



NORTH CAROLINA CHARTER SCHOOL APPLICATION

KIPP Durham College Preparatory

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL

2013 Application Process

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

APPLICATION DUE DATE/TIME

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: KIPP Durham College Preparatory

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: *Gaston College Preparatory*

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: *Anders Campbell*

Title/Relationship to nonprofit: *Employee*

Mailing address: 118 Savannah Circle N
Roanoke Rapids NC 27870

Primary telephone: 252-673-0670 Alternative telephone: 802-345-8682

E-Mail address: *acampbell@kippgcp.org*

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

County: DURHAM

LEA: 320-Durham Public Schools

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

No:

Yes:

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

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. *Gaston College Preparatory NC*

What is the name of the nonprofit organization that governs this charter school? *Gaston College Preparatory*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	05	90
Second Year	05,06	180
Third Year	05,06,07	270
Fourth Year	05,06,07,08	360
Fifth Year	05,06,07,08	360
Sixth Year	05,06,07,08	360
Seventh Year	05,06,07,08	360
Eight Year	05,06,07,08	360
Ninth Year	05,06,07,08	360
Tenth Year	05,06,07,08	360

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.

ajcampbell702
Signature

Lead applicant
Title

ajcampbell702
Printed Name

12/06/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of KIPP Durham College Preparatory is to empower all of our students with the skills, knowledge and character necessary to strengthen their communities, succeed at the colleges of their choice and fight for social justice.

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.*

KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life. There are currently 141 KIPP schools in 20 states and the District of Columbia serving 50,000 students. More than 86 percent of our students are from low-income families and eligible for the federal free or reduced-price meals program, and 95 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have graduated high school, and more than 80 percent of KIPP alumni have gone on to college. There are 74 KIPP middle schools (grades 5-8), 47 elementary schools (grades Pre-K-4), and 20 high schools (grades 9-12). Students at KIPP Schools are accepted regardless of prior academic record, conduct or socioeconomic background. Since our founding, it has been our core belief that all students, regardless of their zip code or demographics, will learn and achieve. We are committed to serving the students who need us most and refuse to accept anything less than an excellent college-preparatory education for students from low-income communities. Only one in three students in the Durham Public Schools performed at grade level, according to test results under the new rigorous Common Core standards.

Test scores dropped dramatically statewide, but Durham remains the lowest of the five districts in the Triangle. The overall proficiency rate was 55.8 percent in Wake, 68.5 percent in Chapel Hill-Carrboro, 50 percent in Orange County, 43.3 percent in Johnston and 34 percent in Durham. The overall statewide proficiency rate was 44 percent. Reading scores dropped from 58.5 percent to 33.4 percent and math scores even more. In 2011-2012, under the old standards, 74.4 percent of students in DPS were proficient in math. Now only 30.5 percent are proficient. However, the gap between the states average scores and DPS averages remained about the same in most subjects.

From the most recent test score results, it is clear that an achievement gap in the Durham Public Schools remains. For third through eighth grades, 68.5 percent of white students were reading at grade level. But only 24.7 percent of black students and 22.5 percent of Hispanic students were reading at grade level. Math showed a similar gap: 63.5 percent of white students were proficient, compared with 20.1 percent of black students and 24.7 percent of Hispanic students. Economically disadvantaged students showed a reading proficiency rate of 20.9 percent, students with limited English 8.4 percent, and students with disabilities 9.7 percent compared to 34 of all students. For math, economically disadvantaged students were 20 percent proficient, limited English were 14 percent proficient and students with disabilities were 9.1 percent, compared to 31 percent of all students.

While Durham Public Schools are struggling to close the achievement gap, the existing charter schools in Durham are not providing additional support to change the educational landscape. While there are multiple charter schools in Durham, very few are dedicated to closing the achievement gap, and only one has demonstrated success in doing so. With KIPP's proven track record of making dramatic gains with minority and economically disadvantaged students and Durham's current achievement gap, KIPP Durham will meet a specific need in the Durham community.

- 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 projected enrollment for Year 1 would be 90 fifth grade students. This reflects less than 1% of the ADM for the three school districts in Durham County. The projected enrollment at full capacity would be in Year 4 (2019-2020) with a total school population of 360 students in grades 5-8.

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

KIPP Durham College Preparatory will be an academically rigorous, college-preparatory program working to prepare all students with the academic, intellectual, and character skills that will enable them to achieve unparalleled success through their high school career, college years and in a competitive world that follows. KIPP Durham College Preparatory's success will be built on high expectations, extended hours, innovative teaching methods, expanded academic opportunities, and above all, the unwavering commitment of parents, teachers and students alike to the school's founding principle, "THERE ARE NO SHORTCUTS, AND THERE ARE NO EXCUSES."

Although the mission statement of Durham County Schools does state that the LEA is "committed to providing appropriate educational programs that will allow all students to achieve at a high level of success," the data does not reflect high levels of student success. The district report card for Durham County Schools published by the NC Department of Public Instruction reports data which reflects that their mission has not yet been accomplished. The Durham County data shows that only 38.6% of students in grades 3-8 are proficient in Reading and only 51.8% of students in grades 3-8 are proficient in Math. KIPP Durham College Preparatory will not only ensure that students are on grade level as measured by state assessments, but more

importantly, students are on track to make it to, and through college. KIPP Durham College Preparatory will empower students to change their future and the future of Durham County.

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

At KIPP Durham College Preparatory teachers will be encouraged to be innovative within their classrooms and across our school. Teachers will work collaboratively to enhance the curriculum to ensure that all students meet and exceed state and national standards. KIPP Durham College Preparatory teachers will also have the opportunity to work in conjunction with the staff of KIPP Gaston College Preparatory and with teachers across the nation. With research based professional development and on-going support, teachers will be empowered with control of curricular decisions that will enable them to best support the students of Durham County.

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

All students at KIPP Durham College Preparatory are expected to achieve a high level of academic success both on state and national tests. In addition to meeting and exceeding the bar set by the state of North Carolina, KIPP Durham College Preparatory will be held accountable to the high academic expectations held by the KIPP Foundation. Not only will student achievement results be published locally and across the state, KIPP

Schools also have their data reported nationally every year in the KIPP Report Card. KIPP Durham College Preparatory's staff, students and parents will work together to ensure that all students are achieving academic results on NC State Tests and national MAP Tests.

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

In Durham County parents and students currently have little educational options. While some students in Durham County currently attend Gaston College Preparatory, many more students are unable to either because they are on the waiting list or they are too far from the school. As a result, most students in Durham County are restricted by district lines and must attend their zoned school, regardless of its performance. KIPP Durham College Preparatory will provide another high-quality option for students and families and join the fight to close the achievement gap in northeastern North Carolina.

4. Improving student learning.

By providing outstanding educators, more time in school learning, and a strong culture of achievement, historically under-served students will have the opportunity to meet and exceed both growth and achievement goals. With an extended school day and local control to innovate, teachers will do whatever it takes to ensure that all students are learning. Improved student learning will be evident in higher state test scores, growth in MAP testing, and increased graduation rates and ACT scores.

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

KIPP Durham College Preparatory will utilize the extended day to allow for small group reading and math remediation or acceleration. As indicated from the data in Durham County, the majority of our students will initially require extensive remediation and tutorials. However, with high quality instruction, more instructional time, a culture of high expectations and love and support from their teachers, students who were once defined as "at-risk" will defy this label and become college-bound students. At KIPP Durham College Preparatory, we believe every child can and will learn when provided with a school environment rich in both high expectations and love.

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

Teachers at KIPP Durham College Preparatory will have access to unparalleled professional development that will allow for the continuous exploration of new research-based teaching methods.

While there will be clear expectations around routines and cultural expectations, the Principal will work hard to empower the staff to try new innovative strategies. As a result, teachers will create classrooms where students are also safe to take risks. KIPP Durham College Preparatory teachers will constantly work to do whatever it takes to reach every student, whether this means lesson planning with a teacher in Houston, borrowing a unit from a colleague in Newark, or observing an excellent teacher in Gaston. Through well-planned and routine professional

development the KIPP Durham College Preparatory staff will have access to a variety of new strategies and teaching methods.

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.*

Goal 1: To prepare our students for success in college and in life through high-quality data-based instruction based on clear, ambitious goals that meet or exceed state requirements.

Year One: At least 45% of KIPP Durham College Preparatory students will perform at or above grade level on NC State Testing.

Year Two: At least 55% of KIPP Durham College Preparatory students will perform at or above grade level on NC State Testing.

Year Three: At least 65% of KIPP Durham College Preparatory students will perform at or above grade level on NC State Testing.

Year Four: At least 75% of KIPP Durham College Preparatory students will perform at or above grade level on NC State Testing.

Year Five: At least 85% of KIPP Durham College Preparatory students will perform at or above grade level on NC State Testing.

Each Year: At least 90% of KIPP Durham College Preparatory students will make at least 15 points growth on MAP Testing

Each Year: KIPP Durham College Preparatory students will make high growth in all areas and in all grade levels.

Goal 2: To meet student enrollment targets and retention targets which align with our mission and with our budget.

Each year: KIPP Durham College Preparatory student attrition will be less than 8%.

Each year: KIPP Durham College Preparatory average daily attendance will be at least 95%.

Each year: At least 85% of KIPP Durham College Preparatory families will report they are satisfied or very satisfied with our school.

The governing board of KIPP Durham College Preparatory will meet monthly with the exception of July and December. At each monthly meeting the regional Executive Director will present reports summarizing progress towards regional goals. In addition, the school Principal will provide a

School Report illustrating data aligned to each of the yearly goals.

Goal Benchmarks and Reporting will occur within the timelines below:

- *Student achievement Quarterly
- *Talent development- January and June
- *Cash reserve target- Monthly
- *Development target- Monthly
- *Percentage of teachers we retain- Annually
- *Percentage of students we retain - Quarterly
- *Percentage of students who recommend KIPP to friends and family January and June (Student Survey)
- *Percentage of staff who recommend KIPP as a great place to work January and June (Staff Survey)
- *Percentage of families that report KIPP is a great place for their child January and June (Parent Survey)

Student achievement will be measured using NC State Testing data. In addition, all students in grades 5-8 will participate in MAP | Northwest Evaluation Association (NWEA) Testing. MAP, or the Measure of Academic Progress, is a computerized adaptive test which helps teachers, parents, and Principals improve learning for all students and make informed decisions to promote a child's academic growth. Students will take the MAP Test three times a year and this data will be used to both set growth goals and measure achievement in Math and Reading. In eighth, students will participate in the EXPLORE Test during the fall. The Explore is designed to help students explore a broad range of options for their future. It prepares students not only for their high school coursework but also for their posthigh school choices as well. At KIPP Durham College Preparatory we will monitor, track and report to our Board of Directors students academic progress through these standardized tests. At KIPP Durham College Preparatory, we will continue to promote a college-going culture of high standards and an unrelenting expectation that exists at Gaston College Preparatory so that all of our alumni will attend and complete college.

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

The mission of KIPP Durham College Preparatory is to empower all of our students with the skills, knowledge, and character necessary to succeed at the colleges of their choice, strengthen their community and fight for social justice. We believe that students deserve a relevant, rigorous curriculum that will ensure that they are able to compete globally. We believe education is the most powerful weapon there is to create social change, and that our students unique experiences and diverse perspectives will inspire them to become active citizens passionate about closing the achievement gap and advocating for social justice for all.

In order to ensure that the school is working to attain the school's mission, the Board Directors meet monthly with the exceptions of December and July. During these meetings, the Executive Director communicates with the Board about how well the school is progressing towards the schools goals and meeting the school's mission. In addition, the KIPP Durham College Prep School Leader will be present at each monthly meeting and be prepared to discuss all information submitted in advance to the Executive Director in

Durham College Preparatory's School Report. Information shared on an ongoing basis includes enrollment and attendance data, academic progress measures, school event announcements, and information about professional development.

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.

KIPP Durham will take full advantage of the colleges and universities in the area, in particular Duke University and the University of North Carolina at Chapel Hill, both of which are KIPP partner schools. To help support our students academically and behaviorally, we will create a mentoring program, through which all KIPP Durham students will be partnered with a college student during their time at KIPP. Additionally, we will partner with both universities to ensure academic tutoring for our students, as well as a strong volunteer base for the school. In addition to our focus on results on standardized test scores and in the classroom, our approach to education will also include comprehensive field lessons. We will enhance our science education by visiting nearby museums, such as the Museum of Life and Science, the Museum of Natural Sciences, Marbles Kids Museum, Morehead Planetarium and Science Center, African American Cultural Complex, and the Contemporary Art Museum of Raleigh. Local historical sites and museums, such as Bennet Place and the North Carolina State Capitol, will also supplement the education in the classroom. In addition, KIPP Durham will relentlessly focus on high student performance on standardized tests, normed reference assessments and other objective measures. Students will be expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges. KIPP Durham will use Common Core standards for Literacy and Mathematics and adapt other resources to ensure that our students receive a challenging, college-prep curriculum. In addition, the Science and Social Studies Curriculum will exceed the expectation of the Common Core standards and ensure that all students are being prepared for AP level course work in high school. Literacy instruction will comprise the largest component of a student's school day. Within the literacy block, instruction will include phonemic awareness and phonics, spelling, reading comprehension and higher level analysis small and whole group-writing, vocabulary, and grammar. KIPP Durham's approach to mathematics will be comprised of problem-solving exercises that encourage explicit discussion and written explanation of strategies used as well as more traditional computational fluency practice. Activity-based investigations will encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students will write, draw, and talk about math as well as use manipulatives and computers. In all classes students will be taught close-reading strategies, problem solving skills and analytical writing. All students will be taught how to engage in Socratic Seminars and dialogue will be a large component of all courses. In addition to the core subjects of Literacy, Mathematics, Social Studies, and

Science, KIPP Durham will offer co-curricular classes referred to as enrichment. While our offerings will depend on the talents and passions of the faculty members who join our team, we will ensure that students are provided with Art, Music, PE and Spanish. Using achievement data of incoming students, teachers will identify the needs of the cohort of students, as well as individual students. Student achievement data will frequently be collected through a variety of sources including daily exit tickets and benchmark testing to ensure that students are mastering daily objectives. KIPP Durham teachers will ensure that all daily objectives and unit goals are aligned with a curriculum that exceeds that Common Core curriculum. Through high-quality professional development, common planning time and a focus on student data, teachers will ensure that all students are not only making the progress necessary to be on grade level, but over time are receiving the rigorous and relevant instruction that will prepare students for success in college.

K-5 Curriculum and Instructional Design:

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

At KIPP Durham College Preparatory there will be no shortcuts and no excuses when it comes to success in academics. Our school day and week will be extended so students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

KIPP Durham College Preparatory's 5th grade team will be departmentalized, with four teachers teaching the core classes with approximately 90 students. The students will be grouped heterogeneously in four different classes with an average of 18 students per class. Each group of students will rotate through English, History, Science and Math each school day. In addition, all students will have the opportunity to take PE/Health. There will also be a Grade Level Chair, who will act as a lead teacher and work closely with the Principal on issues such as student culture and academic performance.

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.*

All KIPP Durham College Preparatory students will participate in an academic program that seeks to build the academic skills, intellectual habits, and content knowledge necessary for all students to be prepared to succeed in the colleges of their choice. As a result, our curriculum which includes the North Carolina Common Core State Standards is supplemented with more rigorous, college-preparatory standards. We will combine the Common Core State Standards with Pre-AP standards to ensure that all of our students are prepared for academic success in high-level AP courses in high school. In addition, KIPP Durham College Preparatory will extend and enrich the Common Core State Standards by adding the following elements: community service,

character education, and enrichment course including Spanish, PE/Health and the Arts. Finally, through a strong school culture where high expectations for academics and character are modeled and embedded in what we do, students will have the ability to create change and pursue a life of endless opportunity.

KIPP Durham College Preparatory's curriculum will be clearly aligned to the performance standards which state what students must know and be able to do at each grade level to be ensure that they will be successful in the colleges of their choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular daily, weekly and unit assessments to measure how well students are mastering the standards. Teachers will use this data to shape whole class instruction, small group work and one-on-one tutoring. Using individual student data, instruction will be targeted to better meet the individual student needs of all learners.

Some key points in our curriculum:

- * We believe that truly college-ready literacy means learning how to think, read, write, speak, and listen.
- * We believe that students can grow and achieve at extraordinary levels on the North Carolina State Assessments without spending every moment on test preparation.
- * All of our students will be prepared to master all material on state tests while being pushed to think and write critically.
- * Because of our focus on a Pre-AP curriculum, all of our students will matriculate to the 9th grade with the skills necessary to succeed in a college-preparatory high school.

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.

KIPP Durham College Preparatory will recruit and employ teachers with a proven track record of successfully maximizing classroom learning. We define such success as a process in which students acquire the knowledge and skills necessary to achieve academically and the ability to apply, evaluate, and expand upon this knowledge independently. There are many educational theories and practices proven to be effective in the classroom environment. KIPP Durham College Preparatory does not intend to subscribe to only one approach. We believe in allowing successful teachers to teach in an environment that supports their successful practices and strategies while having the freedom to try innovative new techniques. Strategies that will be used by KIPP Durham College Preparatory teachers include, but are not limited to:

- * Direct whole group instruction: Instruction which is an intensive intervention designed to increase, not only the amount of learning, but also the quality by systematically developing important background knowledge and explicitly applying it and linking it to new knowledge.
- * Indirect whole group instruction: Instruction which is mainly student-centered and utilizing a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes

advantage of student's interest and curiosity, often encouraging them to generate alternatives or solve problems.

* Instruction incorporating various learning modalities: Instruction which consists of presenting information and integrating visual, auditory and kinesthetic strategies.

* Instruction adapted to multiple intelligences: Instruction which is presented in a way that engages most or all of the seven intelligences.

* Teacher-directed small group instruction: Small-group, face-to-face instruction by teachers using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.

* Cooperative learning: A method of instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills, critical thinking and problem-solving skills, as well as develop the ability to work as a team.

* Blended Learning Instruction that allows providing efficient and effective instruction experiences by combining delivery modalities including technology and internet resources.

* Educational and Motivational Field Lessons: Students experience first-hand lessons learned in the classroom through immersion in the real-world that broaden their life experiences. This includes college trips, internships, outdoor leadership programs, pre-college academic programs, service projects in the community and on campus, non-profit volunteer experiences and travel abroad trips.

* Phonemic-Based Instruction: With this focused instruction students learn how to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they become made aware of how the sounds in words work and understand that words are made up of speech sounds or phonemes.

* Project-based Learning: An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

* Discovery Learning: A type of learning method structured to allow the learner to explore and find answers. Students interact with their environment by exploring and manipulating objects. Students struggle with questions and controversies, or perform experiments.

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.

Our communities in Durham County have one of the lowest rates of college attendance and completion in the state. This is not because our children lack intelligence or character. We believe that our community has historically lacked a genuine college-preparatory option in education. In order to ensure that our students have the skills to succeed in college classrooms where they will be surrounded by students from much more affluent areas around the world, we have extended our school day. The extra hours in our school day will allow struggling students to receive remediation in their core classes while also creating time for quality character education, health and physical education, athletics, community service, and performing arts. Monday through Thursday students attend school from 8:00 am to 5:00 pm. On Friday the academic day will begin at 8:00 am and ends at 2:00 pm. With this commitment to more time focused on academics, our students will acquire the skills and knowledge to be competitive at the college of their choice.

6-8 Curriculum and Instructional Design:

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

At KIPP Durham College Preparatory there will be no shortcuts and no excuses when it comes to success in academics. Our school day and week will be extended so students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

KIPP Durham College Preparatory's 5th - 8th grade teams will be departmentalized, with four teachers teaching the core classes with approximately 90 students at each grade level. The students will be grouped heterogeneously in four different classes in each grade with an average of 22 students per class. Each group of students will rotate through English, History, Science and Math each school day. In addition, all students will have the opportunity to take Music, Spanish, Art and PE/Health. Each grade level will have a Grade Level Chair, who will act as a lead teacher and work closely with the Principal on issues such as student culture and academic performance.

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.

All KIPP Durham College Preparatory students will participate in an academic program that seeks to build the academic skills, intellectual habits, and content knowledge necessary for all students to be prepared to succeed in the colleges of their choice. As a result, our curriculum which includes the North Carolina Common Core State Standards is supplemented with more rigorous, college-preparatory standards. We will combine the Common Core State Standards with Pre-AP standards to ensure that all of our students are prepared for academic success in high-level AP courses in high school. In

addition, KIPP Durham College Preparatory will extend and enrich the Common Core State Standards by adding the following elements: community service, character education, and enrichment course including Spanish, PE/Health and the Arts. Finally, through a strong school culture where high expectations for academics and character are modeled and embedded in what we do, students will have the ability to create change and pursue a life of endless opportunity.

KIPP Durham College Preparatory's curriculum will be clearly aligned to the performance standards which state what students must know and be able to do at each grade level to be ensure that they will be successful in the colleges of their choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular daily, weekly and unit assessments to measure how well students are mastering the standards. Teachers will use this data to shape whole class instruction, small group work and one-on-one tutoring. Using individual student data, instruction will be targeted to better meet the individual student needs of all learners.

Some key points in our curriculum:

- * We believe that truly college-ready literacy means learning how to think, read, write, speak, and listen.
- * We believe that students can grow and achieve at extraordinary levels on the North Carolina State Assessments without spending every moment on test preparation.
- * All of our students will be prepared to master all material on state tests while being pushed to think and write critically.
- * Because of our focus on a Pre-AP curriculum, all of our students will matriculate to the 9th grade with the skills necessary to succeed in a college-preparatory high school.

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.

KIPP Durham College Preparatory will recruit and employ teachers with a proven track record of successfully maximizing classroom learning. We define such success as a process in which students acquire the knowledge and skills necessary to achieve academically and the ability to apply, evaluate, and expand upon this knowledge independently. There are many educational theories and practices proven to be effective in the classroom environment. KIPP Durham College Preparatory does not intend to subscribe to only one approach. We believe in allowing successful teachers to teach in an environment that supports their successful practices and strategies while having the freedom to try innovative new techniques. Strategies that will be used by KIPP Durham College Preparatory teachers include, but are not limited to:

- * Direct whole group instruction: Instruction which is an intensive intervention designed to increase, not only the amount of learning, but also the quality by systematically developing important background knowledge and explicitly applying it and linking it to new knowledge.
- * Indirect whole group instruction: Instruction which is mainly student-

centered and utilizing a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students interest and curiosity, often encouraging them to generate alternatives or solve problems.

* Instruction incorporating various learning modalities: Instruction which consists of presenting information integrating visual, auditory and kinesthetic strategies.

* Instruction adapted to multiple intelligences: Instruction which is presented in a way that engages most or all of the seven intelligences.

* Teacher-directed small group instruction: Small-group, face-to-face instruction by teachers using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.

* Cooperative Learning: A method of instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills, critical thinking and problem-solving skills, as well as develop the ability to work as a team.

* Blended Learning: Instruction that allows providing efficient and effective instruction experiences by combining delivery modalities including technology and internet resources.

* Educational and Motivational Field Lessons: Students experience first-hand lessons learned in the classroom through immersion in the real-world that broaden their life experiences. This includes college trips, internships, outdoor leadership programs, pre-college academic programs, service projects in the community and on campus, non-profit volunteer experiences and travel abroad trips.

* Phonemic-Based Instruction: With this focused instruction students learn how to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they become made aware of how the sounds in words work and understand that words are made up of speech sounds, or phonemes.

* Project-based Learning: An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

* Discovery Learning: A type of learning method structured to allow the learner to explore and find answers. Students interact with their environment by exploring and manipulating objects. Students struggle with questions and controversies, or perform experiments.

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.*

Our communities in Durham County have one of the lowest rates of college attendance and completion in the state. This is not because our children lack intelligence or character. We believe that our community has historically lacked a genuine college preparatory option in education. In order to ensure that our students have the skills to succeed in college classrooms where they will be surrounded by students from much more affluent areas around the world, we have extended our school day. The extra hours in our school day will allow struggling students to receive remediation in their core classes while also creating time for quality character education, health and physical education, athletics, community service, and performing arts. Monday through Thursday students attend school from 8:00 am to 5:00 pm. On Friday the academic day will begin at 8:00 am and ends at 2:00 pm. With this commitment to more time focused on academics, our students will acquire the skills and knowledge to be competitive at the college of their choice.

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.*

At KIPP we know that there are no shortcuts when it comes to success in academics and life. With an extended school day, students will have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

KIPP Durham College Preparatory will utilize the extended day to allow for small group reading and math remediation or instruction. As indicated from the data in Durham County, the majority of our students will be significantly below grade level in both reading and math. By spending more time in school focused on mastery of skills our design ensures multiple opportunities for students to achieve academic success, regardless of their results on prior academic performance indicators.

Mentoring program

The entire staff of KIPP Durham College Preparatory will be involved in developing strategies for students who are at-risk of failing to support their continued academic success. Grade level meetings will be held to develop comprehensive plans to work with struggling students. The staff will establish high expectations for all students regardless of their need for special services. All educational programs at KIPP Durham College Preparatory will always be provided in the least restrictive environment possible. Clear and specific expectations for academic excellence, consistent classroom routines and a systematic process of teaching and learning will be critical component of setting all students up for success.

At KIPP Durham College Preparatory, our students will arrive at school at least two weeks in advance of the traditional public schools. With this extra time, teachers will have the opportunity to focus on creating a strong culture of high expectations by teaching the necessary social and organizational skills that will help students be successful in school. From the first day of school, students will be taught the mission of our school; our schools three rules (Work hard. Be good. Think.); and their place in helping to close the achievement gap. All students, regardless of their prior academic or behavioral performance will be provided both a clean slate and a clear opportunity to excel. With clear expectations established and enforced, a strong community of support and the willingness to do whatever it takes for our students to succeed, we will ensure all students are on the path to a college degree and a life of choices.

KIPP Durham College Preparatory will take full advantage of the colleges and universities in the area to provide intensive small group and one-on-one tutoring to our most struggling students. We will utilize the resources from Duke University and the University of North Carolina at Chapel Hill, both of which are KIPP partner schools, and the alumni of Gaston College Preparatory who are now college students at Triangle area universities. To help support our students academically and behaviorally, we will create a mentoring program, through which all KIPP Durham students will be partnered with a college student during their time at KIPP. Additionally, we will partner with both universities to provide small-group academic tutoring for students, as well for a volunteer base for our school.

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.*

KIPP Durham College Preparatory will follow all Federal Laws and Regulations related to English Language Learners and ensure that the appropriate supports are in place based on a student's demonstration of a lack of familiarity with English. KIPP Durham College Preparatory will follow the guidelines set forth by the North Carolina State Board of Education to identify students using the Home Language Survey (HLS). KIPP Durham College Preparatory will use the State designated World-Class Instructional Design and Assessment (WIDA) to determine the level of services and assessments and the length of time students are to be involved in the special ELL program. Students identified as ELL (English Language Learners) will be included in regular classes with the addition of support services using designated and approved accommodations for the students. ELL students access to the educational program at the school will be provided in the least restrictive environment feasible. ELL students will not be assigned to classes for the disabled because of their language needs nor will they be excluded from regular activities. The staff at KIPP Durham College Preparatory will follow the guidelines established by the State Board of Education to determine when students are eligible to exit the ELL program. In addition, all KIPP Durham College Preparatory teachers will receive the professional development necessary to effectively meet the needs of KIPP Durham College

Preparatory's English Language Learners. In addition, the ELL students' parents/guardians will be involved in the identification, monitoring, and termination of ELL for all students identified. If the parent does not speak English, we will ensure that a bilingual staff member is always present to translate all information to the students families so that we are working collectively to ensure that all students are demonstrating growth and mastery.

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.*

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds or academic levels. At KIPP, we believe every child can and will learn when provided a high-quality education. At KIPP Durham College Preparatory every child will be challenged to always find ways to go above and beyond. In addition, to a rigorous course load our students will have opportunities to push themselves in a variety of areas, including but not limited to the following :

*March Mental Math Madness Challenge - Every year in March students will compete in school-wide math academic competitions.

*Spelling Bee - Every year students will compete in a grade-level and school-wide Spelling Bee. School-level winners will moves to the regional event and if they win, will proceed to the national competition.

*Band - All students, beginning in 6th grade, will participate in beginning band and will have the opportunity to continue playing throughout middle school.

*Duke Talent Identification Program - Beginning in the 4th grade, all students who meet the necessary requirements of the Duke TIP Program will be nominated by the school. As stated on their website, "Eligibility for enrollment is an honor and indicates outstanding intellectual ability." Participation in Duke Talent Search provides students with exciting and challenging opportunities through online lessons, publications, contests, the Duke TIP Book Club and an optional above-level testing experience, the EXPLORE test.

*Junior Beta Club - The Junior Beta Club is a national honor society which grants membership to students who have demonstrated outstanding academic achievement, commendable attitude, and worthy character.

*Young Scholars Program - The Jack Kent Cooke Foundations Young Scholar Program seeks high achieving, low to moderate-income 7th grade students, and cultivates their talents and abilities throughout high school by providing the personalized advising and financial support needed to secure challenging academic opportunities. Through a partnership with the KIPP Foundation, KIPP Durham College Preparatory will nominate qualifying 7th graders for participation in this prestigious program.

*KIPP STEP Summer Program at Deerfield Academy - With a partnership between the KIPP Foundation and Deerfield Academy in Massachusetts, high performing rising 8th graders have the opportunity to apply for a fully funded 3 week boarding school experience each July.

*Student Council - Students will have the opportunity to participate in a Student Council that will provide them with the opportunities to participate in district, state and national conventions. Members of the Student Council will also be eligible for participation in the summer leadership workshop held at Mars Hill College.

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. All of our students will be held accountable to not only meeting but exceeding academic goals, regardless of where they fall on the continuum of current academic skills. In order to ensure that all of our students, and in particular those students identified as "intellectually gifted students," demonstrate growth and mastery, we will measure their progress and success as follows:

*At least 90% of KIPP Durham College Preparatory students will make at least 15 points growth on MAP Testing

*KIPP Durham College Preparatory students will make high growth in all areas and in all grade levels.

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. KIPP Durham is committed to providing students with disabilities a high-quality education in the least restrictive environment possible. KIPP Durham will identify students with disabilities by first asking parents during their home visit if their child currently has an IEP through the special education program or under Section 504 of the Rehabilitation Act. If the parent indicates that the child does have an IEP, we will be sure that their previous school sends all of that information with the standard records request. If a parent is unsure if their child has an IEP, we will still request this information. If we do not have this information on file by our 30th day of school, our Regional Director of Exceptional Children will personally contact, and if possible, travel to the previous school to retrieve this information.

2. KIPP Durham will identify students who may be eligible for special education under the federal "Child Find" (NC 1501-2.8) mandate by first asking parents during their home visit if their child currently has an IEP. Because the home visit happens after the lottery, KIPP Durham will ensure that no student is discriminated against or refused enrollment because of a disability. KIPP Durham will also identify students who may be eligible for special education services by closely monitoring children who may have a disability even though they are advancing from grade to grade or have attended multiple schools. By focusing on individual student success and providing a variety of structure and academic supports, KIPP Durham will work to avoid excessive classification of low-performing students, who might not have a learning disability. KIPP Durham will meet the requirements mandated within a student's IEP for any student entering with pre-existing disability requirements. If teachers and/or the parents determine that a student is in need of an evaluation, the student will be referred to our School-Based Committee (SBC) for evaluation. Teachers and/or parents will also provide information to the SBC to assist them in determining eligibility and services, if any, are required. The SBC will then meet to determine eligibility for special education services and, if eligible, develop an IEP.

3. Students at KIPP Durham with recognized disabilities will be afforded all rights in regard to their confidentiality of their records as provided by state and federal law, including the Individuals with Disabilities Education Act, Special Education Programs/Rights of Students with Disabilities. The Office Manager at KIPP Durham will request records of students according to these state and federal laws. The records of all students with a disability will be kept in a locked file and access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted with the student records.

All necessary procedures to ensure confidentiality will be the responsibility of the Regional Director of Exceptional Services as supervised by the KIPP Durham Principal and the Executive Director. The Principal will ensure that a central file with all special education evaluation material and IEPs is maintained and that these files are kept confidential and secured, in accordance with FERPA and IDEA guidelines. The Principal will oversee access to these records and be responsible for ensuring that all responsible for the implementation of a student's IEP will have access to a copy of the IEP and be informed of their specific responsibilities in its implementing. The Regional Director of Exceptional Services will ensure that all records are in compliance.

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. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

KIPP Durham College Preparatory will meet the requirements mandated within a student's IEP for any student entering with pre-existing disability requirements. The school will seek to offer an inclusion program for all students with disabilities; however, if the student's needs and IEP require a program other than inclusion, KIPP Durham College Preparatory will meet those needs with existing staff or contracted services. If teachers and/or the parents of a student enrolled in the school determine that a student is in need of an evaluation of a possible disability, the student will be referred to the school-based committee (SBC) for evaluation. The school will also provide information and evaluations to the SBC to assist them in determining eligibility and services, if any, are required. The SBC will then meet to determine eligibility for special education services and, if eligible, develop an IEP. If a student's IEP ever requires the provision of specialized services not available at the school (i.e. occupational or physical therapy), the school will contract with individual providers on a per diem fee-for-service basis.

In addition, KIPP Durham College Preparatory will take full advantage of the colleges and universities in the area, in particular Duke University and the University of North Carolina at Chapel Hill, both of which are KIPP partner schools to ensure that all students with IEPs have individualized mentors and tutors, to support them both academically and behaviorally.

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).

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. KIPP Durham College Preparatory teachers will utilize a variety of methods and support systems to ensure that students with disabilities receive a Free and Appropriate Public Education. In addition to the supports provided to all students: standardized school supplies to aid with organizational skills; social skill instruction to help with focus and active listening; a consistent behavioral system celebrating making good choices and reinforcing positive behavior and a structured environment that provides routine, KIPP Durham College Preparatory staff will literally do whatever it takes to find the necessary supports and strategies that will help all students to be successful. In addition to professional development geared towards helping students with a variety of disabilities, staff members will participate in additional training and workshops to continue to learn new strategies that will assist students. All students, regardless of their disability or its severity, will be assured of 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.

KIPP Durham College Preparatory recognizes that all students are capable of not just meeting, but exceeding achievement standards if given access to a rigorous curriculum and the necessary supports and love. With targeted instructional strategies designed to meet students needs, support in the classroom and appropriate accommodations, KIPP Durham College Preparatory believes that all students can and will master academic goals.

KIPP Durham College Preparatory School Principal will work with Regional Exceptional Childrens Director to ensure that IEPs are implemented properly. The Regional Exceptional Director and the schools EC Teachers and Principal will ensure each of the following:

- * Provision and monitoring of all educational services as required by the Individual Education Plan (IEP).
- * Provision and monitoring of all related services as required by the students IEP.
- * The completion of all requisite paperwork, updating and filing necessary information for initial referrals, annual evaluations and ongoing monitoring of student progress appropriate provision of any and all test modifications as stipulated on the IEP.

All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the Regional Exceptional Childrens Director and the school's EC Teachers and Principal. The Principal will ensure that a central file with all special education evaluation materials and IEPs are maintained and that this file is kept confidential, in accordance with FERPA and IDEA guidelines. The Principal will oversee access to these records, and he or she will be responsible for ensuring that all providers responsible for the implementation of a students IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP. In addition, the Regional Exceptional Childrens Director and the schools EC staff will ensure the parents receive a copy of their rights, regular reports monitoring IEP goal progress and an annual review to discuss their childs growth.

4. Describe the proposed plan for providing related services.

If a students IEP ever requires the provision of specialized services not available at the school (i.e. occupational or physical therapy), KIPP Durham College Preparatory will contract with individual providers on a per diem fee-for-service basis.

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. KIPP Durham College Preparatory's curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in the college of his or her choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards. Teachers will use knowledge about the students skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet each students needs. In addition, teachers will give students and parents/guardians ongoing feedback about the students performance. By adhering to the practices above, KIPP Durham College Preparatory will meet the following student performance standards:

* By the end of the 5th year, at least 85% of KIPP Durham College Preparatory students will perform at or above grade level on NC State Testing.

* By the end of the 5th year, at least 30% of KIPP Durham College Preparatory students will earn a Level 4 or higher on NC State Testing.

* At least 90% of KIPP Durham College Preparatory students will make at least 15 points growth on MAP Testing

* KIPP Durham College Preparatory students will make high growth in all areas and in all grade levels.

* KIPP Durham College Preparatory will meet or exceed Annual Measurable Objectives as identified by State of NC.

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.

At KIPP Durham College Preparatory, students will have multiple and varied opportunities to demonstrate what they know and what they can do in all of their classes. Since the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major unit exams will be used to evaluate student mastery of course material and progress towards mastery of the department standards. In addition to these assessments, the MAP Test, a nationally normed standardized test in both reading and math will be administered three times a year in order to: 1) give teachers information about students so that they can effectively design instruction to meet particular student needs and 2) to clearly demonstrate the academic achievement of students. The extended school day will allow time both for large group instruction and small group focused intervention to ensure that all students are receiving direct instruction in the areas where they are struggling. The results of each round of testing will be shared with students and their families. Once a year, the school will publish the school-wide results of these tests.

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.

In order for students to be promoted to the next grade, she or he is

expected to earn at least a three on all state mandated North Carolina End of Grade assessments. In addition, the student must meet or exceed academic expectations in all classes.

Finally she or he must meet or exceed the schools attendance policy. Students who do not meet these expectations are in jeopardy of being retained. The high standards are set not only to ensure success in the next grade, but more importantly to ensure that all students are on a college-prep track and will be prepared for the college of their choice.

The school year is broken into four grading periods. The marking periods are long enough (approximately 9 weeks) to allow students several opportunities to demonstrate mastery of specific skills. In addition, multiple means are used to determine student grades and assess their skill levels. At the end of each marking period, students will receive grades in all classes. Throughout each quarter, students will be assessed to quantify how much and how well they have mastered the material taught. Grades reflected on progress reports and report cards reflect their academic achievement and are not lowered because of disciplinary reasons except for late assignments or academic dishonesty. Any struggling student, including those with a learning disability, will be provided with multiple opportunities within the school day to receive additional instruction, re-teaching or tutoring.

4. Provide the public charter schools exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

KIPP Durham College Preparatory's curriculum will be driven by clear performance standards for what students should know and be able to do at each grade level to be successful in the college of his or her choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards. Teachers use knowledge about the students skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers will give students and parents/guardians ongoing feedback about student performance. In order for a student to exit the 8th grade and be promoted to high school, she or he is expected to earn at least a three on all state mandated North Carolina End of Grade and the Algebra End of Course Test. In addition, she or he must meet or exceed expectations in all 8th grade core classes. Finally s/he must meet or exceed the schools attendance policy. Students who do not meet these expectations are in jeopardy of being retained. The high standards are set not only to ensure success in the next grade, but more importantly to ensure that all students are on a college prep track and will be prepared for the college of their choice.

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.*

KIPP Durham College Preparatory's student management system is designed to identify and correct misconduct, to encourage all students to adhere to their responsibilities as citizens of the KIPP Durham College Preparatory community, to protect students, employees and property, and to maintain essential order and mutual respect. KIPP Durham College Preparatory students are expected to conduct themselves in accordance to the standards set in our Commitment to Excellence. Any behavior detrimental to the learning environment will be addressed and redirected. If a student chooses to show disrespect toward himself/herself or others, including interference with another's access to a quality education in a safe environment, she or he will be subject to disciplinary action. Our teachers will match the consequences to the behavior in order to teach the child about consequences and encourage his or her character development while ensuring the safety and sanctity of the school environment. Students will be expected to adhere to school expectations while at school and during school sponsored activities and trips.

When interacting with students, we will use the Love and Logic philosophy because we believe that:

Building positive relationships with students and treating them with dignity at all times are essential to their social, emotional, and academic well-being.

Problems are really opportunities to learn and grow, and we can help students build responsibility for solving their problems.

Logical consequences will be used instead of punishment when possible. There is a connection between the infraction and the consequence.

KIPP Durham will provide a safe and productive place for all students to learn. When a student decides to act in a way that harms this environment, the student's actions will be treated as a severe offense and the student earns Bench. The Bench is built around the idea that if you aren't ready to be a starter, then you use your time on the bench to reflect, grow and continue to improve. We will be a team at KIPP Durham and when a member of the Pride harms the team through meanness, dishonesty, disrespect, speaking to another student who is on Bench, or other disruptive behaviors, they must re-earn the right to spend time with their Pride. Bench will be an opportunity for students to reflect on bad choices and fix themselves. Students who are on Bench when they are suspended will be expected to complete their Bench Action Plans before they return. If the Bench Action Plan is not completed, the student will remain on Bench until it is completed.

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: Gaston College Preparatory

Mailing Address: 320 Pleasant Hill Road

City/State/Zip: Gaston NC 27832

Street Address: 320 Pleasant Hill Road

Phone: 252-308-6932

Fax: 252-308-6932

Name of registered agent and address: Tammi Sutton
320 Pleasant Hill Road
Gaston, NC 27832

FEDERAL TAX ID: 74-2991314

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:

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Gail Worthington	Member	DURHAM	Former

			Investment Banker
Curtis Wynn	Treasurer	HALIFAX	President & CEO of Roanoke Electric Cooperative
Bob Caudle	Member	HALIFAX	Retired District Attorney
Dr. Randi Dikeman	Vice Board Chair	HALIFAX	Retired Community College Dean
Ronald Smith Sr	Board Chair	NORTHAMPTON	Public School Educator
Dr. Barbara Hasty	Member	NORTHAMPTON	Community College Dean
Judge Vershenia Moody	Secretary	NORTHAMPTON	District Court Judge
Dr. William Shipp	Member	WAKE	Retired Public School Principal

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.*

KIPP Durham College Preparatory will be governed by a Governing Board of Directors that follows the KIPP Foundation's Smart Growth Principles. This process is designed to ensure KIPP regions are well-positioned to open and sustain high quality schools and is intended to assist sites reach the best growth decisions and develop strong plans. In order for KIPP to continue to grow within North Carolina the following minimum requirements must exist:

- * The region must be made up of a group of schools.
- * The region must have one governing local board, shared by the group of schools whose primary functions, duties, roles and responsibilities include:
 - o Legal, audit and compliance
 - o General oversight of performance of the Executive Director
 - o Input on major strategic decisions affecting individual schools or the region
 - o Financial accountability of the region and the schools
 - o Fundraising
- * Regions must have an Executive Director who:
 - o Reports to the Board
 - o Manages the School Principals within the Region
- * Includes a shared school support center for the group of schools to provide joint administrative, operational and academic resources across the region
- * Has a shared strategic plan, which provides a region-wide approach to:
 - o Identify and cultivating successful School Leaders
 - o Maintain high levels of school quality and school performance
 - o Promote the sustainability of individual schools
 - o Assess future growth possibilities

Currently, Gaston College Preparatory (GCP) is the nonprofit corporation organized under the laws of the State of North Carolina, which has members within the meaning of the North Carolina Nonprofit Corporation Act, N.C. GEN. STAT. 55A-1-01 (2000). The Articles of Incorporation of the Corporation were filed in the office of the Secretary of State of the State of North Carolina in 2000. The business, affairs and property of GCP shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or Bylaw. KIPP Durham College Preparatory will be an authorized as an expansion of the charter of GCP and will share its regional Board and governance structures. It is the primary goal of Gaston College Preparatory's Board of Directors to create high-performing charter schools in under-served communities in Northeastern North Carolina. To that end, our Board of Directors will be requesting that the North Carolina State Board of Education allow us to transfer our existing charter to a newly established nonprofit: KIPP ENC (Eastern North Carolina). Our Board of Directors will be asking the State Board of Education for permission to transfer the existing charter for Gaston College Preparatory, our new charter for Halifax College Preparatory and our proposed charter for Durham College Preparatory to ensure that each of these schools is tightly managed and governed to produced high quality charters and protect our KIPP Brand.

The Board of Directors recruits, interviews and selects the Executive Director who reports directly to the Board of Directors. The Executive Director's performance review is conducted by the Board of Directors. Each year the Board works with the Executive Director to create region and individual goals. Throughout the year, the Executive Director's performance is measured against these goals, and each year year, the Board conducts 360 Review which includes feedback from the Board of Directors, School Leaders and Regional Staff. This information is used to provide performance evaluation to the Executive Director. This performance evaluation mirrors the process used by the Executive Director to recruit, hire and supervise the school leader.

- 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.*

KIPP Gaston College Preparatory's current Board of Directors is comprised of individuals connected to the local communities and North Carolina education arena. A variety of stakeholders and influence agents are represented which include parents of KIPP students and alumni, local community members with business experience, individuals with experience in charter school finance and operations. Members are recruited through networking among local and state-wide education channels: universities, mission aligned foundations, businesses, Teach For America, and parent connections.

The KIPP Gaston College Preparatory Board of Directors is charged with the tasks of raising funds, managing the Executive Director, enhancing the statewide profile of KIPP in eastern North Carolina, ratifying regional

growth, and providing fiscal and managerial oversight for its network of schools.

In the past three months, the current Board Members and Executive Director have held over 30 meetings with members of the Durham community. These meetings have included members of the Durham School Board, the Eastern Durham Children's Initiative, the Emily K Center, Student U, Duke University, University of North Carolina at Chapel Hill and NC Central University. In order to ensure that our Board of Directors is representative of the Durham Community, four members of the Durham community will join the Regional Board of Directors. It is our goal that these four members represent the philanthropic community, the business community and community based organizations that are reflective of the school's target population. These additional board members will be added to the Regional Board of Directors by January of 2014.

In order to ensure that our Board is highly trained, Board of Directors participate in an orientation, on-going KIPP National Training and training through the NC Office of Charter Schools. In order to ensure that the school is creating educational and operational success, the Board Directors meet monthly with the exceptions of December and July. Members serve up to two consecutive three-year terms, which are staggered with vacancies filled by appointment of the board. The Board is currently composed of individuals from our local community and the broader North Carolina education network. The Executive Director communicates with the Board and its committees through presentations at monthly board meetings. In addition, the KIPP Durham College Prep School Leader will be present at each monthly meeting and be prepared to discuss all information submitted in advance to the Executive Director in Durham College Preparatory's School Report. Information shared on an ongoing basis includes enrollment and attendance data, academic progress measures, school event announcements, and information about professional development. All KIPP Durham College Preparatory staff and parents will be welcome and invited, but not required, to attend Board meetings which will rotate between the KIPP School sites and always have live streaming access for all staff, parents and students.

- 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?*

We are replicating the existing Board of KIPP Gaston College Preparatory in order to ensure the fiscal, operational and academic success. According to our by-laws, the initial Directors shall be the persons named in the Certificate of Incorporation who shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. No Director shall be a paid employee or officer of the Corporation. Directors shall hold office for terms of one year and until their successors are elected and qualified, or until their earlier death, resignation or removal.

Any newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors by a majority of the Directors regardless of their number. Directors so elected shall serve until the next annual meeting and until his or her successor is elected and qualified. In addition, the

existing Board Members, we are currently actively recruiting four additional Board Members from the Durham community. These new members will be added at the January Board of Directors meetings.

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

The board meets monthly (except December and July) for a total of 10 times.

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

The existing Board of Directors have already received extensive training. In addition, each year Board Members receive the following trainings:

Yearly Board Retreat (June) - Facilitated by the KIPP Foundation

NC Charter School Conference (July)- Facilitated by NC Public Charter Schools Association

KIPP School Summit (August) - Facilitated for the KIPP Foundation

KIPP Board Retreat (April) - Facilitated by the KIPP Foundation

In addition, Board Members participate in on-line training provided by a variety of sources including the Department of Public Instruction and the KIPP Foundation. Finally, each Board Meeting contains a 15-20 minute learning objective to ensure that Board members are continuously growing and learning.

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 purpose of the conflicts of interest policy is to protect the Corporations interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

PROCEDURES:

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

(1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

(1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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

Except as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board.

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.

As we expand into the Durham community, we have created a KIPP Durham Advisory Council that will be providing guidance and support in the areas of facility location, student recruitment and board development. The list of Advisory Council members and a short biography of each are included in Appendix T. In addition, over the next two months, our Board of Directors will be adding four additional board members, all of whom will be residents of the Durham community. Throughout the remainder of this year and during our planning year, we will also keep the KIPP Durham Advisory Council as they will be important thought partners.

KIPP Durham College Preparatory Parent Association will work to build strong collaborative relationships with the faculty and staff of KIPP Durham College Preparatory to provide a support system that will support students emotionally, socially, and academically.

KIPP Durham College Preparatory Student Council will become part of the state and national network of student councils that promote character development, academic excellence, civic responsibility, community service, leadership development and public relations. Students will participate in district conferences, state conventions, and summer leadership opportunities.

Each of the above councils will be self-governing. The KIPP Durham Advisory Council will provide feedback and provide assistance to the Executive Director. The Parent and Student Council will be run by their voted on leaders and provide on-going support and assistance to the staff and students. In addition, all three Councils will be empowered to advocate for the best interests of KIPP Durham College Preparatory's students.

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

Grievances are taken seriously and should proceed as follows:

1. Complainants should first schedule a conference with their immediate supervisor and/or child's teacher to discuss the issue. The school reserves the right to redirect complainant to the appropriate personnel if this step has not been followed.
2. If complainant concludes that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Principal. Prior to the scheduling of any such meeting, complaint must first provide to the School Principal a Grievance Letter that identifies: (a) the issue/concern/complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The School Principal will acknowledge the receipt of a Grievance Letter within three calendar days and attempt to respond to all Grievance Letters within 10 calendar days of their receipt.
3. If a resolution cannot be reached through a discussion with the School Principal, complainants may submit a formal Grievance Packet to the Executive Director within five days of notification of the School Principal's decision. The Executive Director will review the complaint to determine whether the School Principal has fairly complied with School policies and/or the law. The Executive Director will issue a response within 10 school days of receiving the packet.
4. The Board will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board to consider an appeal of the Executive Director's decision an updated Grievance Packet must be submitted to the Board within 10 days of the Executive Director's Decision. The Board will respond to the appeal within 30 days of the receipt of a complete Grievance Packet. The Board or its designee shall render a final ruling on the Grievance within 30 days or at its next regularly scheduled Boards meeting, whichever is later.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).
(Appendix F)

2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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

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

X Not Applicable

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

Not Applicable

1. The proposed charter school will be governed by an existing charter school board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Twelve years ago a brave and committed group of teachers, fifth graders and their families helped transform 27 acres of soybeans and peanuts into a campus dedicated to ensuring that every student would be prepared to attend the college of their choice and positively impact the world. Today those fifth graders are seniors in college and the Gaston College Preparatory campus is now home to more than 700 students and 100 staff members working together to continue the fight for educational equality and social justice for all.

KIPP Gaston College Preparatory (GCP) is a member of the KIPP network. KIPP (Knowledge is Power Program) is a national network of schools dedicated to preparing traditionally underserved students for college. Every student who walks through GCPs doors has "KIPP cousins" at over 120 schools around the country who are making a similar choice to work harder, behave better, and think more. As one of the first five KIPP schools in the country, GCP is proud to be part of a movement to change the expectations for American public education. At GCP students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges. The data depicts proof that students at GCP are not just meeting but exceeding local and state standards.

Over the past decade GCP teachers, students and their families have proven what is possible and on Saturday, June 7, 2014 GCP will celebrate as their sixth class of seniors graduate and head to the colleges of their choice

empowered with the skills, character and knowledge necessary for a life full of choices.

KIPP Durham College Preparatory will replicate this model and expand this educational opportunity to under-served students and their families in Durham County.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

The current enrollment trends and student demographics of KIPP Gaston College Preparatory over the past three years are consistent with the mission and values of KIPP Durham College Preparatory. More than 70 percent of GCPs students are from low-income homes and 80 percent are African American. In addition, with a waiting list of over 500 students, GCP has clearly demonstrated a desire and need for more high-quality options for students and families in under-served communities in North Carolina. With Gaston College Preparatory's consistent student enrollment increases over the past three years, KIPP Durham College Preparatory is confident we will be able to recruit more than enough students to meet our student projection targets.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

Our current Board of Directors is comprised of individuals connected to the local communities and North Carolina education arena. A variety of stakeholders and influence agents is represented family members of KIPP students and alumni, local community members with business experience, individuals with experience in charter school finance and operations. Members are recruited through networking among local and state-wide education channels: university, Teach For America, and parent connections are driving a current search for a replacement member of the Board. This Board is deeply passionate about the school's mission of closing the achievement gap and fighting for educational opportunities of students in low-income communities. It their passion for and expertise in this common purpose that makes this a good fit to help support additional students in low income communities in North Carolina.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix S

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors will empower the Executive Director and Regional Recruiters to build a formal recruiting program to target highly qualified teachers and staff. The program will include information sessions at

colleges and universities. Recruiters will set up formal partnerships with colleges and universities where we will develop an on-campus presence throughout the school year. A KIPP Durham College Preparatory Campus Visitor Program will be put in place to provide interested parties tours and a day-long immersion in KIPP schools. Recruiters will create professional marketing materials for recruiting efforts that clearly communicate the KIPP brand to prospective employees. A formal system will be put in place to handle the application process for each open position. Working closely to meet the need of School Principals, the Regional Team will lead the recruitment efforts, but all teacher candidates will be selected by the School Principal.

Our ability to retain high quality individuals is a direct function of our ability to develop and support them. It is critical to create a culture within KIPP Durham College Preparatory that fosters ongoing and continuous development of our team. Furthermore, KIPP Durham College Preparatory will create a culture of support for each level of the organization. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace. KIPP Durham College Preparatory will take direct ownership of developing our work force. In addition to our personal efforts in talent development, we will continue to utilize the support of KIPP Foundations Fisher Fellowship and the Leadership Pathways programs to train and support our staff.

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

The relationship that will exist between KIPP Durham College Preparatory employees and the nonprofit board is that all employees will be employees of the Board even though the Executive Director is the only staff member who is recruited, hired and evaluated by the Board. It will be the responsibility of the Executive Director and the Principal to recruit and hire all other school staff members. The school and region will develop and use teams to recruit prospective applicants for all positions. Applicants will go through an extensive process that includes collection of a resume, cover letter and writing sample; a phone interview; a sample teaching lesson; reference checks; an in person interview and a criminal back ground check.

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

Background Check

KIPP Durham College Preparatory will conduct criminal history checks for all employees. Once identified to fill a position, all potential employees will have a background check. A satisfactory background check must result in order to finalize the hiring process.

Employee Termination

Because employment is at-will, both the employee and the School may terminate employment at any time and for any reason. Upon termination of employment from KIPP Durham College Preparatory, the employee must immediately return all supplies, keys, technology equipment, phones, student and family information, and other school property. The cost of any items not turned in will be subtracted from an employees last pay check. This includes

a re-keying fee if all keys are not turned in.

School staff will provide the employee with information regarding any conversion or continuation rights to benefits as well as documentation and explain the employees and his or her dependents rights to continue group medical benefits under COBRA.

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

KIPP Durham College Preparatory will use the NC State Scale as a basis for all salaries. In addition, because of our extended hours, staff will be compensated an additional 15-20% of their salary, depending on the duties assigned to them.

Employee Benefits

In addition to a competitive salary, KIPP Durham full time staff members will be provided with employee medical, vision and dental insurance. Retirement contributions (payments to pension and retiree medical insurance plans) will be made to the North Carolina State Teachers Retirement Board. In addition, staff will be provided with a smartphone and laptop computer while employed at our school. Finally, staff will be provided with on-going professional development opportunities.

Medical and Dental Insurance

Medical insurance is provided to all full time staff members by Blue Cross/Blue Shield of North Carolina. Dental Insurance and Vision Insurance are provided by Principal Insurance. A benefits manual will be available for detailed information about the policy.

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

Grievances are taken seriously and should proceed as follows:

1. Complainants should first schedule a conference with their immediate supervisor to discuss the issue. The school reserves the right to redirect complainant to the appropriate personnel if this step has not been followed.

2. If complainant concludes that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Principal. Prior to the scheduling of any such meeting, complaint must first provide to the School Principal a Grievance Letter that identifies: (a) the issue/concern/complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The School Principal will acknowledge the receipt of a Grievance Letter within three calendar days and attempt to respond to all Grievance Letters within 10 calendar days of their receipt.

3. If a resolution cannot be reached through a discussion with the School Principal, complainants may submit a formal Grievance Packet to the Executive Director within five days of notification of the School Principals decision. The Executive Director will review the complaint to determine whether the School Principal has fairly complied with School policies and/or the law. The Executive Director will issue a response within 10 school days of receiving the packet.

4. The Board will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board to consider an appeal of the Executive Director's decision an updated Grievance Packet must be submitted to the Board within 10 days of the Executive Directors

Decision. The Board will respond to the appeal within 30 days of the receipt of a complete Grievance Packet. The Board or its designee shall render a final ruling on the Grievance within 30 days or at its next regularly scheduled Boards meeting, whichever is later.

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

In year one, shared staff are the Chief Operating Officer, Director of Development and Director of Exceptional Children. During KIPP Durham College Preparatory's founding years, the salaries of these positions will be paid for by KIPP Gaston College Preparatory. The region is applying to Charter School Growth Fund for a multi-year, multi-million dollar financial package which would cover the costs associated with the regional team. However, after schools have reached their full growth, any unmet costs will be shared by KIPP Durham College Preparatory, KIPP Halifax College Preparatory and KIPP Gaston College Preparatory based on their ADM.

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.

KIPP Durham College Preparatory will hire teachers qualified and experienced in teaching special needs, ELL and gifted students. KIPP Durham College Preparatory will contract ELL services as needed and depending on the number of ELL students enrolled, hire a full time person if necessary. In addition, we plan to recruit core teachers (ELA, Math, History, Science) who have dual certifications and highly qualified and have experience working with ELL and gifted populations. All teachers will receive support and coursework options to pursue ESL add on certification to best serve our ELL population. All teachers will engage in professional development in differentiated instruction in order to best serve all of our students and ensure that all students are demonstrating growth and mastery of objectives.

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).

100% of teachers will be required to be highly qualified either prior to their hire or before the end of their first year of teaching at our school. Teachers who are not fully certified in the subject area they teach will be enrolled in coursework to work towards their certification over their first two years teaching in that subject area. In addition teachers will be hired not only based on their previous experience, but on their past student achievement results and their alignment to our mission and goal for all students.

KIPP Durham College Preparatory will be seeking exceptional teachers to join the founding staff. Each teacher is required to perform the following duties:

- Believe deeply in the mission and values of KIPP Durham and subscribe to KIPP's Five Pillars
- Hold high expectations for each student
- Possess an extensive knowledge of content area
- Exhibit positive rapport with students, parents and staff
- Act as a role model for students
- Create and teach challenging and engaging lessons linked to state standards
- Assist in development of curriculum standards and mapping
- Demonstrate strong pedagogy and effective classroom management

- Implement the school-wide student management policies within classrooms and throughout school
- Create and foster a positive learning environment
- Track student progress
- Establish and maintain strong communication lines with all parents
- Continually improve teaching skills by seeking out constructive feedback and professional development opportunities
- Attend all staff meetings and other professional development sessions
- Be available for report card nights and other events involving parents
- Serve on school committees as needed
- Perform clerical duties, as required, relating to textbooks, instructional supplies, student reports and records, attendance reports, etc.
- Remain on call in the evenings (via school cell phone) to provide student support
- Other duties as assigned by the school leader

KIPP Durham requires the following qualifications for all teachers:

- Bachelors degree (minimum)
- Highly Qualified status as defined by the North Carolina Department of Education
- Experience/strength in content area
- Willingness to work towards North Carolina certification
- Commitment to working with under-served students
- Pass all required criminal and child abuse background checks

KIPP Durham prefers the following qualifications:

- North Carolina Certification
- Masters in Education/Teaching or content area
- At least two years of teaching experience
- Experience teaching in a Title I school

All non-teaching positions (Office Manager, bus drivers, custodians) have established job descriptions that detail their qualifications, roles and responsibilities so that every candidate will be assessed against. KIPP Durham College Preparatory will also employ the National KIPP framework for excellent teaching and leadership competencies in assessing the experience and qualifications of all candidates.

All staff members at KIPP Durham College Preparatory must believe in our mission, embody our school's values and model a growth mindset about our students, staff and themselves.

Staff Evaluation and Professional Development

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

The Principal will work with the Office Manager and Regional Team to ensure that teachers meet and maintain NC licensure requirements. The Principal will lead the staff's professional development.

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

We believe in a growth mindset. All of us, even adults with deep-set patterns of behavior, can change, grow, and improve; with persistence,

technical support/resources and reinforcement from our team, we can do it quickly and for the benefit of everyone. Teachers who participate in effective performance management feel valued, respected, and empowered to become better versions of themselves and better examples and executors for our students. These feelings and an increased set of professional skills will translate to investment in their jobs and retention of top talent.

Growth and development for adults in the building is designed with symmetry in mind - our expectations, values, and processes should match those we use with students. We will give frequent, specific feedback in order to help the learner improve. We will ask questions to encourage reflection and changes owned by the learner; we will focus equally on what a learner does well and a learners opportunity to improve growth areas. We encourage faculty members to ask for resources, clarify expectations, and receive positive reinforcement. The Principal will make professional development and resource acquisition decisions during the year based on needs expressed during the interaction with faculty. The structures of performance management at KIPP Durham College Preparatory are:

*Goal Setting: The interview and on-boarding process will share with teachers our Framework for Excellent Teaching around which all teacher development will revolve. Based on notes from the hiring process and a teacher's self-evaluation, Principal and teacher will highlight 2 strengths and choose 2 goals for improving areas of growth for the teacher to focus on; progress toward those goals will be evaluated at the end of Quarter 1 and 3 during the year.

*Weekly One-On-Ones (O3s): These meetings between School Principal and school staff exist to build relationships, provide regular communication opportunities about overall progress toward individual professional goals, and also establish sacred time for troubleshooting a variety of issues that may arise day-to-day. Each meeting will last 30-45 minutes and consist of a guiding agenda and goal review, discussion about teachers reflections and needs, discussion led by the School Principal about feedback or specific resources, and next steps. These meetings are frequent and low-stakes by design so that staff will ask for help and request resources. The Next Steps portion of the meeting agenda should reflect actions on the part of both the Principal and teacher. In year one, the Principal will be responsible for most O3s; shared regional staff will report to the executive director. As the school grows, grade level chairs (GLCs) and an Assistant Principal (AP) will also manage O3s, and be responsible to reporting to the Principal.

*Quarterly Progress Checks: Data Days include portion of self-reflection time on student data for teachers, staff surveys and operations reports for non-instructional staff; all staff members will discuss trends and next steps together. Each staff member will then email their reflections to the Principal one week before their O3 slot. Principal will share their reflections on data and teachers progress at the following week's O3, which will last one hour, resulting in development goal revision. At formal check in points, the Principal will add and discuss evaluative summary comments and formal next steps during this time. These two meetings will also broach the subject of an employees invitation to teach at KIPP Durham College Preparatory the following year.

Each of these checks will also ensure that staff is receiving feedback on how well they are modeling our school's values, making progress towards individual and school goals, and meeting the teacher certification and licensure requirements.

- 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.*

An excellent KIPP teacher is committed to KIPP's mission. At KIPP Durham College Preparatory we are dedicated to ensuring that teachers constantly pursue becoming a better person, just as they support students in this pursuit. As a teacher, there is an understanding that your beliefs and character affect who you are, your impact on and relationships with others, your classroom environment, how you teach, and what you know.

At KIPP Durham College Preparatory, training begins before faculty members are even hired. We model the best practices from the corporate world, and use a multi-step hiring process to ensure that job candidates have opportunities throughout the hiring process on to become familiar with school expectations and culture. Once hired, the on-boarding process extends beyond paperwork and into pre-work. New teaching hires will have individual check-in phone calls with the Principal every two weeks, during which they receive an update on school progress (building status, hiring completion) and discuss articles or media clips shared as pre-work. These pre-readings include excerpts from Teach Like a Champion, Everyday Anti-Racism, a New York Times piece, "What if the Secret to Success Is Failure?" and the first novel our children read, Nightjohn.

The Office Manager and any support staff will be invited to campus as soon and as often as possible; they can best acclimate through on-the-job training with our current staff. KIPP Durham College Preparatory will expect non-teaching employees to complete the same on-boarding readings and reflections in order to share cultural expectations and communicate that every adult who interacts with our children at school is a teacher through expectations, words, and actions. In the same vein, all professional development regarding school culture will include all staff members.

Throughout the year, professional development continues every Friday afternoon from 2pm-5pm and as a part of each teacher workday.

- 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.*

Orientation and Professional Development will begin approximately July 15, 2014, which allows approximately three weeks to prepare before National KIPP Summit and Summer School.

Week One: Team, Mission, Culture Plans, Academic Plans

Week Two: Performance Management, Curriculum Training, and Culture Practice, Practice, Practice

Week Three: Room Prep, More Practice, Family Meetings

Beginning with the end in mind, after Orientation Professional Development

faculty will be able to:

- *Build relationships with staff through team building and culture building interactions.
- *Articulate the vision and values of our school pitch to prospective parent, elevator speech.
- *Describe how vision/values look, sound, and feel in their classroom (and how they do not).
- *Demonstrate/describe five ways to integrate Everyday Anti-Racism into their daily language, classroom activities, and family/community interactions.
- *Name the elements and principles of proper planning.
- *Produce a standards-based unit plan and Summer School lesson plans.
- *Evaluate lesson plans based on the KIPP Framework for Excellent Teaching rubric.
- *Analyze and explain the existence and structures of our school based on knowledge about our community, best instructional practices, KIPP Framework for Excellent Teaching.
- *Execute specific management, teaching, and assessment strategies and routines (Lemov, CLASS, Investigations, STEP, etc.) in role plays and walk-throughs.
- *Know the names and family context of all their students, the schedule and responsibilities of summer school.
- *Set up classrooms that are warm and welcoming, aligned with school-wide expectations and procedures.

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.

Staff at KIPP Durham College Preparatory will engage in approximately 3 weeks of professional development before summer school. After Labor Day, KIPP Durham College Preparatory will start a full day schedule on Monday - Thursday with students academic day ending at 5:00pm. Every Friday, students are dismissed at 2:00, this allows approximately three hours of professional development occurring every Friday from 2:00pm to 5:00pm. KIPP Durham College Preparatory will observe all major holidays and return after each major break to a professional development day before students return. This is built into the regular school calendar and allows for an additional 20+ hours of professional development throughout the year. The year will end with five days of professional development which allows staff not only to reflect on the school year, but also to proactively begin preparing for the next school year.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located

or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

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In keeping with the mission of KIPP, KIPP Durham College Preparatory student recruitment efforts will target students in the most under-served communities in the region. KIPP Durham College Preparatory will exist to eliminate the achievement gap which exists in our country and prove that when children from any socioeconomic status are given a high quality education, they will rise to meet high expectations and perform at mastery levels.

Our marketing plan will consist of the following:

January: Pass out and hang up Flyers & Brochures to advertise in places that our targeted families frequent and maximize touches and to engage current stakeholders in the new school.

January: KIPP Durham College Preparatory "Work Hard. Be Nice." Activity to provide a learning tool for prospective future students, to reconnect with families who submitted a form months earlier and to create a positive impression on potential families and share contact information.

February-March: Door-to-door recruitment with door hangers and enrollment forms to reach out to families who may not have ever heard of KIPP, may not have internet access or transportation to enroll otherwise and to publicize our school, raise interest and awareness, and to share information and dispel myths about KIPP.

February-April: Connect to Community (CTC) to connect with community members who have relationships with target families so that they can pass on our information and to cultivate relationships for future needs, to provide a learning tool for prospective future students, to reconnect with families who submitted a form months earlier, and to create a positive impression on potential families and share contact information.

February-April: Newspaper and/or Radio Advertising to reach out to our target population and ensure that all advertisements are translated so that we can reach Spanish-speaking families

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.*

We will work with many local organizations to help recruit the students and

families that most need our support. Maureen Joy, and other charter schools in the area, have waiting lists and we will work with them to provide a quality educational option for as many students as possible in Durham. Additionally, we hope to partner with other organizations that serve students in our target population, such as Eastern Durham Children's Initiative, Student U, and the Emily K Center, to ensure that we are reaching out to the families and students in Durham's most under-served neighborhoods. We plan to reach out to the ELL population by partnering with El Centro Hispano and using our bilingual staff to reach out Spanish speaking families.

KIPP Durham will focus on excellence in all aspects of school performance and student achievement results. In order to accomplish our goals KIPP Durham College Preparatory must meaningfully engage the people central to students academic success together to support its children. KIPP Durham College Preparatory will achieve its mission by making family and community engagement as a top priority, first in preparing and building capacity with faculty, then sharing and building power with families.

KIPP Durham College Preparatory will engage parents and community members in the following ways:

Community Forums: To reach out to potential families, key stakeholders in the community, and potential staff in order to share information about the mission and values of KIPP, the progress of school from approval through opening, and offer an arena for questions and discussion.

Flyers & Brochures: Distribution of flyers and brochures containing information regarding the five pillars of KIPP schools and other key information regarding KIPP Durham College Preparatory. These will contain contact information for School Principal, process for student enrollment and process for potential employees. These will also be in Spanish in order to reach out to Hispanic families.

Door-to Door Recruitment: To reach out to families who may not have heard of KIPP, may not have internet access, transportation, and other resources to find out about KIPP Durham College Preparatory.

KIPP Gaston and KIPP Halifax Families, Students, Staff & Board of Directors: The people resources of GCP and HCP will be utilized to inform the families of Durham about the expansion of KIPP into Durham County.

Newspaper & Radio: Utilized to reach every family in Durham to inform the families of Durham about the expansion of KIPP into Durham County.

Our first step involves a plan for teacher professional development (PD) around family engagement. These PD sessions combine ideas gleaned from Weiss et al (2005), Henderson, Mapp, Davies, and Johnson, and Mica Pollock's "Everyday Anti-Racism" course module. The long-term goals of the PD sessions are that teachers feel more capable to engage families and do so in effective ways. In addition to equipping our teachers to think of and act upon family engagement as a priority, these sessions will collaboratively create tools and shape interactions we have with families. Surveys that assess teacher efficacy and family satisfaction will be the measures of

success.

Home visits during which teachers learn from families and collect information about their child, support communication throughout the year, and identify academic learning needs. The Principal and teachers will also plan the structure for Open House and the first week of school to make sure families feel welcomed and engaged.

Throughout the year, parents have multiple ways to engage in the life of the school. Parents are invited and encouraged to volunteer during the school day and to become part of our formal organizations and committees. In addition, parents are invited to attend school with their child during different weeks in the year and to always be an active member of the school community.

Admissions Policy

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

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

1. Except as otherwise provided by law or the mission of the school as set out in this charter, KIPP Durham College Preparatory (DCP) 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.

We will enroll for the 2015-2016 school year, beginning in December 2014 and continuing through March 2015. At that time, the determination will be made regarding a necessary lottery or if rolling enrollment will continue until all spaces are filled. If there is a need for the lottery it will be held in April 2015.

During each period of enrollment, we shall 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, KIPP DCP may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C 390.5 through G.S. 115C 390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state, 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, parents/guardians names and

addresses, students birth date, present school enrollment, current grade.

2.KIPP DCP may give enrollment priority to siblings of currently enrolled students who were admitted to KIPP DCP in a previous year and to children of the school employees.

If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S.115C 238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If the surname is selected, then all of the multiple birth siblings shall be admitted. Within one year after KIPP DCP begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court ordered desegregation plan in effect for the local school administrative unit.

3.Should applications exceed the number of spaces by grade level, a lottery will be held in an open public meeting in late April 2014. 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.

4.Families and staff meet together in a home, where expectations for academics, behavior, and work habits are thoroughly explained to ensure that, together, we are committed to our mission. Every student and family who chooses KIPP, signs a Commitment to Excellence, which promises that we will do whatever it takes to get that student ready for college.

5. The Office Manager, supervised by the Principal, will comply with the NC Student Record Manual. The Office Manager or any designee assigned by the Principal will comply with local, state, and Federal laws ensuring the confidentiality and the Family Educational Rights and Privacy Act.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Durham Public Schools
- LEA #2 Granville County Schools
- LEA #3 Wake 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 320	LEA 390	LEA 920	LEA 320	LEA 390	LEA 920	LEA 320	LEA 390	LEA 920	LEA 320	LEA 390	LEA 920	LEA 320	LEA 390	LEA 920
Grade 05	70	10	10	70	10	10	70	10	10	70	10	10	70	10	10
Grade 06	0	0	0	70	10	10	70	10	10	70	10	10	70	10	10
Grade 07	0	0	0	0	0	0	70	10	10	70	10	10	70	10	10
Grade 08	0	0	0	0	0	0	0	0	0	70	10	10	70	10	10
	70	10	10	140	20	20	210	30	30	280	40	40	280	40	40
	90			180			270			360			360		

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.

KIPP Durham College Preparatory will ensure that transportation is not a deterrent to any child and family who is committed to attending. KIPP Durham College Preparatory will provide bussing to students living within a 30 mile radius from the school. In addition, there will be community bus stops where families living beyond the 30 miles can meet the bus in the morning and evening.

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.

KIPP Durham College Preparatory will participate in the student lunch program ensuring that all our students will receive breakfast, lunch and a daily snack. In addition, KIPP Durham College Preparatory will participate in the federal lunch program to ensure that all students who qualify for free and reduced lunch have access to all meals each day.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,163.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,904.00
Property Insurance	\$3,000,000		\$3,500.00
Motor Vehicle Liability	\$1,000,000		\$3,450.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,419.00
Total Cost			\$15,768.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to

demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

ajcampbell702 12/02/2013

(Board Chair Signature)

(Date)

Facility:

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

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

KIPP Durham College Preparatory is exploring potential facilities within Durham County. Currently we are working with community members to identify vacant school buildings and community centers in the most under-resourced areas. We are open to many locations within Durham and particularly areas where the community has expressed interest and evidences great need. As soon as the proposal for the charter school is approved by The State Board of Education, KIPP Durham College Preparatory will identify specific facilities and make a final decision based on a description of the physical space, the funding needs and inspection reports. If it is necessary to make renovations or additions to the facility, KIPP Durham College Preparatory will submit those plans to The North Carolina Department of Public Instruction for Review.

KIPP Durham College Preparatory is prioritizing its facility search as follows:

1. Purchase a vacant or abandoned public school facility in Durham County.
2. Purchase a vacant public building in Durham County that belongs to the federal, state, county, or local government.
3. Purchase a vacant, non-public facility in Durham County.

Minimum Site Requirements

It is recommended that a site meets the following requirements:

- * 7,000-8,500 square ft. per grade level (classrooms, office, and multi-purpose inc.)
- * Meets city, state, federal code requirements including ADA, fire, and building
- * If part of another facility, a separate entrance is necessary for the school

- * Room for expansion
- * Room for unloading and loading buses

Innovative Financing - Federal loans and Self Help

* There are various federal loan guarantees, grant and rural development programs that can be tapped for capital expansion growth in rural areas only. e.g. Historically, KIPP GCP has secured favorable lease arrangements with United States Department of Agriculture.

* In communities with declining school populations, public school systems may have unused buildings or land that could be made available to charter schools. North Carolina charter school law requires districts to make such properties available, if economically feasible to the district.

* Self-Help has provided over \$3.8 billion in financing to 40,000 homebuyers, small businesses and nonprofits; including loan programs for charter schools. Self Help did the lease financing for KIPP GCP at below market rate and this positive relationship seems poised to flourish as the network grows to scale.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

If we are unable to purchase an existing building, our remaining options are to either lease an existing building or to purchase land in our rural community and purchase modular units for the site of KIPP Durham College Preparatory.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 320 - Durham Public Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$4,770.36	70	\$333,925.20
	Local Funds	\$3,310.00	70	\$231,700.00
	Federal EC Funds	\$3,743.48	7	\$26,204.36
	Totals			\$591,829.56
	<p>LEA #2 390 - Granville County Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$5,135.90	10	\$51,359.00
Local Funds	\$1,718.00	10	\$17,180.00	
Federal EC Funds	\$3,743.48	1	\$3,743.48	
Totals			\$72,282.48	
<p>LEA #3 920 - Wake County Schools</p>				
Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016	
State Funds	\$4,539.11	10	\$45,391.10	
Local Funds	\$1,929.00	10	\$19,290.00	
Federal EC Funds	\$3,743.48	1	\$3,743.48	
Totals			\$68,424.58	

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

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$430,675	\$861,350	\$1,292,025	\$1,765,767	\$1,765,767
-Local Per Pupil Funds	\$268,170	\$536,340	\$804,510	\$1,072,680	\$1,072,680
-Exceptional Children Federal Funds	\$33,691	\$67,382	\$101,073	\$138,133	\$138,133
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$732,536	\$1,465,072	\$2,197,608	\$2,976,580	\$2,976,580

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$70,000	\$70,000	1	\$7,200	\$7,200	1	\$74,250	\$74,250	1	\$76,500	\$76,500	1	\$78,800	\$78,800
Assistant Administrator	0	\$0	\$0	1	\$55,000	\$55,000	1	\$56,650	\$56,650	2	\$58,400	\$116,800	2	\$60,100	\$120,200
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$30,000	\$30,000	1	\$30,900	\$30,900	1	\$32,000	\$32,000	1	\$32,800	\$32,800	1	\$33,800	\$33,800
Food Service Staff	2	\$15,000	\$30,000	2	\$15,500	\$31,000	3	\$16,000	\$48,000	4	\$16,500	\$66,000	4	\$17,000	\$68,000
Custodians	1	\$15,000	\$15,000	2	\$15,550	\$31,100	2	\$16,000	\$32,000	3	\$16,500	\$49,500	3	\$17,000	\$51,000
Transportation Staff	2	\$15,000	\$30,000	4	\$15,500	\$62,000	5	\$16,000	\$80,000	6	\$16,500	\$99,000	6	\$17,000	\$102,000
A - Total Admin and Support:	7	\$145,000	\$175,000	11	\$139,650	\$217,200	13	\$210,900	\$322,900	17	\$217,200	\$440,600	17	\$223,700	\$453,800
Instructional Personnel:															
Core Content Teacher(s)	4	\$43,500	\$174,000	8	\$44,800	\$358,400	12	\$46,200	\$554,400	16	\$47,500	\$760,000	16	\$49,000	\$784,000
Electives/Specialty Teacher(s)	.5	\$20,000	\$10,000	1	\$30,000	\$30,000	2	\$35,000	\$70,000	3	\$38,500	\$115,500	4	\$42,000	\$168,000
Exceptional Children Teacher(s)	.5	\$20,000	\$10,000	1	\$44,800	\$44,800	1	\$46,200	\$46,200	2	\$47,500	\$95,000	2	\$49,000	\$98,000
Instructional Support	0	\$0	\$0	0	\$44,800	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	5	\$83,500	\$194,000	10	\$164,400	\$433,200	15	\$127,400	\$670,600	21	\$133,500	\$970,500	22	\$140,000	\$1,050,000
A+B = C - Total Admin, Support and Instructional	12	\$228,500	\$369,000	21	\$304,050	\$650,400	28	\$338,300	\$993,500	38	\$350,700	\$1,411,100	39	\$363,700	\$1,503,800

Personnel:															
Administrative & Support Benefits															
Health Insurance	2	\$5,500	\$11,000	3	\$6,000	\$18,000	3	\$6,500	\$19,500	4	\$7,000	\$28,000	5	\$7,500	\$37,500
Retirement Plan--NC State	2	\$6,300	\$12,600	3	\$6,400	\$19,200	3	\$6,575	\$19,725	4	\$6,745	\$26,980	5	\$6,915	\$34,575
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	2	\$3,350	\$6,700	3	\$3,430	\$10,290	3	\$3,520	\$10,560	4	\$3,610	\$14,440	5	\$3,700	\$18,500
D - Total Admin and Support Benefits:	6	\$15,150	\$30,300	9	\$15,830	\$47,490	9	\$16,595	\$49,785	12	\$17,355	\$69,420	15	\$18,115	\$90,575
Instructional Personnel Benefits:															
Health Insurance	5	\$5,500	\$27,500	10	\$6,000	\$60,000	15	\$6,500	\$97,500	21	\$7,000	\$147,000	22	\$7,500	\$165,000
Retirement Plan--NC State	5	\$6,300	\$31,500	10	\$6,400	\$64,000	15	\$6,575	\$98,625	21	\$6,745	\$141,645	22	\$6,915	\$152,130
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	6	\$3,350	\$20,100	10	\$3,430	\$34,300	15	\$3,520	\$52,800	21	\$3,610	\$75,810	22	\$3,700	\$81,400
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	16	\$15,150	\$79,100	30	\$15,830	\$158,300	45	\$16,595	\$248,925	63	\$17,355	\$364,455	66	\$18,115	\$398,530
D+E = F - Total Personnel Benefits	22	\$30,300	\$109,400	39	\$31,660	\$205,790	54	\$33,190	\$298,710	75	\$34,710	\$433,875	81	\$36,230	\$489,105
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	13	\$381,518	\$205,300	20	\$545,948	\$264,690	22	\$787,063	\$372,685	29	\$938,923	\$510,020	32	\$946,783	\$544,375
B+E = H - Total Instructional Personnel (Salary & Benefits)	21	\$130,250	\$273,100	40	\$243,430	\$591,500	60	\$238,795	\$919,525	84	\$277,255	\$1,334,955	88	\$289,515	\$1,448,530

KIPP Durham College Preparatory

G+H = J - TOTAL PERSONNEL	34	\$511,768	\$478,400	60	\$789,378	\$856,190	82	\$1,025,858	\$1,292,210	113	\$1,216,178	\$1,844,975	120	\$1,236,298	\$1,992,905
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Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$2,000	\$2,500	\$3,000	\$3,500	\$3,500
	Paper	\$900	\$1,800	\$2,700	\$3,600	\$3,600
	Computers & Software	\$15,000	\$25,000	\$35,000	\$45,000	\$45,000
	Communications & Telephone	\$8,000	\$16,000	\$24,000	\$32,000	\$32,000
	Copier leases	\$9,000	\$18,000	\$27,000	\$36,000	\$36,000
Management Company	Contract Fees	\$3,600	\$7,200	\$10,800	\$14,400	\$14,400
Professional Contract	Legal Counsel	\$900	\$1,800	\$2,700	\$3,600	\$3,600
	Student Accounting	\$6,750	\$13,500	\$20,250	\$2,700	\$2,700
	Financial	\$3,150	\$6,300	\$9,450	\$12,600	\$12,600
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$80,000	\$160,000	\$240,000	\$320,000	\$320,000
	Maintenance	\$10,000	\$20,000	\$30,000	\$40,000	\$40,000
	Custodial Supplies	\$3,600	\$7,200	\$10,800	\$14,400	\$15,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$15,768	\$15,768	\$15,768	\$15,768	\$15,768
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$9,000	\$18,000	\$27,000	\$36,000	\$36,000
	Gas	\$900	\$1,800	\$2,700	\$3,600	\$3,600
	Water/Sewer	\$450	\$900	\$1,350	\$1,800	\$1,800
	Trash	\$1,350	\$2,700	\$4,050	\$5,400	\$5,400
Transportation	Buses	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Gas	\$6,000	\$12,000	\$18,000	\$24,000	\$24,000
	Oil/Tires & Maintenance	\$15,000	\$30,000	\$45,000	\$60,000	\$60,000
Other	Marketing	\$0	\$0	\$0	\$0	\$0
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$221,368	\$390,468	\$559,568	\$704,368	\$704,968
	Instructional:					
Instructional Contract	Staff Development	\$5,000	\$10,000	\$15,000	\$20,000	\$25,000
Classroom Technology	Software	\$5,000	\$10,000	\$15,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$18,000	\$36,000	\$54,000	\$72,000	\$72,000

	Curriculum/Texts	\$900	\$1,800	\$2,700	\$3,600	\$3,600
	Copy Paper	\$900	\$1,800	\$2,700	\$3,600	\$3,600
	Testing Supplies	\$1,800	\$3,600	\$5,400	\$7,200	\$7,200
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$31,600	\$63,200	\$94,800	\$126,400	\$131,400
	K+L = M - TOTAL OPERATIONS	\$252,968	\$453,668	\$654,368	\$830,768	\$836,368

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$478,400	\$856,190	\$1,292,210	\$1,844,975	\$1,992,905
M - TOTAL OPERATIONS	\$252,968	\$453,668	\$654,368	\$830,768	\$836,368
J+ M =N TOTAL EXPENDITURES	\$731,368	\$1,309,858	\$1,946,578	\$2,675,743	\$2,829,273
Z - TOTAL REVENUE	\$732,536	\$1,465,072	\$2,197,608	\$2,976,580	\$2,976,580
Z - N = SURPLUS / (DEFICIT)	\$1,168	\$155,214	\$251,030	\$300,837	\$147,307

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

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

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

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

Provide the break-even point of student enrollment.

Student enrollment projections were based off three important factors: community need, our organizational experience and financial sustainability. Data suggests that under-served populations of students in the Durham, Granville and Wake counties are not meeting proficiency standards in Math and Reading assessments (2012-13 NC Proficiency data). Local charters are either not serving high numbers of economically disadvantaged students or not serving them well enough (sample of NC charter school composite proficiency data - Appendix A). We believe these students need a high quality education option, and we believe we can provide it.

Our twelve years of experience in northeastern North Carolina have shown us that class sizes between 22-25 are where we and our students excel. Our current school design plans and future growth models reflect grades of 90 students that leverage regional systems enabled to provide optimal levels of resources and tools. We will break even the first year open and remain sustainable. In addition, given the high number of students who qualify for free and reduced lunch in Durham and the number of students currently on waiting lists at charter schools, we believe recruiting a cohort of 90 students each year is both feasible and instructionally sound.

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

KIPP Durham College Preparatory will take the following measures to ensure there is a contingency plan in place to meet the financial needs of the school:

- o Continuously and rigorously seek out non-restricted donations through philanthropic organizations across our state and nation. (including Walton Family Foundation, Robertson Foundation, and the KIPP Foundation)
- o Continuously and rigorously fundraise within our local communities including gaining sponsorships from local businesses.
- o Continuously write grants that will cover expenses related to technology, professional development and athletic equipment.
- o Ensure that 100% of teachers are posting mini-grants on DonorsChoose.org and Adoptaclassroom.org to earn donated instructional supplies and technology for their classrooms.

The schools break even-student enrollment figure for each of the first five year is as follows:

- o 2015-2016 - 90 students
- o 2016-2017 - 180 students
- o 2017-2018 - 270 students
- o 2018-2019 - 360 students

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

This budget is sustained through state, county and federal dollars only.

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

1:22

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.*

KIPP Durham College Preparatory plans to follow the model of Gaston College Preparatory and contract with Acadia Northstar. Since Gaston College Preparatory's inception, they have worked closely with Acadia Northstar and have found them to be a tremendous asset and valuable cost savings. KIPP Durham College Preparatory will contract with Acadia Northstar to manage the school's financial operations including, but not limited to payroll, accounts payable, State financial reporting, and local, state, and federal financial reporting. In addition, members of the Regional Support Team will serve as a system of checks and balances with Acadia Northstar and the School Leadership Team. Acadia Northstar will also prepare monthly financial reports that will be reviewed by the Board of Directors Finance Committee and discussed at the Board of Directors monthly meetings. Acadia Northstar is located at 5029 Falls of Neuse Rd in Raleigh, NC 27609.

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

KIPP Durham College Preparatory is focused on preparing students from low-income communities with access to a college preparatory education. As a result, all budgetary decisions reflect our mission. In order to ensure that 100% of our students are prepared for college, KIPP Durham College Preparatory will provide all students with high-quality instruction in Reading, Math, Science, History, Spanish, and the Arts. Because the majority of our students will come from low-income homes, we are providing transportation to all students within a 30 mile radius of our schools location and participating in the Federal Governments Free and Reduced Meal Program. Both of these services will ensure that neither transportation nor food service is a barrier to interested families and students. Finally, to ensure that 100% of our staff is constantly growing and improving, we are committed to providing continuous, research-based professional development by partnering with KIPP Gaston College Preparatory, collaborating with teachers from across the network of KIPP Schools, and participating in College Boards Pre-AP Trainings.

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.

We anticipate that 100% of our budget will draw from public dollars, and our expenses will match the budget. We will aim for budget variances no greater than 5%. We want to maintain between 90-180 days cash on hand at all times.

For our first year of operation we have chosen to begin with only 90 students. By focusing first on only 90 students, our staff will be able to create a rigorous and supportive culture. In addition, teachers will be able to document high-quality unit and lesson plans and utilize knowledge sharing sites like KIPP Share (an online database) to capture and record lesson exemplars. By creating a solid team of founding staff, students and families, KIPP Durham College Preparatory will be prepared to continue to grow while constantly improving.

After KIPP Durham College Preparatory's first year, we have chosen to enroll beyond our "break-even student number" (90) to ensure that we are creating and maintaining a contingency reserve. In addition, money that we fundraise will be added to this reserve account. Our goal is to have over nearly \$1M in our reserve account by the end of five years. The chart below reflects the amount we will have in our reserve account, before any additional fundraising occurs.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total
Annual Surplus	\$1,168	\$195,910		\$291,726	\$341,533	\$147,307 \$977,644

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

We first plan to network with donors and partners in order to acquire facilities and major capital assets for little to no cost. Secondly, we will investigate low-cost leasing options and new-market tax credits for property acquisition and/or renovation. Historically we have worked with community developers, like Self-Help, to obtain very favorable financing or leasing terms that support our long-term facility and financial goals. Our lease and financing costs have traditionally not been higher than 12% of the overall budget, and with this charter we maintain that aim. In addition, we want to continue to leverage past business and organizational partners as well as develop new ones that will enable a sustainable facility strategy.

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

We will need these assets (building, furniture, computers, etc.) for operation but will not have acquired or purchased them in advance of this charter's approval. We do not yet have commitments for nor are committed to buying specific equipment or assets. Our operating budget does reflect our need to purchase these assets. In the event that we secure these assets through grants or a donation, we will adjust our budget to reflect these gifts.

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

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

The school leader from KIPP Durham College Preparatory will have access to KIPP Gaston College Preparatory's documented fiscal policies and controls such that they can develop their own and implement them onsite. The school will work with a third party financial service provider, Acadia Northstar, for accounting, cash management, payroll, purchasing and other related functions. Separate, certified auditors will review end of year finances to ensure accuracy in reporting and transacting.

Tools and systems will be put in place, by the school and the region, to ensure that budgeting, reporting and auditing occur in a rigorous way. The Board of Directors will obtain regular financial reports and will be notified of any potential conflicts of interest or concerns. The KIPP regional team will also review and provide oversight for the school's financial management practices. On a semi-regular basis, the KIPP national network will also provide school quality assessments that review the school's finances, operations and overall health and sustainability. Together these measures will ensure sufficient controls and oversight.

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

To our knowledge there are no known or possible related party transactions to report.

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

Name: Petway Mills & Pearson, PA
Address: PO Box 1036, Zebulon, NC 27597
Phone Number: 919-269-7405
Fax Number: 919-269-8728

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).

ajcampbell702

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of KIPP Durham College Preparatory (*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: ajcampbell702

Board Position: Lead applicant

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

