charter school conversion initiative. Upon approval of the Kerr-Vance Academy Charter School application, the founding board members will immediately resign their positions on the Kerr-Vance Academy Board of Trustees (assuming they are current directors on the KVA Board of Trustees) in order to serve exclusively as independent directors of the charter school board. The KVAC Board of Trustees will have no oversight, managerial or advisory authority over the charter school board.

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

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

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

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

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

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

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

Adoption of school policy by a quorum of the board at a legally called

meeting will be the culmination of a process that seeks (via a subcommittee of the board) input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions. Upon completion of this process, the subcommittee will make a policy recommendation to the Board of Directors which will give the matter consideration and either ratify the recommendation, take no action or refer the matter back to the subcommittee for additional input, research, study and deliberation.

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

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

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

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

STAFF:

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

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

Third Step - Seek resolution via the Headmaster/Principal

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

PARENTS:

First Step - Seek resolution with the child's teacher

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

Third Step - Seek resolution with the Headmaster/Principal

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

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

Committee.

The aggrieved party has a right to an expeditious, objective and thorough review of the grievance. Upon receipt of the grievance, the Chairperson of the Grievance Committee shall convene a quorum of the Grievance Committee within a reasonable time, not to exceed twenty (20) calendar days from the date of receipt.

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

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

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

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

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

#### Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).

4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

**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.*

**Not Applicable**

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Vance County continues to suffer from one of the highest dropout rates in North Carolina. The conversion of Kerr-Vance Academy from a private school to Kerr-Vance Academy Charter, a tuition-free public school is an opportunity to provide students in Vance and surrounding counties access to a high-quality public school at no cost. Kerr-Vance Academy has operated since its founding as a private, non-sectarian, co-ed school. Kerr-Vance Academy Charter School will maintain the non-sectarian, co-ed nature of the existing private school.

The parents of students attending Kerr-Vance Academy have been actively engaged over the past 18 months in the discussions regarding the conversion of the school from a private academy to a public charter school. In doing so, it has been made abundantly clear that in order to remain true to the original rationale of becoming a public school, Kerr-Vance Academy Charter School will make enrollment available to all students in Vance and surrounding counties. It has also been openly communicated to existing parents of the Kerr-Vance Academy private school students that, if demand exceeds capacity, their children are not guaranteed a slot in the new charter school and that all students will be subject to the lottery.

2. Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix S.

The decline in the local economy has taken its toll on Vance County. Incomes have decreased significantly since 2008. 2009-2011 represented some of the darkest economic times for Vance County in several decades. This has not left Kerr-Vance Academy untouched with regard to economic performance. The depressed economy, in conjunction with the opening of two new charter schools have made for challenging financial times for KVA. Given the choice of a tuition-free, high quality academic program at a charter school versus a tuition-based, high quality academic program at a private school, many families have found themselves forgoing the latter in favor of the former.

KVA has seen a decline in enrollment from 2010 to present due to a significant increase in parents unable to pay for tuition.

The economy and the opening of competing, free public schools of choice notwithstanding, revenues over the past three fiscal years have remained relatively stable with 2010 revenues at \$3.51M, 2011 revenues at \$3.61M and 2012 revenues at \$3.51M. 2012 represented a positive financial year for KVA in comparison to 2010 and 2011. After two years of operating losses, KVA posted a 2012 operating surplus of \$76,250, much of which was achieved through a reduction of variable and fixed overhead. In addition, KVA has continued to reduce its total long-term debt by nearly 15% between 2010 and 2012.

Kerr-Vance Academy does not intend to transfer its assets or its liabilities to Kerr-Vance Academy Charter. Rather, Kerr-Vance Academy will provide for an operating lease on the assets that KVAC elects to use such as the facility, FF&E, etc. Kerr-Vance Academy will use lease revenues to service existing debt on the assets utilized by KVAC.

NOTE: Completed Forms 990 for 2010, 2011 and 2012 for Kerr-Vance Academy, Inc. are included as Appendix S.

*3. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.*

Total Enrollment 2010/2011/2012  
436 / 399 / 361

Total K-5 Enrollment 2010/2011/2012  
192 / 176 / 152

Total 6-8 Enrollment 2010/2011/2012  
97 / 96 / 88

Total 9-12 Enrollment 2010/2011/2012  
147 / 127 / 121

Kerr-Vance Academy is a co-educational, non-sectarian school. It does not discriminate or enroll based on a child's gender, religion, race or nationality, therefore it has not tracked students according to such demographics. Kerr-Vance Academy is a tuition based program that has been seen enrollment decreases based on the declining financial solvency of the surrounding communities. The school is unable to track the socio-economic diversity as there is no income basis for enrollment other than the ability to pay tuition. A segment of KVA students that attend KVA, receive need based financial aid while others come from families with the financial wherewithal to fund full tuition. The school features children from households of different ethnicities and nationalities. The school strives to be a reflection of the community in which it lives. The school continues to struggle with diversity with a declining enrollment. KVAC will have the ability to serve a far more diverse and reflective student body.

*4. Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.*

Kerr Vance Academy has always strived to provide an excellent academic

environment for all of our students and will continue to do so as a charter school. As evidenced below, it has been well established that our academic approach has been very successful. Traditionally, scoring at the 40th percentile on the Stanford Achievement Test (SAT) is considered to be "at grade level." Kerr Vance Academy has consistently averaged well over that average of 40 percentile in both math and reading since 2010 by at least 30 percentile points.

The average SAT scores in Reading from 2010 through 2013 are 77.88 percentile. The average SAT Math scores from 2010 through 2013 are 75.60 percentile.

Our High School Students have achieved the following results on their ACT tests.

2012 ACT Scores

2012 was the first year we had almost 50% of the graduates taking the full ACT.

English 20.6    Math 19.7    Reading 22.5    Science 20.8    Composite 21.1

Additionally, the following scholarship monies have been awarded to our graduating students:

2009-2010	\$1,500,000
2010-2011	\$967,035
2011-2012	\$1,203,800
2012-2013	\$1,297,614

Our graduating students have been accepted in the following universities: Appalachian State, Barton, Baylor, Boston College, Brigham Young, Bucknell, Campbell, Clemson, Duke, Elon, Gardner-Webb, George Mason, George Washington, Georgia Tech, Hampden-Sydney, Hollins, James Madison, Johnson and Wales, Louisburg, Meredith, Methodist, Mississippi, North Carolina State, NC Wesleyan, Ohio State, Peace, Pepperdine, Pennsylvania State, Radford, Randolph-Macon, Rollins, Sweet Briar, The Citadel, Tulane, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, Univ. of GA, UNC-Wilmington, , Univ. of Alabama, Univ. of Richmond, Univ. of South Carolina, University of Virginia, Univ.of Tenn., Vanderbilt, Virginia Tech, VMI, Wake Forest ,Washington and Lee, and Western Carolina.

5. *Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

Kerr-Vance Academy Charter (KVAC) will provide the opportunity for every existing member of the Kerr-Vance Academy (KVA) faculty and staff to apply for consideration for all open staff and instructional positions at the new charter school. Every applicant from KVA will be evaluated objectively and in a manner consistent with and comparable to the evaluation of other non-KVA applicants based on their experience and credentials. The current faculty of KVA meets or exceeds statutory requirements for public charter schools with regard to certification and licensure. No existing KVA staff or faculty member has been promised or guaranteed a position with KVAC and all staff and faculty of KVA have been informed that they must submit a complete employment application to KVAC for consideration for employment and

that they will be subject to the same interview and evaluation process as other applicants. The KVA staff and faculty have also been notified that they must satisfy statutory requirements related to background (academic, performance, criminal, etc.) and credentials to be eligible for employment at KVACS. While the KVACS board predicts a number of KVA staff and faculty members will be hired by KVAC, it is not possible to accurately predict a firm turnover percentage.

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

**X Not Applicable**

### **Projected Staff:**

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

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

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

Although the board retains final authority over all faculty and staff at

KVAC, it will delegate the duties of hiring, evaluation, discipline, promotion, assignment and termination of faculty and staff (in accordance with established policy and procedure) to the Headmaster/Principal. The Principal will remain accountable to the board for all decisions made with regard to personnel.

Every member of the faculty and staff of KVAC will have open and equal access to the grievance process and will contribute, likely through formal and informal surveying, to the annual process of evaluating the Principal.

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

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

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

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

KVAC will establish a comprehensive protocol for evaluating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Principal and may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress. Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice or remediation.

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

## SALARIES

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

Average teacher assistant salary: \$20,000

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

Headmaster salary: \$100,000 to \$125,000

Assistant Headmaster Salary: \$65,000 to \$85,000

## BENEFITS:

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

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

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

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

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

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

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

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

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

Third Step - Seek resolution via the Principal

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

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

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

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

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

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

Assuming special education enrollment at 12% of the total student population, the initial special education staff will include 1 Special Education Director, 3 Special Education Teachers and up to 3 special education teacher assistants. EC staffing will fluctuate up or down as exceptional child enrollment and IEP requirements dictate.

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

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

*9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

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

**TEACHERS:**

In accordance with State law, 50% of classroom teachers at the School will hold a valid North Carolina Standard Professional ("SP") 1 Professional Educators License and the School will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to

progress from a SP1 License to a SP2 License and renew SP2 Licenses from time to time. Educators who qualify for Lateral Entry in North Carolina will be considered for employment as teachers. Teachers designated as Department Heads will be responsible for necessary evaluation and reporting on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

**PRINCIPAL:**

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

**ASSISTANT PRINCIPAL**

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

**BUSINESS/FINANCE OFFICER**

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

**GUIDANCE COUNSELOR**

The primary function of the Guidance Counselor is to provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. The Guidance Counselor will possess a Master Degree in Guidance and/or School Counseling and hold a current license for position as required by the Department of Public Instruction. The Guidance Counselor will have a minimum of three years of teaching, counseling, or other experience working with children similar in age to the position hired (elementary, middle or high school).

**OTHER ADMINISTRATIVE/SUPPORT PERSONNEL**

Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Principal or other designee. Each position will require applicable credentials and requisite

experience based on the position's duties and responsibilities.

### **Staff Evaluation and Professional Development**

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

The Assistant Principal, assisted by applicable administrative support staff, is responsible for maintaining teacher licensure and professional development. The Assistant Principal is accountable to the Principal for teacher licensure compliance.

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.*

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

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

The evaluation process will include the following components:

#### Component 1: TRAINING

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

#### Component 2: ORIENTATION

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

#### Component 3: SELF-ASSESSMENT

Using the evaluation rubric and bearing in mind feedback, growth and improvement plans from previous evaluations, the teacher will conduct a self-assessment of their performance from the beginning of the year through to the date of the most recent evaluation period.

#### Component 4: PRE-OBSERVATION CONFERENCE

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

#### Component 5: OBSERVATIONS

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

#### Component 6: POST-OBSERVATION CONFERENCE

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

#### Component 7: PROFESSIONAL DEVELOPMENT PLAN

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

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

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

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Pre-opening professional development will begin 2 weeks (8 weekdays) prior to the first day of school for students. Faculty and staff will report to

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

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

The school calendar provides 15 full teacher workdays and 4 half days for staff development, in which 9 of the full days will be considered mandatory professional development days throughout the school year. There will be 8 professional development days prior to the beginning of school, where teachers will receive intensive training in curriculum and classroom management and 4 half days and one full day throughout the year providing continuous support and training for the faculty and staff. During staff development, school will not be in session for students during these days but faculty and staff will be required to report to work at normal business hours. The programming for each day will be determined based on trending hot-topics and needs identified by the board, administration and/or faculty and staff. In addition, the school will advise teachers of short (1-2 hour) topic-specific online and webinar based voluntary learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be covered during the time that the teacher is participating in staff development.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

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

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

### **Parent and Community Involvement**

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

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

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

area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

KVAC believes that engaging student families and civic groups creates meaningful ways to connect the local community to the school's mission and core values. To that end, drawing parents and community members into the everyday work, progress and sustained success of KVAC is crucial. To achieve this level of engagement, KVAC will foster a culture of inclusion to advance the school's mission and core values.

Parental involvement will be encouraged in various ways. Regular interactions between parents and KVAC teachers, administrators and other school leaders will be a cornerstone of parental engagement. Parents will be included in ad hoc committees, and parental suggestions and guidance will be utilized when developing certain aspects of the school's instructional and non-instructional programming. Parents will be encouraged to support school through volunteer activities including, but not limited to, supporting class activities, athletic programs and school events. Finally, KVAC will foster an open-door policy, in which parents are encouraged to share concerns and suggestions with KVAC teachers, administrators and other school leaders.

The community outreach plan will include regular communications through various media forums, including the KVAC website, newsletters, public presentations and media outlets. KVAC will host community events, public forums and information meetings where the communication is two-way. KVAC will actively welcome and enlist volunteers to share the message and mission of KVAC. Civic groups and the local community will be encouraged to participate in supporting athletic programs, extracurricular scholar pursuits and student leadership development programs. The local community also will be invited to support and participate in applicable school celebrations and events. In addition, KVAC will seek to nurture partnerships and relationships with other area charter schools and non-profit organizations committed to student learning by sharing information, expertise and talent as a means of fostering mutual support.

## **Admissions Policy**

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

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

Except as otherwise provided by law or the mission of the school as set out

in this charter, Kerr-Vance Academy Charter shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

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

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

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

Kerr-Vance Academy Charter may give enrollment priority to siblings and to children of school employees. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S.115C238.29F(g)(6), the charter school will capitulate with prevailing law regarding admission of multiple birth siblings.

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

Kerr-Vance Academy Charter will follow all the prevailing laws regarding to our admission and lottery procedures.

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

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Vance County Schools
- LEA #2 Granville County Schools
- LEA #3 Warren County Schools

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 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930
Kindergarten	33	11	11	36	12	12	36	12	12	36	12	12	36	12	12
Grade 01	33	11	11	36	12	12	36	12	12	36	12	12	36	12	12
Grade 02	33	11	11	36	12	12	36	12	12	36	12	12	36	12	12
Grade 03	33	11	11	36	12	12	36	12	12	36	12	12	36	12	12
Grade 04	30	10	10	33	11	11	36	12	12	36	12	12	36	12	12
Grade 05	30	10	10	33	11	11	36	12	12	36	12	12	36	12	12
Grade 06	27	9	9	30	10	10	30	10	10	36	12	12	36	12	12
Grade 07	27	9	9	27	9	9	30	10	10	30	10	10	36	12	12
Grade 08	27	9	9	27	9	9	30	10	10	30	10	10	30	10	10
Grade 09	30	10	10	30	10	10	30	10	10	30	10	10	30	10	10
Grade 10	15	5	5	30	10	10	30	10	10	30	10	10	30	10	10
Grade 11	15	5	5	15	5	5	27	9	9	30	10	10	30	10	10
Grade 12	15	5	5	15	5	5	15	5	5	27	9	9	30	10	10
	348	116	116	384	128	128	408	136	136	429	143	143	438	146	146
	580			640			680			715			730		

**Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

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

**School Lunch Plan:**

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

Each student at KVAC will be expected to bring a bag lunch to school. Although it is not expected that KVAC will initially offer a school lunch program, in the event that KVAC enrolls students who may qualify for the USDA National School Lunch Program (often referred to as the free and reduced lunch program), KVAC will seriously consider full participation in the program as a means of ensuring that no child who meets income eligibility guidelines for the program is lacking a daily meal. In the meantime, however, if a child does not have a bag lunch on any given day the school will provide a lunch for that child. The budget includes a \$30/day provision to ensure that no child lacks a daily meal. If a child is repeatedly arriving without a lunch, a conference with the parents of the child will be held during which KVAC will determine the affordability of lunch for the child. If a child's parents, due to extenuating circumstances, cannot afford to provide lunch, long-term plans will be made on a case-by-case basis to furnish the child with a nutritious meal.

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

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

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

Area of proposed	Proposed amount of coverage	Cost (Quote)
------------------	-----------------------------	--------------



facilities) as a temporary location that can be used to bridge the timing gap. The facility (or combined facilities) will have to have approximately 75,000-85,000 square feet of space that can be used for instruction, office and multi-purpose space as well as sufficient water, sewer and properly phased power. Programs that might not be immediately available will include sporting activities that cannot be accommodated at another facility, laboratory-based instruction, and any program that requires a large gathering space. Space will be selected in such a way as to minimize any potential impact on the overall instructional program.

## V. FINANCIAL PLAN

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

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

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 910 - Vance County Schools</p>			
	<b>Revenue</b>	<b>2013-2014 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2015-2016</b>
	State Funds	\$5,766.80	348	\$2,006,846.40
	Local Funds	\$968.40	348	\$337,003.20
	Federal EC Funds	\$3,398.04	42	\$142,717.68
	<b>Totals</b>			\$2,486,567.28
	<p>LEA #2 390 - Granville County Schools</p>			
	<b>Revenue</b>	<b>2013-2014 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2015-2016</b>
	State Funds	\$5,135.90	116	\$595,764.40
Local Funds	\$1,458.30	116	\$169,162.80	
Federal EC Funds	\$3,743.48	14	\$52,408.72	
<b>Totals</b>			\$817,335.92	
<p>LEA #3 930 - Warren County Schools</p>				
<b>Revenue</b>	<b>2013-2014 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2015-2016</b>	
State Funds	\$6,284.01	116	\$728,945.16	
Local Funds	\$1,307.00	116	\$151,612.00	
Federal EC Funds	\$3,341.29	14	\$46,778.06	
<b>Totals</b>			\$927,335.22	

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$3,331,556	\$3,676,200	\$3,905,962	\$4,107,004	\$4,193,165
-Local Per Pupil Funds	\$657,778	\$725,824	\$771,188	\$810,882	\$827,893
-Exceptional Children Federal Funds	\$241,904	\$265,404	\$281,991	\$296,506	\$302,726
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$4,231,238</b>	<b>\$4,667,428</b>	<b>\$4,959,141</b>	<b>\$5,214,392</b>	<b>\$5,323,784</b>

**\*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	\$124,000	\$124,000	1	\$125,500	\$125,500	1	\$127,000	\$127,000	1	\$128,500	\$128,500	1	\$130,000	\$130,000
Assistant Administrator	1	\$82,500	\$82,500	1	\$83,500	\$83,500	1	\$84,500	\$84,500	1	\$85,500	\$85,500	1	\$86,500	\$86,500
Finance Officer	1	\$55,000	\$55,000	1	\$56,000	\$56,000	1	\$57,000	\$57,000	1	\$58,000	\$58,000	1	\$59,000	\$59,000
Clerical	2	\$22,000	\$44,000	2	\$22,660	\$45,320	2	\$23,340	\$46,680	2	\$24,040	\$48,080	2	\$24,761	\$49,522
Guidance Counselor	1	\$40,000	\$40,000	2	\$41,200	\$82,400	2	\$42,436	\$84,872	2	\$43,709	\$87,418	2	\$45,021	\$90,042
Librarian/Media	1	\$34,200	\$34,200	1	\$35,226	\$35,226	1	\$36,283	\$36,283	1	\$37,371	\$37,371	1	\$38,492	\$38,492
Custodians	2	\$26,000	\$52,000	2	\$26,780	\$53,560	2	\$27,583	\$55,166	2	\$28,411	\$56,822	2	\$29,263	\$58,526
School Nurse	1	\$39,000	\$39,000	1	\$40,170	\$40,170	1	\$41,375	\$41,375	1	\$42,616	\$42,616	1	\$43,895	\$43,895
Information Technology Staff	1	\$27,000	\$27,000	1	\$27,810	\$27,810	1	\$28,644	\$28,644	1	\$29,504	\$29,504	1	\$30,389	\$30,389
A - Total Admin and Support:	11	\$449,700	\$497,700	12	\$458,846	\$549,486	12	\$468,161	\$561,520	12	\$477,651	\$573,811	12	\$487,321	\$586,366
Instructional Personnel:															
Core Content Teacher(s)	44	\$36,000	\$1,584,000	46	\$37,080	\$1,705,680	48	\$38,192	\$1,833,216	51	\$39,338	\$2,006,238	52	\$40,518	\$2,106,936
Electives/Specialty Teacher(s)	4	\$32,750	\$131,000	4	\$33,733	\$134,932	5	\$33,206	\$166,030	6	\$33,146	\$198,876	6	\$34,140	\$204,840
Exceptional Children Teacher(s)	4	\$28,875	\$115,500	4	\$29,741	\$118,964	5	\$30,023	\$150,115	5	\$32,572	\$162,860	5	\$34,076	\$170,380
Substitute (Days)	520	\$110	\$57,200	540	\$115	\$62,100	580	\$120	\$69,600	623	\$125	\$77,875	634	\$130	\$82,420
Teacher Assistants	8	\$21,000	\$168,000	8	\$21,630	\$173,040	8	\$22,279	\$178,232	8	\$22,947	\$183,576	9	\$24,011	\$216,099

Kerr-Vance Academy Charter

B - Total Instructional Personnel:	580	\$118,735	\$2,055,700	602	\$122,299	\$2,194,716	646	\$123,820	\$2,397,193	693	\$128,128	\$2,629,425	706	\$132,875	\$2,780,675
A+B = C - Total Admin, Support and Instructional Personnel:	591	\$568,435	\$2,553,400	614	\$581,145	\$2,744,202	658	\$591,981	\$2,958,713	705	\$605,779	\$3,203,236	718	\$620,196	\$3,367,041
Administrative & Support Benefits															
Health Insurance	11	\$5,200	\$57,200	12	\$5,720	\$68,640	12	\$6,292	\$75,504	12	\$6,921	\$83,052	12	\$7,613	\$91,356
Retirement Plan--Other	11	\$2,715	\$29,865	12	\$2,747	\$32,964	12	\$2,808	\$33,696	12	\$2,869	\$34,428	12	\$2,932	\$35,184
Medicare	11	\$656	\$7,216	12	\$664	\$7,968	12	\$679	\$8,148	12	\$693	\$8,316	12	\$709	\$8,508
Social Security	11	\$2,805	\$30,855	12	\$2,839	\$34,068	12	\$2,901	\$34,812	12	\$2,965	\$35,580	12	\$3,030	\$36,360
Unemployment Tax	11	\$251	\$2,761	12	\$251	\$3,012	12	\$251	\$3,012	12	\$251	\$3,012	12	\$251	\$3,012
D - Total Admin and Support Benefits:	55	\$11,627	\$127,897	60	\$12,221	\$146,652	60	\$12,931	\$155,172	60	\$13,699	\$164,388	60	\$14,535	\$174,420
Instructional Personnel Benefits:															
Health Insurance	60	\$5,200	\$312,000	62	\$5,720	\$354,640	66	\$6,292	\$415,272	70	\$6,921	\$484,470	72	\$7,613	\$548,136
Retirement Plan--Other	60	\$2,056	\$123,360	62	\$2,124	\$131,688	66	\$2,179	\$143,814	70	\$2,254	\$157,780	72	\$2,317	\$166,824
Medicare	60	\$497	\$29,820	62	\$513	\$31,806	66	\$527	\$34,782	70	\$545	\$38,150	72	\$560	\$40,320
Social Security	60	\$2,124	\$127,440	62	\$2,195	\$136,090	66	\$2,252	\$148,632	70	\$2,329	\$163,030	72	\$2,394	\$172,368
Unemployment Tax	60	\$278	\$16,680	62	\$281	\$17,422	66	\$282	\$18,612	70	\$285	\$19,950	72	\$286	\$20,592
E - Total Instructional Personnel Benefits:	300	\$10,155	\$609,300	310	\$10,833	\$671,646	330	\$11,532	\$761,112	350	\$12,334	\$863,380	360	\$13,170	\$948,240
D+E = F - Total Personnel Benefits	355	\$21,782	\$737,197	370	\$23,054	\$818,298	390	\$24,463	\$916,284	410	\$26,033	\$1,027,768	420	\$27,705	\$1,122,660
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	66	\$1,220,347	\$625,597	72	\$1,249,537	\$696,138	72	\$1,278,761	\$716,692	72	\$1,188,226	\$738,199	72	\$1,191,932	\$760,786
B+E = H - Total Instructional Personnel (Salary & Benefits)	880	\$271,890	\$2,665,000	912	\$244,700	\$2,866,362	976	\$253,100	\$3,158,305	1043	\$325,227	\$3,492,805	1066	\$272,602	\$3,728,915
G+H = J - TOTAL PERSONNEL	946	\$1,492,237	\$3,290,597	984	\$1,494,237	\$3,562,500	1048	\$1,531,861	\$3,874,997	1115	\$1,513,453	\$4,231,004	1138	\$1,464,534	\$4,489,701

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Books And Supplies	Board Of Director Supplies	\$200	\$200	\$200	\$200	\$200
Office:	Computers & Software	\$20,000	\$5,000	\$3,500	\$22,500	\$5,000
	Non-Instructional Equip	\$12,760	\$14,080	\$14,502	\$14,937	\$15,386
	Office Supplies	\$21,156	\$23,272	\$25,599	\$28,159	\$30,975
Transportation	Student Transportation	\$2,500	\$2,500	\$2,500	\$3,000	\$3,000
Professional Contract	Operations Consult And Human Resources	\$48,100	\$35,800	\$27,600	\$5,000	\$5,000
	Legal Counsel	\$2,500	\$3,500	\$3,500	\$4,500	\$4,500
	Financial	\$58,000	\$64,000	\$68,000	\$0	\$0
	Testing And Accountability Svcs	\$43,500	\$48,000	\$51,000	\$5,000	\$5,000
	Student Accounting	\$17,400	\$19,200	\$20,400	\$21,450	\$21,900
	Technology Support Svcs	\$1,840	\$2,240	\$1,730	\$3,665	\$1,930
	Workshops And Cont. Ed.	\$10,650	\$11,100	\$11,700	\$12,343	\$12,657
Other	Child Nutrition	\$8,700	\$11,855	\$13,309	\$11,399	\$12,363
	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Auditing	\$0	\$10,000	\$10,000	\$12,000	\$12,000
	Bank Fees	\$200	\$200	\$200	\$200	\$200
	Postage	\$2,000	\$600	\$660	\$726	\$799
	Dues And Subscriptions	\$1,200	\$1,200	\$1,200	\$1,500	\$1,500
	Insurance - Wkmn Comp, Liab, Prop	\$40,754	\$42,518	\$44,421	\$46,493	\$48,209
	Travel	\$1,000	\$1,100	\$1,210	\$1,331	\$1,464
Facilities	Facility Lease/Mortgage	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
	Maintenance	\$9,160	\$9,980	\$10,770	\$11,311	\$11,824
	Custodial Supplies	\$17,400	\$19,200	\$20,400	\$21,450	\$21,900
Utilities	Electric	\$81,200	\$89,600	\$97,580	\$100,019	\$102,520
	Water/Sewer	\$34,800	\$38,400	\$41,820	\$42,863	\$43,937
	Trash	\$8,000	\$8,500	\$9,000	\$9,500	\$10,000
	Telecom	\$11,000	\$11,425	\$11,868	\$12,330	\$12,812
	K - TOTAL Administrative & Support Operations	\$759,020	\$778,470	\$797,669	\$696,876	\$690,076
	Instructional:					
Books And Supplies	Textbooks And Library Books	\$52,200	\$13,300	\$11,400	\$72,025	\$9,025
	Insructional Supplies	\$31,900	\$35,200	\$37,400	\$39,325	\$40,150

	Curriculum And Testing Supplies	\$10,200	\$11,100	\$15,600	\$16,300	\$17,100
	Excep Child Supplies	\$7,700	\$8,448	\$9,792	\$11,154	\$12,264
Classroom Technology	Computers	\$13,300	\$13,900	\$10,300	\$10,650	\$10,800
	Instructional Technology	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Instructional Contract	Exceptional Child And Speech Svcs	\$10,500	\$11,520	\$13,056	\$14,586	\$15,768
	Psychological And Guidance Svcs	\$5,000	\$5,000	\$6,500	\$6,500	\$7,000
	Tutoring And Enrichment	\$8,700	\$9,600	\$10,200	\$10,725	\$10,950
	L - TOTAL Instructional Operations	\$143,000	\$111,568	\$117,748	\$184,765	\$126,557
	K+L = M - TOTAL OPERATIONS	\$902,020	\$890,038	\$915,417	\$881,641	\$816,633

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$3,290,597	\$3,562,500	\$3,874,997	\$4,231,004	\$4,489,701
M - TOTAL OPERATIONS	\$902,020	\$890,038	\$915,417	\$881,641	\$816,633
J+ M =N TOTAL EXPENDITURES	\$4,192,617	\$4,452,538	\$4,790,414	\$5,112,645	\$5,306,334
Z - TOTAL REVENUE	\$4,231,238	\$4,667,428	\$4,959,141	\$5,214,392	\$5,323,784
Z - N = SURPLUS / (DEFICIT)	\$38,621	\$214,890	\$168,727	\$101,747	\$17,450

**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 number is based on various factors:

--Kerr-Vance Academy currently has approximately 300 students enrolled, most of which are expected to remain after conversion to a public charter school.

--Although student enrollment in Vance County Schools has declined in recent years, the popularity of charter schools has continued to increase and waiting lists are growing. Vance Charter School's 2013 waiting list included over 300 students. Henderson Collegiate received 95 applications for 21 openings in 2013.

--The dropout rate in Vance County is the highest in North Carolina. There is a clear need for a high-quality school of choice in Vance County that is open to all students.

--The capacity of the current KVAC facility is sufficient to house over 750 students.

KVAC is confident that it will meet or even exceed enrollment projections based on the obvious need for a high-quality, K-12 public school instructional program. This is evidenced by the performance deficiencies of students in Vance County and the demand outpacing the availability of enrollment slots in existing schools of choice. In addition to offering a high-quality instructional program, as a conversion school, KVAC has much to offer through established infrastructure and extra-curricular and athletic programs that the school believes will be very attractive to prospective students.

Based on current fixed costs and variable costs per student and an assumed per-student funding of \$7,292.86 the calculated breakeven in students is 531, 392, 458, 564 and 725 in years 1 through 5, respectively using the formula:

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

The planned enrollment exceeds breakeven student enrollment by 49, 248, 222, 151 and 5 students in years 1 through 5, respectively. In the event that KVAC enrolls fewer students than the calculated breakeven, it will seek to cut fixed costs and increase fundraising.

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

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

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

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

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

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

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

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

**Not Applicable**

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

Depending upon grade, 15:1 to 20:1

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

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

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

KVAC is committed to delivering a high-quality instructional program in a

public school environment and to preparing graduates for success at college and in the workforce. To fulfill that commitment, KVAC must offer attractive compensation packages to instructional, support and administrative personnel. In addition, the board knows that the facility must be economically feasible, safe, in good repair; and functional and that instructional supplies, books and equipment must be current and useful. To that end, the budget aligns with the school's mission, goals, instructional and facility needs in the following ways:

1--The average teacher salary in Year 1 is the equivalent of the state scale salary for a teacher with 10 years of experience or an NBPTS certified teacher with 7 years of experience. Instructional salaries grow by 3% each year, thereby staying ahead of the average in North Carolina.

2--KVAC is devoted to keeping administrative salaries in check and to investing as much as possible into the personnel who deliver direct and indirect instructional or support services. Administrative salaries and benefits constitute less than 11% of the total budget over the five year budget period. Instructional, guidance and support salaries and benefits constitute 89% of total salaries and benefits.

3--Instructional and support expenses constitute 62.49% (net of facilities lease) of the budget in Year 1 and, as planned efficiencies materialize, rise to 71.51% (net of facilities lease) of the budget in Year 5.

4--The facilities lease cost (net of operation and maintenance costs) averages 6.14% of the total budget over the five year period. According to several national studies conducted by the Low Income Investment Fund, the Educational Facilities Financing Center, Charter School Development Corps and the Bill and Melinda Gates Foundation, charter schools nationwide spend, on average, between 17%-22% of their total budgets on facilities lease/debt service, net of facilities operation and maintenance costs.

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

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

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

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

The school intends to lease its facility from Kerr-Vance Academy, Inc. at an agreed-upon lease rate not to exceed \$300,000.00. The lease will be an operating lease and KVAC will be responsible for all costs of upkeep. This

lease will be negotiated at arm's length between the KVA, Inc. board and the KVAC Board of Directors.

No other asset leases or financing are anticipated.

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 operating lease with Kerr-Vance Academy, Inc. includes the existing FF&E in the facility.

**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?*

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

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

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

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

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

NOTE: The board of directors for KVA and the board of directors for KVAC are completely independent of one another and do not share members. While, technically, the transaction for the facilities lease would be considered arms length, for the sake of disclosure, it is noted here as a possible related party transaction.

Given the conversion of Kerr-Vance Academy ("KVA") to Kerr-Vance Academy Charter ("KVAC"), the primary possible related party transaction will be for facilities. The facility (including furniture and fixtures) is currently owned by KVA and will remain so. KVA will lease the facility to KVAC at a rate that is sufficient for KVA to maintain its debt service on the building plus any required upkeep. The estimated lease will not exceed \$300,000.00 per year.

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

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

Batchelor, Tillery, and Roberts, LLP  
3605 Glenwood Avenue, Suite 350  
Raleigh, NC 27612  
(919) 787-8212

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

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

**VI. AGREEMENT PAGE**

**Application Fee:**

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

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

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

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

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

kerrvance2015

Date: 12/04/2013

**Applicant Signature:**

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

Print/Type Name: kerrvance2015

Board Position: Board Chairperson

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

Date: 12/06/2013

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

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

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

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

