



# NORTH CAROLINA CHARTER SCHOOL APPLICATION

## Open GATE Leadership Academy

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

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

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
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Raleigh, NC 27699-6303

## CHARTER SCHOOL

### 2013 Application Process

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

#### APPLICATION DUE DATE/TIME

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

#### APPLICATION SPECIFICATIONS

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

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

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Open GATE Leadership Academy

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

Name of non-profit organization under which charter will be organized or operated: *Not Applicable*

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: *Charmaine Schmidt*

Title/Relationship to nonprofit: *Founding Director*

Mailing address: 401 Paladin Dr. Apt J  
Greenville NC 27834

Primary telephone: 252-412-3551 Alternative telephone: 252-481-5654

E-Mail address: schmidcha@hotmail.com

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

County: PITT

LEA: 740-Pitt County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Not Applicable

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

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

Projected School Opening: Year 2015 Month September

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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First Year	K,01,02,03	280
Second Year	K,01,02,03,04	360
Third Year	K,01,02,03,04,05	440
Fourth Year	K,01,02,03,04,05,06	520
Fifth Year	K,01,02,03,04,05,06,07	600
Sixth Year	K,01,02,03,04,05,06,07,08	680
Seventh Year	K,01,02,03,04,05,06,07,08	680
Eight Year	K,01,02,03,04,05,06,07,08	680
Ninth Year	K,01,02,03,04,05,06,07,08	680
Tenth Year	K,01,02,03,04,05,06,07,08	680

*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.*

opengateleadershipac  
Signature

Lead Applicant  
Title

opengateleadershipac  
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:*

At Open GATE Leadership Academy, it is our mission to empower students with necessary skills by integrating STEM (science, technology, engineer, and math) to become leading problem solvers in a global and technology rich society.

### **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.*

Open GATE Leadership Academy, OGATE, desires to provide a high quality educational option for the families within surrounding Pitt County communities. According to Pitt County's website, the current demographics of people are as follows: 62.8% white, 33.65%, Black/African American. 0.27% Native American, 1.08% Asian, 0.04% Pacific Islander, 1.08% from other races, 1.09% from 2 or more races, and 3.15% Hispanic and Latino. One community for example is the West Greenville community in which the current population demographics include 5,197 people; 11.1% white, 0.5% Hispanic/Latino, 85.7% Black/African American. It is OGATE's plan to provide an option for these families in the form of high quality education with the goal of decreasing the achievement gaps.

- 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 of Open GATE Leadership Academy is 280 students for the school year 2015-2016. The enrollment is expected to increase yearly by approximately 80 students entering Kindergarten every school year and by adding a grade level until enrollment caps off at grade 8 in 2020-2021 for a total of 680 students. In comparison, Pitt County Schools; student population is 24,771 which would represent less than one percent of the total K-8 enrollment for Pitt County Schools. The planning team and the board of directors will ensure that the number of students in each class will be a maximum of 20 students per grade level.

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

Open GATE Leadership Academy's education plan will provide North Carolina's Common Core curriculum by ensuring that foundational skills are taught to the students as well as state expectations. However, the charter school's educational plan will differ from Pitt County Schools. The Common Core will be enhanced with utilization of the components and expectations as stated for STEM (science, technology, engineer, and math). The focus will include, but not limited to, project based learning, problem solving, technology, preparation for national and global competitions, and entrepreneurial programs. A farmer's market will be implemented to allow students to apply learned skills in a real life application opportunity as early as second grade. Students will be taught to set goals, problem solve, learn cooperatively, and communicate effectively. Also, students will be identified prior to second grade as at risk possibly needing remediation and/or identified as academically gifted. As early as Kindergarten through first grade, students will be assessed and in accordance to the national norms set within the Stanford 10 assessment, students will then be recommended to participate in an after school and summer program to provide necessary foundational skills. These students will also be referred to the Response To Intervention (RTI) program. By second grade, these students who have not been identified for special needs and have not gained necessary skills will be retained in second grade. Students that are not at risk however are identified as having difficulty with a particular skill will be referred to the After School "Assistance" Program. Parents will be contacted by the referring teacher in which a conference will be scheduled. Within this conference, the parent, student, and referring student will discuss the identified skill and set an academic goal for the student by creating a Personal Education Plan (PEP). After a set amount of time and/or upon the student demonstrating mastery of the standard attempting to achieve, another conference will be scheduled to discuss the student no longer needing to receive services. In the event that the student needs to receive services again for a different standard, the same procedures will occur again until a consensus is reached that the services are no longer needed.

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. Open GATE Leadership Academy will improve student learning by utilizing several teaching methods. OGATE's staff will be trained to effectively maximize instructional opportunities by use of the Common Core Standards and STEM components. Some of the methods that will be observed and expected to be implemented during instruction at OGATE will include but not limited to communicating high expectations, small group instruction, project based learning, and critical thinking that encourages questions. By communicating high expectations to the students, parents, and community the student's learning will increase due to everyone knowing the expectations that are set for the student to learn. Some expectations would include completion of all home and class assignments, parents communicating with the teachers and teacher communicating with the parents and staff of OGATE monthly by way of face to face meeting and weekly within student agendas. Staff will also communicate their high expectations to the parents and community by way of monthly newsletters printed and distributed from the school, parent and teacher communication via dialogue with student, yearly agendas, and telephone (all calls and group voice mail) and email communication (E blast, and group texting).

2. OGATE governing board will hold the school accountable for meeting measurable student achievement results by administering all NC mandated assessments for students in grades K-8. The purpose in assessing the students at an early age is to address their individual needs so any issues can be addressed. The Stanford 10 will be implemented in Kindergarten to identify any learning gaps or Student to provide early intervention and/or enrichment. For 1st and 2nd grade, these students will also be assessed with the Stanford 10, to be identified with their levels of ability. K-2 will also implement a literacy assessment to address necessary strengths and gaps. Third through 8th grade will be administered the North Carolina End of Grade (EOG). In the event that there are students that are identified as limited English proficiency, those students will be administered the WIDA (World class Instructional Design and Assessment) assessment. All data will be collected and analyzed to identify trends, progress or lack of, in regards to student achievement. After carefully analyzing the data, the School Improvement Team (SIT) will discuss the effectiveness of teaching methods and/or resources and programs being provided to teach students.

3. OGATE will encourage the use of different and innovative teaching methods by utilizing components of the STEM curriculum. Different and innovative teaching methods will inspire natural curiosity of the students to learn more about career fields and opportunities within the science, technology, science, and math fields. OGATE teachers will plan and collaborate with universities and other STEM focused learning facilities to provide offsite and virtual learning opportunities to build a foundation in the STEM components. Students will also be provided with real world problems to solve to promote team work, communication, and collaboration by participating in the Farmer's Market program. Technology and hands-on approach will also be encouraged to further enhance student engagement and participation.

4. Student learning will improve at OGATE with professional development by faculty and staff. Quarterly assessments of student data, and a survey of teachers, parents, and students will be conducted. Teachers will be required to attend professional development that reflects updated best practices in relation to all programs used to drive instruction and/or interact with the student, parents, and staff of OGATE. The administrative staff and teachers will identify professional development to implement yearly to ensure that students are receiving

best learning experiences. Teachers will identify a personal goal that relates to their teaching to improve student learning. Teachers will reflect and measure their growth based on the goal they selected by documenting and communicating how they progressed throughout the year. Teachers will meet with administration to identify trends as to why students may not be demonstrating improvement. They will also identify students and or classes in which student improvement is occurring in order to identify ways in which to mimic the strategy used. Teachers will meet to discuss data and then implement best practices being used.

5. To increase learning opportunities for all students, teachers will utilize data from the beginning of the year assessment. Remediation and AIG teachers will be hired to work with at risk and academically gifted students. Remediation teachers will teach with a research based program foundational skills in math and reading as early as first grade. Remediation teachers will inform core teachers students' progress and refer to RTI if necessary. AIG teachers will challenge academically gifted students with a more challenging program than what they are exposed to in their regular classrooms. All students will have the opportunity to increase their learning by participating in various STEM related programs (such as math masters, science olympiad, and robotics) to apply skills they learned. High expectations will be posted throughout the school to increase student learning by having students to interact, think, or become infused with information or motivation displayed in hallways, classrooms, cafeteria, lavatories, etc. Some examples would include student and staff created posters, murals, and pictures in which student will have a belief that they will be able to achieve whatever is set before them.

6. The use of different and innovative teaching methods will be encouraged in regard of teachers willing to drive instruction by hands on learning. The use of STEM components, project based learning, the dimensions of learning strategies, and partnerships with businesses are some innovative ways to teach. Students are immersed in learning from a real world approach, departmentalized teaching in the intermediate elementary grade levels (3rd-5th), and learning by use of up to date technology programs and resources, creating environments in which students are learning by doing and being provided constant feedback in order to refine their knowledge and allow for opportunities to develop new learning are also other innovative ways to teach students. Overall, teachers will be encouraged to identify the students' learning modalities and ensure that students master and maintain necessary skills. Students' learning modality will be identified by an assessment tool which will require the students to answer questions to identify the strengths in how they learn: kinestically, linguistic, auditory, or a combination, as the best means for a student

### **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.*

Open GATE Leadership Academy will set, maintain, and monitor high goals and expectations for students and staff.

1. Students will demonstrate mastery of foundational skills in reading, math, science, and social studies as required by the set standards in Common Core with percentages of 75% or better. a) Students will be assessed weekly with teacher created assessments that address the skills taught for the week. b) Students will be assessed monthly that will demonstrate the student maintenance of skills in which students will be expected to score 80% or better. Students will be assessed quarterly to measure the students' quarterly progress by way of teacher created benchmarks and benchmark assessments by the Pitt County School System. Teachers will provide report cards to parents every quarter explaining the student's overall progress for the quarter and parent and teacher conferences will be scheduled throughout the school year.

2. Students will have a target of at least 75% proficiency levels for reading and math on the End of Year assessments fby the end of five years. The first year of operation, the third graders will be assessed where students will score at least 40% in comparison to Pitt County School students. Student performance for End of Grade testing will increase by or over 15% per year or until have reached set goal of 75%. Reading and Math goals per grade level will be set and adheared to in accordance to state set goals.

3. Teachers' performance will be evaluated as well to determine how teachers address student performance especially in the event that the students did not meet the set goals. a) professional development provided to teachers. b) Teachers will create professional goals to self monitor and reflect throughout the year.

4. Teachers will report to administration and master teacher monthly and quarterly the students' performances and a comparison chart of the students' performance. a)Reports will be provided on the progress of students with Individualized Education Plans, (IEP), Personal Educational Plan (PEP)-for ELL students and students participating in the After School "Assistance" Program, or any other individualized created plans monthly and quarterly by core teachers to the EC Coordinator.

5. Students will maintain an overall 90% monthly attendance rate. a)Students' attendance will also be reported monthly to the School Improvement Team to ensure that students are physically in school and how it relates to their student performance; trends will be measured and reported quarterly. b) Students that are tardy or are absent more than twice per month will be contacted by school officials.

2. *How will the governing board know that the proposed public charter school is working toward*

*attaining their mission statement?*

1. A School Improvement Team, SIT, will be established at Open GATE Leadership Academy.

SIT will be established by identifying stakeholders that will monitor the school's progress and report to the governing board. These stakeholders will be represented by grade level representation that will report back to the grade levels, AIG, EC, ELL, Remediation, school counselor, parent representative as well as a community representative. The SIT team will meet monthly to discuss the progress of the school and measure how the school is performing based on the set goals stated in the charter's school plan. Upon the first meeting, those identified will determine if any other stakeholders shall be present to establish the school's SIT team. The Executive Director will forward the monthly meetings to the Board of Directors.

2. Reported progress of student progress and performance.

At the beginning of the year assessments will be administered and used as baseline data to monitor and report student progress quarterly and yearly in comparison to meeting the state's required percentage. The schools' performance will be maintained by data notebooks in which the teachers will report their weekly and monthly assessments to the Instructional Leader and Executive Director. Annually a report of academic progress will be submitted to the Board of Directors. This will include the percentages of students having had met and not met the set goals.

3. Reports provided on the progression of related services.

A report will be created to outline how services were provided to the students in the event they did not meet their goals. These services will include: EC, AIG, ELL, After School "Assistance" Program, After School Program, and Remediation.

4. Monitoring School Organization and Staff.

This report will also include the school finances, teacher performance, attendance rates of the students and staff, suspension and office referrals, and any other necessary information needed or required to report to the governing Board of Directors.

Overall, the SIT team will provide how Open GATE Leadership Academy compares to other surrounding schools. The report submitted to the governing Board of Directors annually will include information and documentation of how the services being provided and the effectiveness of the school's mission and academic plan is being provided as planned at OGATE. This document will also include marked growth in the student's performance and the retention of students and teachers. Annual reports will also be shared with the governing Board of Directors and to other identified stakeholders and the NCDPI of Charter Schools as required. Any findings that are identified will be shared with the SIT team in writing. Recommendations and evaluations of how the school is performing based on the information shared with the board and other stakeholders will determine if the school has achieved its goals. Recommendations for improvement in any area in which the school did not meet its set goals and expectations will be made.

### 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.

Open GATE Leadership Academy believes that a hands-on approach to learning will ensure that every child will learn. They will be challenged to complete all tasks assigned regardless of their ability upon entrance into Open GATE Leadership Academy. Utilizing the components of STEM (science, technology, engineer, and mathematics) will be the motivating factor to drive all instructional practices. Integrating STEM components with the NC Common Core Standards promotes project based learning in the core subjects such as English/Language Arts, math and science, while infusing engineering and technology as early as Kindergarten through middle school. OGATE will provide innovative, rigorous, and necessary skills to increase student achievement by teaching problem solving and critical thinking skills. Students gain necessary skills by way of differentiated instruction and being provided with appropriate levels of support. Students will be taught proper uses of technology such as completion of projects and presentations, research and appropriate computer programs for blended learning, and as means to communicate via social media rooms, Skype peers in other countries and with local and distant partnerships.

Instructional methods will also include the use of the Dimensions of Learning in which teachers will learn and apply strategies to present thinking in a meaningful way to promote successful. This will be creating positive attitudes and perceptions about learning, 2) teaching thinking that is involved in acquiring and integrating knowledge, 3) thinking involved in extending and refining knowledge, 4) thinking involved in using knowledge meaningfully, 5) demonstrating productive habits of the mind. The five dimensions of learning described provide examples of teaching strategies. For example, teachers teach the students how to construct meaning for declarative knowledge, internalize procedural knowledge, and see the relevance of what they are expected to learn. Declarative knowledge is factual information stored in the memory (i.e. letter recognition). Procedural knowledge is knowing how to perform or apply knowledge learned; skills students use to problem solve. NC Common Core standards are taught during the integration of STEM and the Dimensions of Learning.

Students will demonstrate their learning by way of a produce grown in the school's garden by having a Farmer's Market. The Farmer's Market will teach students how to set goals, plant, and sell produce grown in the school's garden. Students will have the opportunity to reinforce traditional academics while building life skills such as customer service, conflict

resoluton, and entrepreneuership. Students will then have the opportunity to share their learning with the broader community, promote healthy eating habits, provide public speaking opportunities, and participate in community building.

Assessment strategies will demonstrate of multiple indicators and use of STEMcomponents. Knowledge of learning will be demonstrated by way of performance based assessments that will display knowledge of concepts taught. Portfolios of learning that occurred over time in which students continue to revisit knowledge and skills displayed via varying technology based programs. Students will be assessed with Standford 10 as a baseline assessment. At the end of the year, state mandated End of Year Assessment for grades 3-8 and the Standford 10 for grades 1 and 2 will be administered. Teachers will monitor and report students' progress of weekly, monthly, and quarterly assessments and maintain data notebooks. Rubrics will be utilized to assess students knowlegde and implementation of STEM components within presentations and projects. Teachers will analyze data and collaborate about student progress to plan accordingly.

The identified programs and stratgeies will bring awareness to math and science related careers and provide an option for innovative learning.

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

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

The basic learning environment of the classroom will include various components. The staff will teach the dimensions of leaning. The basic learning environment will utilize dimension one to ensure that every classroom has a daily schedule posted, disciple plan, classroom expectations, centers clearly identified, an area in which learning is taking place. The classroom expectations will be clearly stated that everyone is expected to do their best. Each grade level, K-5, informs students the importance of their learning experiencs as a means to prepare them for the next grade level, middle school, high school and beyond. Teachers and students create safe environment where curiosity and chance taking in learning is acceptable. Teachers will post student work and projects as well as process charts and thinking maps to show the processes of thinking. Teacher plan books will be visible and identify strategies utilizing that incorporate the integration of dimensions of learning and integration of STEM components. Classrooms will have an adequate number of computers and iPads for teacher and student use. Teachers will interact and engage students with various types of technology and teachers will be facilitators to the students within the learning environment. The classes will have a maximum of 20 students per class. The basic learning environment of Open GATE Leadership Academy also includes varied levels of support for all students. Expectations for all students will be met by providing services for the students in the form of small group instruction, remediation services, at risk assistance (for one core subject or decreasing learning gaps), academically gifted students, and ELL students.

Starting with third grade, teachers will departmentalize to teach core lessons. Teachers will teach English/Language Arts and social studies as a

class and Math and Science as another class. Students would transition from one class to another to have consistency in location of their work space; the teacher will remain in the classroom. The structure of the classroom will lend to opportunities of cooperative learning where students will work and collaborate within groups. Students will be responsible for interacting with their peers in the school, community, and globally to complete independent study. Independent study will demonstrate cooperative learning, knowledge of NC Common Core Standards, and implementing STEM components. Grade appropriate topics will be available for students to select and as students enter grades 3-5 will be encouraged to identify a topic to complete an independent study with their peers and/or individually.

As funding increases, it is the goal of Open GATE Leadership Academy to establish a school computer center as place where a lab of various forms of technology will be available for student use to skype with others as well as enhance projects to submit and/or collaborate with other peers. Also within this desired computer center students will be taught computer skills and how to enhance their learning with appropriate computer programs. The computer center will lend to other opportunities to learning outside of their classrooms yet within the school. Leadership will ensure that teachers have appropriate resources for the classroom including updated technology and other necessary resources to provide rigorous, meaningful, and interactive lessons.

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.*

This curriculum aligns with the proposed charter school's mission as the aim is to teach students how to have the necessary skills to be effective problem solvers. Use of the dimensions of learning teaches students how to think and solve problems. The STEM components enhance their ability to not only think but to apply the strategies learned to be effective problem solvers, critical thinkers, and to communicate with their peers. The school's mission also states to empower the students for a global and technology rich society. Globally, the curriculum will teach students of other cultures and languages. Teaching students about other cultures allows for students to be mindful of different types of people and their ways of living. Students will learn about other holidays, cultures, areas, and languages. K-3 students will be taught Spanish and students grades 4-5 will continue with Spanish and Latin. The curriculum also teaches technology. K-1 will learn basic key locations and functions to enhance their letter recognition. Grades 2-5 will continue learning functions of technology and varying ways to use forms of technology to enhance their projects and presentations.

The targeted population will have the opportunity to have a hands-on approach to learning that is research based. Students will have the opportunity to be exposed to opportunities and experiences that will have them to think beyond their current circumstances as well as have the

opportunity to share their learning experiences with their families and community.

The project based curriculum as well as teaching the students to be problem solvers and critical thinkers will prepare them to meet and/or exceed levels of proficiency in accordance with the North Carolina Accountability Model on state mandated assessments.

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.*

All expected instructional strategies are provided to the teachers to learn in professional developments. Throughout the year, teachers are provided with ongoing professional development for clarity of expectations as well as to collaborate and share best practices among colleagues and administration.

1. NC Common Core Standards : K-2 teachers will teach foundation skills; small groups will be incorporated. Use of Instructional Leader, Master teacher, and teacher assistance to assist with teaching Math and English/Language arts for mastery of skills.

STEM Components

2. STEM (Science, technology, engineering, math) components: project based learning as an interdisciplinary teaching in all subject areas. Teachers assist students in organizing knowledge across all disciplines by integrating STEM. Teachers collaborate and co-create STEM activities or ideas and plan learning outcomes during common learning time. Students and teachers are provided direct experiences with STEM professionals and STEM learning environments during and outside of school. STEM professionals are available to students and are directly connected to class learning; exposure in K-2 and direct interaction 3-5. Technology tools linked to STEM programs (as funding allows: laptops, desktops, robotics programming, design engineering software, scientific and basic calculators for math) will be used by the teachers and the students. Technology consistently in the hands of students (replying to the teacher by way of response systems, iPads to write notes, use apps to assist with learning and enhancing lesson, computers for research and storing information; programs to assist with differentiating learning). Students, teachers, and administrators celebrate high quality student work in STEM through ongoing student exhibits on site, online and in state and national forums.

3. The Dimensions of Learning: Teachers assist students in developing positive attitudes and perceptions about learning by orientating the students in appropriate behaviors, character building activities, creating an inviting classroom with appropriate and culturally balanced (multi-raced, varied messages, etc.) posted in the classroom for the dimensions of learning one. Teachers will incorporate with the dimension of learning two strategies where thinking is involved in acquiring and integrating knowledge. Teachers will create every opportunity to build background prior to teaching a skill/subject in order for the students to make a connection to their learning as well as be able to set expectations for what they are being prepared to learn. Dimension of learning three strategies will require the teachers to teach the students thinking involved in extending and refining knowledge that also incorporates use of thinking maps during



lessons. Teachers will then demonstrate use of dimension of learning four as the teacher teaches thinking involved in using knowledge meaningfully where teacher help students develop complex reasoning through six processes: decision making, problem solving, invention, experimental inquiry, investigation, and systems analysis; a combination and regular use of all dimensions once demonstrated is dimension of learning five.

4. Farmer's Market/Entrepreneurship. Students (K-2) are taught how to set goals, basic planting, and selling produce that is to be grown in a school garden. The teachers reinforce traditional academics with building life skills (customer services, conflict resolution, and entrepreneurship). The teachers guide students (Grades 3-4) in how to market their product to share their learning and produce with their community and creating and maintaining a budget. Students learn effective communication skills in order to promote health habits by way of forums and programs at the school for the community.

5. World languages: students learn about cultures and other languages (Beginning Spanish, K-2, Intermediate Spanish and Latin for grades 3-5).

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar coincides with the proposed mission and education plan. The calendar identifies days (half days and/or professional days) in which professional development is being provided to the teachers. This will ensure teachers understand what is expected of them in regard to teaching strategies for the school year. Orientation dates are set for the students to teach expectation and goal setting for the school year. State and federal scheduled holidays are identified as ways to teach and celebrate various cultures. Test dates are identified for benchmarks and state mandated test windows. Dates are provided for extended instructional hours and dates for after school services and tutorial. Dates are proposed for a summer program for at risk students and/or students performing at higher percentages than the other students. Kindergarten is to have a staggered entrance from the 1st through 3rd graders start date; students will not school on the first day of school as the other students in grades 1-3. There will be two groups of Kindergartens to enter at a time on different days. The third day all Kindergartens will report to school. The calendar will include the first and last days of school for students and staff. This will measure 185 days or 1,025 hours for students.

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

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

The basic learning environment of the classroom will include various components. Teachers and students development an understanding of high expectations. These expectations are posted throughout the classroom with posters of classroom expectations socially and academically. The staff will review (for returning students) the dimensions of learning while introducing to new students the dimensions of leaning. The basic learning environment will utilize dimension one to ensure that every classroom has a daily schedule posted, disciple plan, and an area in which learning is taking

place, and clear understanding that everyone is expected to do their best. Middle school environment expectations is that what they learn is for their success in high school, life, and empowering their communities. Teachers will departmentalize subjects while integrating STEM components. Teachers will post student work and projects as well as process charts and thinking maps to show the processes of thinking within the classroom as well as throughout designated areas in the school. Teacher plan books will be visible and identify strategies demonstrating incorporation of the dimensions of learning integration of STEM components. Classrooms will have an adequate number of computers and iPads for teacher and student use. Teachers interact and engage students with various types of technology. Teachers will be facilitators within the learning environment as students work cooperatively in varying types of groups. The classes will have a maximum of 20 students per class. The basic learning environment also includes varying forms of support to students; at risk, needing extra assistance, academically gifted, and ELL.

The structure of the classroom will have desk/tables set in clusters as well as team tables to continue with community development. Students will be responsible for interacting with their peers in the school, community, and globally demonstrated in cooperative learning groups. Students will be responsible for completing independent study projects/presentations including STEM components. For example, students in middle school will create alliances and partnerships to market the produce from the farmer's market. Middle school students, grades 6-8, will also be responsible for creating businesses in the school to assist with managing the farmer's market: i.e. a school bank, designing websites and social media spaces to network and market the produce, creating written notifications to market the produce. A school computer center, in the event of approved funding, will also be available. Within the school's computer center students will be able to skype with others as well as enhance projects to submit and/or collaborate with other peers. Students, will be taught how to operate and use the technology tools within the computer center.

The learning environment of the school also promotes sportmanship and citizenship. Opportunities for students to display school pride and prepare for tournaments by displaying competition schedules and results. Middle schools students, grades 6-8, are prepared for competitions academically, socially, and athletically. Identified locations are provided for students to participate in the after school program for students that are at risk. Students that need minimum remediation earn community services hours for being mentors/tutors for students in the elementary level. Leadership will ensure that teachers have appropriate resources for the classroom including updated technology and other necessary resources for the teacher to provide rigorous, meaningful, and interactive lessons.

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.

This curriculum aligns with the proposed charter school's mission as the aim is to teach students how to have the necessary skills to be effective problem solvers. Use of the dimensions of learning teaches the students how to think and solve problems. The STEM components enhance their ability to think about and apply the strategies learned to be effective problem solvers, critical thinkers, be responsible for self and others, and the ability to communicate their needs with their peers as well as for themselves. Teaching the students how to use technology and providing opportunities for them to apply technology allows them opportunities to be prepared for a global and technology rich society. The curriculum also teaches the students about world cultures and languages which also prepares students for a global society. Middle school students will continue to learn Spanish and Latin while being introduced to French and Chinese.

The targeted population will have the opportunity to have a hands-on approach to learning that is research based. These identified students will have the opportunity to be exposed to opportunities and experiences that will have them think beyond their current circumstances as well as have the opportunity to share their learning experiences with their families and community. Also, students will be provided with differentiated instruction based on baseline information of students from the previous school year by way of their End of the Year data, and if applicable the students IEPs, PEPs, etc. These forms of assessments or individualized learning plan will determine how the students will be identified as needing differentiated instruction. The curriculum being project based as well as teaching the students to be problem solvers and critical thinkers will prepare them to meet levels of proficiency in accordance to the North Carolina Accountability Model as well as preparation for 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.*

All instructional strategies expected by teachers are first provided to the teachers to learn in professional developments. Throughout the year, teachers are providing with ongoing professional development for clarity of expectations as well as to collaborate and share best practices among colleagues and administration.

1. Integrating STEM with NC Common Core Standards: Teachers will provide strategies according to the core subjects while integrating all disciplines to ensure that the students are able to apply the learning in real life situations and use the knowledge that they are learning. Strategies taught while integrating the STEM components include hands-on learning, project based learning, problem solving and conflict resolution. Teachers will meet/exceed the expectations as set by the state of North Carolina for the preparation of students to complete the middle school set standards. Teachers teaching students STEM with the NC Common Core Standards increases their academic achievement as they participate in academically based competitions which allow them to practice and apply the strategies taught by the teacher. Some competitions will include: robotics, science olympiads, chess clubs, Orators club, Future Business Leaders of America, and Young Entrepreneurs.

2. Incorporating Dimensions of learning: Strategies will increase students' use of critical thinking, reasoning, and problem solving. Teachers who teach and implement the various strategies associated with the dimensions of learning require students to think and apply these thinking skills in all areas of learning.

3. The farmer's market: Teachers provide students with strategies to apply to the school's farmer's market. Students will increase academic achievement by applying learned skills and strategies taught by the teachers in a real life setting. Students in the middle school levels will become the marketing team and entrepreneurial leaders for the maintenance of the program. A combination of the strategies taught by the teachers will be demonstrated by the students in their progress and or documentation in what they could have improved during the project in the event they did not meet a set goal. Teachers also teach entrepreneurial skills to be applied to the program as well as in their personal lives.

4. World Languages: Teaching students about world languages broadens their understanding of other people. Learning about other people and their ways of living, places in which they live causes students to compare and contrast their lives to others which teaches them perspective. Students learning about world languages also assist them in understanding the English language which will increase their academic achievement as they will understand word origin and proper use to increase comprehension levels. Students will be taught varying strategies by learning Spanish, Latin, French, and Chinese.

5. Technology: Teachers are taught how to incorporate varying forms of technology. Teachers who incorporate technology increase student engagement; student engagement not only allows teachers to be aware of who is progressing but also may provide immediate feedback of what the students may need assistance on. Some world languages. A Then teachers will also provide strategies to properly utilize and incorporate technology in their lessons for the students to learn and apply with various types of technology.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar coincides with the proposed mission and education plan. The calendar has identified days (half days and or professional days) in which professional development is being provided to the teachers. This will ensure they understand what is expected of them in regard to teaching strategies for the school year. Orientation dates are set for the students to teach expectation and goal setting for the school year. State and federal scheduled holidays are identified as ways to teach and celebrate various cultures. Scheduled test dates are noted for benchmarks and state mandated test windows. Dates and times for extended instructional hours and dates are stated to provide after school services and tutorial. Dates are proposed to provide a summer program for students who are at risk and or performing at higher levels identified as AIG. The calendar will include

the first and last day of school for students and staff, to measure 185 days or 1,025 hours for students. Throughout the calendar, dates for preparation of the 8th grade programs and promotional exercise will be identified.

### **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.*

Open GATE Leadership Academy it is the belief that all students can learn and that their needs, preventative or as a form of intervention will be served to promote student growth and progress.

Prevention services to be provided to the students of Open GATE Leadership Academy will include an after school program, After School "Assistance" Program. Students who are identified by a referring teacher who recognizes a student that has difficulty with a specific standard/skill will be referred to participate and receive services. The parents of these students will be contacted by the Master Educator who will have a conference with the referring teacher, parent, and student. A personal education plan (PEP) will be created which will identify goals to meet to address the identified standard/skill that the student is having difficulty achieving. Once the student has demonstrated mastery of the skill, the team will meet again to discuss removing the student from receiving services for that specific standard. In the event that the student is not progressing towards another identified standard/skill, the process will start again. Parents will be informed of proposed partnerships with community organizations that can also be available to provide summer tutorial to ensure that students maintain skills learned throughout the school year.

OGATE will utilize the Tier 3 intervention response associated with RTI to identify students who are not meeting the academic goals. The students who do not meet the identified standards who have been referred to the Child Study Team, CST, will be provided tutoring after school. These students will attend an after school program within the school to be participate in an intense intervention program. Students who are identified to attend an after school program will also receive services from the remediation teachers. Remediation teachers will teach skills to address and close the identified academic gaps. Teachers of the after school program will complete a precreated check list to identify how the students participating in the after school program are progressing. The remediation teacher will consult with the core teachers to discuss and provide further strategies and the progress of the students receiving services. Teachers will provide information from baseline data and benchmarks to after school staff and remediation teachers to identify their reading levels, and identified areas of academic gaps needing remediation and intervention. The after school program will be for students identified as early as 2nd semester Kindergarten. If by the end of second grade and/or attended the after school program and has not demonstrated proficiency in reading and math, these identified students will be retained. These services will be made available

for students grades K-8.

Open GATE Leadership Academy will be open in the summer time. A summer program will be in place for those students that did not meet proficiency levels in grades 2-8. Attendance for students who were identified in grades K as at risk and lacking academic progress will be recommended to attend the summer program but students in grade 1 will be deemed mandatory.

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

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

1. *Methods for identifying ELL Students*

Once a student enrolls at OGATE, all students will complete a home language survey to identify their language(s) spoken at the home. If the survey indicates that the student speaks more than English in the home the student will then be assessed to identify the student's English proficiency. Students will be assessed with the WIDA (World-Class Instructional Design) to identify four domains: listening, speaking, reading and writing. OGATE then will provide a letter welcoming the parents and students stating the next step. Parents/guardians will be informed of the process in their native language to learn about the programs and services to be provided to the student.

2. *Specific instructional programs, practices, and strategoes*

The first year, an ELL teacher will be hired. As deemed necessary, an assistant will be hired to assist the ELL teacher (preferably a teacher who speaks another language to serve as support to the student, family, and staff). Students who score below 5 on the WIDA assessment will be eligible to receive ELL services. These students will participate in an ESL program in which the academic content areas of English/language arts, math, social studies, and science are used for instruction for language learning and to ensure that students master academic content and performance standards. The instruction will be provided by an ELL teacher primarily in English, although native language support will be provided as necessary. Core teachers will also be provided with a handbook that provides various strategies that may assist the student when in the regular core classroom to promote academic success. Students who score a 5 will receive services according to their level of English Mastery.

3. Students will receive a progress report from the ELL teacher which will indicate how the students are progressing over their identified levels ranging from a score of 1 to a score of 5. A score of 1 would signify that the student is using minimal social language and minimal academic language with graphic and visual support. Students assessed in the beginning of the year will be assessed in the spring of the same school year to determine if the student will continue in the ESL program, have limited support provided, or exited from ELL services.

Throughout the entire process parents will be informed that they may opt

out of receiving services. However, core teachers will continue to provide additional support for these students until they scored a 5 on the WIDA assessment. As these students are receiving ESL services, core teachers and ELL teachers may also refer students to the RTI process in the event that the student appears to have academic delays to ensure that the language is the sole cause for the student having academic gaps. Students will be monitored at the end of the school year annually to determine if services should continue or be discontinued for the upcoming school year.

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.*

Open GATE Leadership Academy will ensure that all students, intellectually gifted students, are identified and provide support.

#### Identifying Intellectually Gifted Students.

Students attending Open GATE Leadership Academy will be identified as intellectually gifted as those students who perform or show potential to perform at substantially high levels of accomplishments for their age and grade level. This process will start as early as the second semester in Kindergarten by teacher recommendation.

#### Specific Instructional Program, Practices, and Strategies

Those students identified to participate in the Academically or Intellectually Gifted, AIG, students will be provided with a AIG curriculum provided by an AIG teacher who will teach a differentiated curriculum by implementing the North Carolina AIG Program Standards: a) Standard 1: a clear and concise process of identifying students who will receive AIG services who demonstrate high standards on state assessments (top 90%). b) Standard 2 requires AIG students to have a differentiated curriculum that will be challenging and rigous for grades K-8. c) Standard 3: a highly qualified educator will be hired as the lead coordinator to guide, plan, develop, implement, revise and monitor the AIG program and plan. d) Standard 4: comprehensive program within a total school community where as the AIG teacher assists all staff with strategies to implement within the school and classrooms to challenge AIG students. e) Standard 5: partnerships that ensure ongoing and meaningful participation of stakeholders to provide a support system for the students and parents of AIG students.

#### Opportunities to Enhance thier abilities

Students identified as AIG will also participate in AIG programs such as STRIDE. STRIDE, Striving Towards Responsible Intellectual Development in Education, is a program within Pitt County Schools which specifically provides a program for AIG students to problem solve and apply standards learned in their home base AIG programs. Students will also have opportunitites to serve within varying leadership capacities within the school.

#### Monitoring and Evaluating progress of Intellectual Gifted Students

Implementation of Standard 6: program accountability, the Open GATE Leadership Academy's SIT team will monitor and evaluate the implementation of the differentiated curriculum for AIG students. The AIG teacher will provide progress reports of the students to their parents, classroom teachers, and administration. AIG teacher will also request that as the teachers observe progress in their regular classrooms. The Executive Director will report to the Board of Directors the credentials of the AIG teacher and program's progress.

### **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. Identifying Students previously Enrolled

In order to identify students who are eligible for special education services, the Exceptional Children's (EC) director will make contact with the student's previous school based on reports provided by the parent and/or after careful review of the student's cumulative records. If parents, teachers, or staff suspects a disability; a referral to the Child Study Team (CST) will be made and the RTI process will be officially initiated. These referrals are also submitted to Open GATE Leadership Academy's leadership team.

#### 2. Process for identifying students who are eligible for Special Education Services

Referrals from teachers that suspect a learning disability and have begun the RTI process will be accepted for screening. Also, any student in accordance to the federal No Child Left Behind mandate will receive services and complete the application to enroll at OGATE regardless of their current or previous status. The EC teacher or designee will then conduct the initial evaluation in accordance with (1503-2.4 through NC 1503-2.7) which must be conducted; then eligibility is determined. Those students who qualify will have an IEP developed and placed within 90 days of receipt of a written referral. Determination if the child has a disability under NC



1500-2.4 must be determined and the educational needs of the student in the development of an IEP for a student. A system will be identified and utilized in order to identify which students are already receiving services by identified staff that provide special education services.

### 3. A Plan to properly manage student records

1.) Requesting records from the previous school will not require the identified staff from OGATE to have a release of information. However, the documentation will be provided to the school.

2.) Record Confidentiality. All records will be kept in a confidential location where the disability staff and leadership will know the whereabouts; all unidentified staff will not have access without written request in which a copy will be provided to the unidentified staff. These files will only be accessible by use of a key; a secured location. A signature page will also accompany the secured location requesting: the staff's printed name, position, time in and time out, and the purpose for reviewing the file. The staff of OGATE will be informed of the process to access these files.

3.) Record Compliance (on site): Necessary steps will be identified and upheld by the identified disability coordinator and disability staff leader. The lead EC teacher will be responsible for maintaining up to date knowledge of required documentation of IEPs and updated modifications to provide students with IEPs. Identified staff will conduct internal audits each semester to ensure quality confidentiality and policies are being followed.

### 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.*

Description of educational programs, strategies, and additional supports

1. Open GATE Leadership Academy, OGATE, will ensure that students with disabilities be provided services in the least restricted environment in order for the identified students to be provided an adequate education. The staff will utilize differentiated teaching and learning strategies in accordance with the individual needs of the student as identified in the individual education plan, IEP, or 504 plan.

### Methods and Support Systems

2. Methods and support systems will be in place as they are identified by state mandates. All students will receive a Free and Appropriate Public Education (FAPE).

### Implementation of the IEP

3. The special education teacher is responsible for working with the IEP team to develop and monitor the implementation of a student's IEP. The special education teacher will request that parents, students, classroom teacher(s), and other relevant staff attend the meetings. Within these meetings, the student's goals are set, discussions are held about their

progress toward meeting the goals and data is shared about the student's overall performance. The team will conclude the meeting by discussing if the student's goals need to be modified. The special education teacher serves as the resource teacher to provide leadership at the school on matters related to educating students with disabilities such as processing referrals, heading the IEP team, developing and monitoring IEPs and Section 504 plans, keeping parents informed and involved in their student's IEP and learning processes and collaborating with other teachers of the students with disabilities. The special education teacher is responsible for storing, maintaining, and securing student records, ensuring that IEP teams meet as needed to monitor student progress and to work with the teams to set goals as required. The special education teacher will ensure that identified students with IEP services are monitored and reported. This teacher will research federal and state regulations that the school must adhere to.

The proposed plan for related services

4. All related services needed by students with disabilities such as transportation and supportive services in order to develop them mentally, physically, emotionally, academically, and vocationally will be made available to students enrolled at OGATE. The governing board and staff will pursue all available local, state, and federal guidance, regulations, and resources to ensure that the educational needs of students with disabilities at the school are met. Related services such as; but are not limited to, speech language pathology and auditory services, interpreting services, psychological services, physical and occupational therapy will be provided. These related services may also include school health services, school nurse services, social work services in schools and parent counseling and training.

## **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. The student performance standards: students at Open GATE Leadership Academy will show 5% growth per year. OGATE students will perform higher than their peers Pitt County in Reading and Mathematics on the End of Year Assessment with 70% or higher. Students will complete projects and present before their peers, teachers and partnered business to demonstrate use of STEM components. OGATE will meet its Adequate Yearly Progress, AYP, per year as mandated by the state. for the school will model after the state requirements to include: End of Grade proficiency in reading and math for grades 3-8.

2. In addition to the state mandated test, students will be assessed with the Stanford 10. This is a multiple-choice assessment that will identify what students know and are able to do. This assessment will also stand as a valid and reliable tool needed for objective measurement of achievement. The tool will be used at the beginning of the year as baseline assessment. The data from the baseline will allow teachers to plan accordingly and drive instruction. A mid quarter assessment will be created by the Master Teacher. The data from these assessments will gauge if students are on target to meeting state mandated goals. The Stanford 10 will be used as a summative assessment for 1st and 2nd grade students. Monitoring trends of the assessments will also allow the SIT team to determine the effectiveness of the curriculum and services being provided to students. The benefits of these assessments will identify how to provide support to all students: at risk, preventative students, academically gifted students, exceptional students, and ELL students appropriately.

3. OGATE will adhere to the state mandated policy and standards for promoting students; however, in the event that students do not master foundation skills by second grade those students will be retained. Also in addition, students at OGATE will be required to pass both the reading and math proficiency assessments on the End of Grade Assessment. In addition, students must meet the OGATE's attendance requirements in order to be promoted to the next grade. For students who are at risk of failing including students with special needs from one grade to the next, remedial services will be provided during the school day with the remediation teachers. The opportunity to enroll in the after school program exists. All state and school required promotion standards will be shared with the parents during enrollment, throughout the school year in the form of parent meetings and during parent teacher conferences. There will be written and verbal reminders. State and school requirements will also be posted on the school's website and within the student handbook. Per quarter, a reminder of the state and school's promotion criteria will be sent home in writing with the students report cards. It will be mandatory for students in first grade to attend the summer program if they do not meet the academic area goals in math and reading. Students in grade 2 who have not met academic goals in both areas will be retained and attend the summer program as well as automatic enrollment to the after school program the following school year. Students that do not pass both reading and math during grades 3-7 will attend summer school. Per North Carolina statute, the Executive Director may review all student information in order to make the final decision if a student is promoted to the next grade level.

4. Kindergarten students will be expected to meet minimum standards for the NC Essential and Common Core Standards with a grade of "outstanding" or "satisfactory". Grades 1-8 must make 5% growth compared to baseline data and have a passing grade of "C" in reading, math, social studies and science. Students in grades 6-8 must pass 60% of their elective courses. Students will be eligible to be promoted from 8th will participate in a promotional exercise and receive a certificate of completion of courses and requirements at OGATE and be eligible to enroll in high school.

### **Student Conduct:**

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed*

charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

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

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

1. Practices to promote effective discipline

Open GATE Leadership Academy will not only set high expectations for academics but for expected behavior as well. It is the position of Open GATE Leadership Academy that each student has the right to an education based on the concept of individual human dignity which includes individual choice and the responsibility of accepting the consequences of that choice. It is the belief and focus that at OGATE, students strive to achieve the mission statement while staff implements the mission statement. It is understood that discipline is necessary and has to be taught. The orderly operation of school requires the respectful cooperation of students, parents/guardians, and staff. Teachers and administrators have the responsibility to preserve a learning environment for all students. Whenever that environment is disrupted by a student or a group of students, school officials may find it necessary to take appropriate action by removing disruptive students from the formal learning environment. Those students removed will be allowed to continue learning in another environment for a set amount of time and then return to class. In the event the undesired behaviors have not ceased, the student will be handled according to the set policy of student conduct in the handbook.

2. Preliminary list and definitions of offenses which may result in suspension or expulsion of students

A preliminary list and definitions of offenses are outlined and defined with details in the drafted copy of the student handbook Appendix D. Students will be suspended and/or expelled for the following offenses: a) any intentional unauthorized physical contact with another person causing physical injury, b) physical intimidation, c) profane language or gestures, d) showing disrespect to an adult with words, body language, or movements, e) possession of matches or cigarette lighter, (or other dangerous items), f) willful destruction or defacing school property, g) theft, h) continual disobedience or defiance of proper authority, h) cheating on test plagiarism or tampering with any document, i) providing false statements of any kind, j) leaving school property without permission; truancy; cutting class, k) arson, l) alcohol or drugs, m) computer or internet misuse, n) drug paraphernalia, o) extortion, p) fighting, q) gambling, r) possession or use of tobacco or tobacco products; s) knowing participating in gangs; t) weapons (the possession, use, or threat of use, of any instrument, article, or substance specifically designed for and presently capable of

causing death or physical injury; or any weapon, device, or look-a-like device, instrument, material or substance which under the circumstances in which it is used, attempted to be used, is readily capable of causing death, or serious physical harm.

### 3. Rights of students with disabilities

Students with disabilities can be suspended who violate the school's code of conduct. Open GATE Leadership Academy will operate in compliance with the Individuals with Disabilities Educational Act, IDEA, prior to making any final decisions to suspend or expel a student to consider the student's disability in relation to the violation of the school's code of conduct.

### 4. Policies and Procedures for due process rights

Careful attention will be given to procedures and methods whereby fairness and consistency in discipline shall be assured to each student. Various disciplinary measures are used by school personnel to "informally" address behavioral problems. For purposes of the handbook, the policy addresses more formal procedures. As any grievance, students and their parents have the right to appeal any decision including suspension or expulsion. The statement of appeal shall be written and submitted to the Executive Director. If the parent is not satisfied with the decision from the Executive Director, the parent may submit an appeal to the Board of Directors.

**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:* Not Applicable

*Mailing Address:* 807

*City/State/Zip:* Greenville NC 27834

*Street Address:* W 5th Street

*Phone:* 252-412-3551

*Fax:*

*Name of registered agent and address:* Deanna Taylor  
201 Taberna Circle  
New Bern, NC 28562

**FEDERAL TAX ID:**

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

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

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

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

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

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Deanna Taylor	Chairman	CRAVEN	Regional Sales

			Manager, US Cellular
Louise Peele	Needs Specialist	PITT	Wellness & Healthcare Consultant
Shanae Godley	STEM Coordinator	PITT	NC Department of Health and Human Services
Pattie Leary	Education Chair	PITT	Retired Educator
David Williams	Business	PITT	Facilities Manager, US Cellular
Larry Dziedzic	Technology Chair	WAKE	Information Architecture Consultant
Not Applicable	Not Applicable		Not Applicable

**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.*

Structure

The governing board of Open GATE Leadership Academy, OGATE, will stand as the body ultimately accountable for the academic quality, fiscal and academic integrity, academic planning, assests, and financial health of OGATE. The board will ensure the school's compliance with all applicable local, state, and federal laws and regulations.

Functions

The board will consist of The following principles will guide board members: 1)Duty of Care; 2)Duty of Loyalty and 3) Duty of obedience. During the founding stages of Open GATE Leadership Academy of Pitt County, board members may have to perform hands-on tasks before staff members are hired. The board has a supervisory and oversight role with respect to the school's leaders: Executive Director and Principal.

Primary Duties

The basic responsiblities of the board members are to ensure that 1) the school's academic program is successful as measured by both internal and external assessments; 2) the school's programs and operation are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; 3) the school is a viable organization, which includes, among other things, that it is financially solvent and has competent professional staff. The individual board members will be expected to do the following: 1) believes in and is an active advocate and ambassador for the values, mission, and vision of the organization; 2) regularly attend and participate in board and committee meetings; 3) contribute to the effectice operation of the board by focusing on the good of the organization and the group supporting board decisions once they are made, and participating in an honest appraisal of onn's own performance and that of the board as a whole; 4) stay informed about the school and its issues by revieiwng materials,

participating in discussions, and asking strategic questions; 5) use personal and professional contacts to reach into diverse communities to identify and recruit donors, volunteers, and advocates to support the organization; 6) serve as a committee member for Open GATE Leadership Academy as needed; 7) help raise funds by working on a fundraising project or carrying out a particular fundraising task; 8) inform the board of trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board members.

#### Roles and Responsibilities

The board's specific responsibilities will include, but not limited to the following: 1. defines and refines the organization's mission, vision, and direction; 2. recruits, supports, and evaluates the school's leaders; 3. ensures effective organizational planning; 4. ensures adequate resources; 5. manages resources effectively; 6. determines, monitors, and strengthens the organization's programs and services; 7. enhances the organization's public standing; 8. ensure legal and ethical integrity and maintains accountability; 9. recruits and orients new board members; and 10. assesses board performance. Every board member must discuss and clearly articulate a shared understanding of its roles and responsibilities.

The board: recruits, hire, and supervise the lead administrator

The board hires, supervises, evaluates, compensates, and (if necessary) terminates the employment of said school leaders. The leaders, in turn, hire, supervise, evaluate, and make compensation decisions with the scales and budget set by the board as provided for the board-approved annual budget.

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.*

According to the bylaws for Open GATE Leadership Academy, the board will consist of a minimum of five and a maximum of 9 board members. The founding board consists of six (6) members. The governing board members come from diverse backgrounds in business, education, law, and community leadership.

a) The diversity of the board will ensure educational and operational success as each board member will bring varying experiences and perspectives as a balanced approach to ensure educational and operational success.

b) The board, as a whole, will evaluate the success of the school and school leaders by analyzing and discussing academic reports provided from the school's SIT team and Executive Director quarterly and annually. The reports provided will consist of student performances and teacher evaluations.

c) The Open GATE non-board Community Advisory Committee will be comprised of key stakeholders from the community including parents. Their role will be to serve in an advisory capacity to the board and school leaders.

3. *Explain the procedure by which the founding board members have been recruited and selected.*



*If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The founding board members were recruited and selected based on the overall needs of the corporation. Each founding member was strategically selected based on the expertise that he/she was able to bring to the corporation at the founding stage.

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of majority of the remaining board members at a regularly scheduled meeting which occurs every thirty (once a month). The board member so elected shall serve the remainder of the term of the board member that he/she replaces. New members can be recruited and added to the board annually and voted in.

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

The Board of Directors shall meet at least monthly.

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 members will receive board training a minimum of three times per year. New board members would enroll in the Duke Non-Profit Management Program for initial training and each year participate in at least 3 board development trainings offered by various partners. An annual example would be the Strategic Planning and Board Development for Non Profits Conference sponsored by Blue Cross Blue Shield. Lastly, each member will attend the Non-profit classes held at the Small Business Center of Pitt Community College.

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.*

Conflict of Interest. The Chairman of the Board of Directors shall inform the Board of Directors of any direct or indirect conflict of interest which the Chairman of the Board of Directors has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction: (i) in which the Chairman of the Board of Directors has a material financial interest, or (ii) in which the Chairman of the Board of Directors is presently serving as a director, trustee, officer or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Chairman of the Board of Directors may participate in the discussion but may not vote on the transaction and when the Chairman of the Board of Directors does not vote because of a Conflict of Interest, the act of the majority of the Board of Directors voting shall be the act of the Board of Directors if a quorum is present at the meeting. There are no existing relationships that could pose actual or perceived conflicts if the application is approved. See full Conflict of Interest Policy attached in Appendix.

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

Upon identifying the need for a new policy, the Board of Directors shall follow the following steps: 1) Board-level discussion; 2) Assign the

executive committee to draft a new policy; 3) Write a first policy draft; 4) Ask legal counsel to draft policy; 5) Present draft policy to the board for approval; 6) Continue to review and revise board policies on an ongoing basis. With regard to personnel policies, the board has the final authority. The board is the ultimate employer of the staff in the sense that it is the board that makes the personnel policy and decisions. Personnel policy may be recommended by the charter school leadership and/or by the personnel committee, but only the board can make the final decisions. The board gives the final approval of wage and salary scales, fringe benefit programs, vacations, and so forth. Finally, the board, usually acting through its personnel committee, may occasionally be called upon to function as a grievance committee with respect to an employee who has a dispute with the charter school administrator(s) and who seeks relief from the higher authority 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.*

There will be a non-board Community Advisory Committee for Open GATE Leadership Academy. Their role will be to advise the Board of Directors. These individuals have been selected for the expertise they bring in the areas such as testing and accountability, curriculum development, and Open GATE community outreach, etc. Key stakeholders will serve on this council. In addition, parents will also be selected to serve in this capacity.

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

Grievance policy for parents are identified in two steps. The first step is that a parent who desires to start the grievance process will submit a written request which includes the rule or policy in which they believe has been violated. The parent then requests a conference with the executive director to discuss the grievance and seek a solution. The grievance shall be filed within 30 days in which the violation occurred. The executive director will then ensure that a conference is scheduled within (5) school days following receipt of the request. The executive director will inform the parent in writing their position within (5) school days following the conference. Only the parent/guardian of a student (in the event that it is on behalf of a violation directly towards a student) may attend the conference with the parent and executive director. Second step: In the event that the parent is not satisfied with the decision of the executive director and the process during step 1, the parent/guardian may submit an appeal to the Board of Directors. The appeal must be submitted in writing within (5) school days following the written decision of the executive director. The Board of Directors then will review the grievance and schedule a hearing within (15) school days of receiving the letter to request an appeal. The Board of Director's Chair or designee shall review the grievance and conduct any necessary hearing within (15) school days of receiving the appeal. The Chairman of the Board of Directors will notify the parent in writing of the final decision within (5) school days of the hearing. The third step will consist of an appeal that may be sent to the Office of Charter School who will review the case and make final decisions accordingly.

Grievance policy for teachers; all employees will have an avenue to report and resolve any and all grievance and complaints. In the initial process of the grievance policy, the employee will first be heard and resolved by all levels of management in the shortest amount of time. If the employee

disagrees with the established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employees will be penalized, formally or informally, for voicing a complaint. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the process at any step. Step 1) The employee presents problem in writing, to the immediate supervisor within 5 calendar days, after incident occurs. If the supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to an administrator. The Supervisor/Administrator responds to written concern within (5) calendar days, after consulting with appropriate management, when necessary; Supervisor/Administrator documents discussion. The employee presents problem to an Administrator/Management within (5) calendar days if problem is unresolved. The Administrator/Management counsels and advises employee, visits with employee's supervisor(s) if necessary. Administrator informs employee of the decision within (5) calendar days and forward a copy of the written response to Human Resources for the employee's file. Problems, disputes, or claims not resolved through the preceding problem resolution steps are subject to final and binding arbitration. The arbitration proceeding will be conducted under the Employment Dispute Resolution Rules of the American Arbitration Association. The decision or award of the Arbitrator made under these rules is exclusive, final, and binding on parties, their beneficiaries, executors, administrators, successors, and assigns.

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

#### Include in the Appendices:

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

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

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

**X Not Applicable**

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

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

**X Not Applicable**

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

**X Not Applicable**

### **Projected Staff:**

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

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

Include the following information for the proposed charter school:

The administrative leadership staff and its designated personnel committee will compose job descriptions for teachers and other staff at the school. The listed job descriptions will mimic the abilities and skills the staff will need to ensure proper implementation of the school's mission and instructional plan. The job descriptions will state that the teachers are expected to have certain post education requirements such as having at least a bachelor's degree in the area of certification and acceptable for the public charter school concept. Open GATE Leadership Academy will post ads (i.e local newspapers, websites, etc.) to recruit staff. The ad will include that interested applicants must be committed to the mission of the school and willing to learn the instructional strategies to be employed at the school (STEM and Dimensions of Learning) as well as differentiated teaching/learning strategies. The school desires to hire high performing, highly qualified and highly desirable teachers, and will offer a higher percentage of pay than that which is being offered to teachers entering a North Carolina teacher pay scale. The goal is to hire highly qualified teachers who have some experience, who have at least a bachelor degree and North Carolina Certification in the grade level and content they are expected to teach. The staff is projected to align with the projected enrollment, the school's mission, and the educational plan and programming, and the projected budget for the school.

- 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 the employees and the non-profit board is that all employees will be employees of the board even though only the Executive Director Director to recruit and hire other staff members. An interview for prospective applicants for all positions after developing interview questions to be asked of all applicants for a specific position which will also require a demonstration of their skills depending on their position which will also require a demonstration of their skills depending on their position interviewing for (i.e. teachers will have to demonstrate a mini-lesson during their interview process). The school's leadership will

then submit the applicant's references, and make a recommendation to the governing board. The board gives final approval for the hiring of all individuals. This employment practice applies to all employees for the school whether they are contracted staff, paraprofessional, or professional.

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

Open GATE Leadership Academy will hire the Executive Director. All other staff will be recommended by the Executive Director to the governing board. Recommended staff will be identified from recruiting plan (post from ads: i.e. local newspapers, websites, etc.) to recruit staff.) Interested applicants will have to submit a resume to first be considered. The applicants will then be scheduled an interview. Until further staff is hired, the Executive Director and the governing board will interview the applicants. Interview questions will be precreated and approved by the governing board. The governing board will give final approval for all hires. After the first year of operation, a personnel committee will be hired to assist the Executive Director; all final decisions will continue to be decided by the governing board. In situations where the school Executive Director determines it necessary to dismiss a school staff member, the staff person may first appeal the decision to the Executive Director and if that decision is not satisfactory of the identified staff, the staff member will then be referred to the governing board which will make the final decision on matters related to dismissing any school staff member. Criminal background checks and cross checking of references will be performed by the Executive Director.

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

Open GATE Leadership Academy will have a set amount to pay the staff. The Executive Director, who will function as the school's leader salary is set at \$70,000 per year. The leadership team will consist of the Executive Director, Assistant Administrator, Dean of Students and the Master Teacher. The salaries of this team will range from \$45,000-\$55,000 a year. An Administrative Assistant and Dean of Students will be added to the school the fifth year of operation. The Master Teacher be added to the staff the second year of operation. The Special Needs Team will consist of the School Counselor (hiring the second year of operation), The Exceptional Teacher, AIG teacher (who will be hired the second year), and ELL teacher and assistant. The special needs teachers' salary will range from \$25,000-38,000 per year. Core Teachers will be hired at \$35,000 a year. Service and Operational Staff salaries range from \$10,500-\$25,000 to include all office staff, food services, custodians, transportation, school nurse, and teacher and instructional assistants. To implement the innovative curriculum and education plan, these staff members (Business Coach, Community Link Director, and Farmer's Market Director, salaries range from \$28,000-\$30,000 per year. As funding increases, more staff will be identified and hired. The staff will be provided information about the retirement plans.

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

- All employees will have an avenue to report and resolve any and all grievances and complaints.
- First heard and resolved by all levels of management in the shortest amount of time.
- If employees disagree with established rules of conduct, policies, or

practices, they can express their own concern through the problem resolution procedure. No employees will be penalized, formally or informally, for voicing a complaint.

-If a situation occurs when employees believe that a condition of employment, or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps.

-Employee presents problem, in writing, to immediate supervisor within 5 calendar days, after incident occurs. -

If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to the administrator.

-Supervisor/ Administrator responds to problem during discussion or within 5 calendar days, after consulting with appropriate management, when necessary. Supervisor/Administrator documents discussion.

-Employee presents problem to an Administrator/Management within 5 calendar days, if problem is unresolved.

-Administrator informs employee of the decision within 5 calendar days, and forwards a copy of the written response to Human Resources for the employee file.

-Problems, disputes, or claims not resolved through the preceding problem resolution steps are subject to final and binding arbitration.

-The arbitration proceeding will be conducted under the Employment Dispute Resolutions Rules of American Arbitration Association.

-The decision or award of the Arbitrator made under these rules is exclusive, final and binding on parties, their beneficiaries, executors, administrators, successors, and assigns.

In case of employee termination, the Executive Director makes a written report to the governing board request a termination decision by the board related to the specific incident with all documents.

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

To cover the cost in the beginning of the school year all leadership roles (Executive Director and office personnel) will serve as office staff that answers the phone as well as floats amongst grade levels to serve as extra support to the teachers. Identified Core Teachers will also serve in dual roles as remediation teachers. The Exceptional Children's Teacher and Speciality Teacher will serve as the director and coordinator of all special needs services until the following year. Hiring a school counselor and master teacher will assist in providing services to special needs students as identified (i.e. special needs and AIG).

*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.*

A school counselor will be hired to be the lead for special needs population after the first year of operation. The Exceptional Children Teacher will be hired and coordinate the special needs program until the school counselor is hired. An ELL teacher will be hired after identified after the first year and an assistant to the ELL teacher will be hired as deemed necessary. An AIG teacher will be hired after the first school year as students are identified.

*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).*

Open GATE Leadership Academy's classroom teachers will be expected to have at least a bachelors degree (with a masters desired) with experience in the

area(s) in which they are expected to teach. They are expected to have a current North Carolina teaching certificate for the grades and the content area that they are expected to teach. They must bring a skills set of instructional delivery strategies that are consistent with meeting the needs of students. Staff being hired must agree and utilize innovative ideas, and believe in the public charter school concept. They must be able to teach effectively and assess students to check for their learning and understanding. The executive director and the school counselor must have at least a masters degree in counseling. The counselor must be able to work with the students in all areas of character development. The paraprofessional staff and the office clerical staff must all have at least a high school diploma with skills in word processing, writing, light bookkeeping, spreadsheet development and usage, and presentation skills using software such as microsoft powerpoint. In addition, they should know how to use all technology at the school, including the office and classroom equipment. All staff members must be able to consistently perform effectively in their respective positions and expect to be evaluated formally and informally throughout the year.

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

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

The positions responsible for maintaining teacher licensure and professional development will include classroom teachers, AIG, ELL, special-needs teachers, master teachers, remediation teachers, and the executive director and leadership team.

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.*

Mentor teachers will include a master teacher . A master teacher Will be in place to ensure that teachers are provided. With necessary support that is not evaluated this position will serve as the liaison between the teachers and leading administration. Also necessary training will be provided to teachers to a sure that they are equipped and knowledgeable of necessary skills and strategies to adhere to the mission and curriculum of Open GATE leadership Academy. In order to retain teachers staff, will be surveyed to identify the needs of the staff. Also in order to retain staff, teachers will be provided a competitive pay in comparison to the local LEA. When evaluating staff teachers will be evaluated with the North Carolina teacher evaluation tool.

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.*

Teachers will be trained how to implement STEM components within their lessons throughout the year. Teachers will receive professional development in the dimensions of learning. The core components of the professional development activities will be provided initially during the first three days at the beginning of the academic year prior to the students reporting to school. The professional development provided initially and in the ongoing sessions will focus on helping teachers and support staff to understand the educational programs and instructional strategies teachers are expected to utilize in conjunction with the school's mission statement

as well as to insure that all students will meet to set expectations to meet goals set the school. Professional development will be offered within the school as well as through various partnerships with other charter schools and with related and identified trainings being offered with Pitt County schools if and when applicable. Professional development activities will always align with the mission statement, instructional methods, education plan and schools expectations as well as the needs identified by staff as areas where training is required in order to ensure the teachers will be successful and providing quality education for the students that attend the school. The focus of the staff professional development activities will be determined by the schools instructional leadership team and the school's leadership to be approved by the school's governing board.

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.*

The first month of school dimensions of learning one: teachers are provided professional development and given examples of what is expected; hands-on approach in which teachers practice via role-play and through working in teams to set up the sample classroom to ensure the expectations are understood. Teachers are provided with the manual dimensions of learning teaching manual second edition by Robert Marzano and Debra Pickering. Teachers then implement the strategies within their classrooms. By the end of first-quarter dimensions of learning one and two will be maintained and further incorporation of dimensions of learning one into professional development is provided. The purpose of the training is to ensure understanding and set expectations of the teachers is understood and distributed via rubrics. The rubric will provide the teachers knowledge of the expectations from leadership that will be utilized during walk throughs provide feedback to teachers formally and informally. More hands on training for the teachers are provided after the training with another reference manual, "Building Background knowledge for Academic Achievement: Research on What Works in Schools", by Robert Marzano. Mid- 2nd quarter DoL 1, 2, & 3 will continue to be maintained and further incorporated. Thinking involved in extending and refining knowledge is a strategy where teachers will be provided professional development with a resource manual, A Different Kind of Classroom, Yeaching the Dimensions of Learning", by Robert Marzano. Professional development with the use of the manual, "Thinking Maps Tools for Learning" by David Hyerle, also incorporating prior resources provided to the teachers. End of Quarter, DoL 1, 2, 3, 4& 5 maintenance of and further incorporation of DoL 1, 2, 3; DoL 4: Thinking Involved in Using Knowledge Meaningfully in which teachers also are taught how to tap into students' learning modalities where professional development is further provided in which another resource is provided, "So Each May Learn: Integrating Learning Styles and Multiple Intelligences", by Harvey Silver, Richard Strong, and Mathew Perini. At the beginning of the 3rd quarter, DoL 1,2,3,4 &5 professional development is provided to the teachers as well as providing training on ways that the teachers may provide evidence of using strategies that were taught to the teachers for the first half of the year. At the beginning of the academic years following the first year of operation, the same professional developments will be provided to all staff as a refreshers as well as to introduce to any new staff that was not working for the first year of operation. Teachers who demonstrated high



standards on their evaluations will be utilized as professional development facilitators and mentors for returning staff as needed as well as for the upcoming professional developments.

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.

Expected number of days of development for professional development, is listed in the previous information as stated for Dimensions of Learning professional development. According to the attached school calendar additional professional development will be provided through the school out the school year as needed. This as needed bases will be based on student performance as well as the needs indentified by the teachers (per request as well as per performance of the student outcomes). In order to make these professional development days possible we will alternate grade levels in order to provide all teachers with training. We will have professional development at least 6 times per year to ensure that all grade levels have the training they need in order to be a productive and success school. See school calendar for professional development projection days.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

The success of the charter school is determined by its target market. The proposed students and their parents is a direct correlation to opening the doors of the school each year. Students will be marketed by no restrictions of the following: county boundaries, intellectual ability, accomplishment or talent, sport ability, disability, ethnicity, race, gender or sexuality, national origin, religion and demographic families that reprsent the entire Pitt County and surrounding counties. Open GATE Leadership Academy will advertise through print material, online, radio, television and social media avenues. Every board member and staff member will be responsible for creating opportunities to engage the community with their personal networks, extended family and other resources. While marketing for the school, there will be attention given to reporting to the students and parents that diversity is promoted and sought out in regards to hiring staff with the intent of having a diverse population. Also when marketing in these various locations, the mission will also be shared and existence of the school so that the people in these areas will be knowledgeable of Open GATE Leadership Academy.

### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*

2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1. The staff and governing board will communicate with the parents and community members by way of open forums, parent and community nights and written documents. Open forums will be utilized as a way to communicate to parents and community members any changes and/or updates with school policies and/or curriculum. Having an open forum allows for the parents and community members to address their concerns as well as state their opinions about information provided as a collective group. Community nights will be used to communicate with parents and community members as a way in which connections as to what is being taught and offered by the school which can be demonstrated by the students and staff of Open GATE Leadership in order to have the parents and community members engaged in the learning process. These events will also provide opportunities for parents and community members to collaborate with local businesses that are in partnership with Open GATE Leadership Academy. Lastly, written documents will be provided to family and community members (as requested and/or needed) in various forms as a way to communicate. During registration, parents will be provided with a student handbook with emphasis of attendance and promotion policy. Throughout the year, written documents will be sent home with students such as school bulletins, emails, and notices for parents.

2. a.) Open GATE will cultivate relationships with the families, teachers, and community representatives at large to communicate, collaborate, and identify needs and interests and harness local resources for project based learning. b.) Open GATE will work in collaboration with parents to develop their voice of communication with the school and provide parent workshops upon request and identified need. Parents will have access to in-time data through the development of the school through online, webinars, workshops, and conference calls. Parents will have a parent-elected board member and a parent advisory committee (PAC) to the board of all applicant categories. Parents will also create and maintain a parent teacher organization, PTO, to engage parents with other parents about the school. c.) Teachers will engage parents with the students learning by providing parents with course outlines by the unit as well as offer two curriculum nights for the school year for the subjects taught to engage parents in the expectations of the students. Teachers will be encouraged to use resources such as newsletters, voice messaging, texting, web pages, and written notices to share pertinent information with parents. Teachers will be accessible to parents by scheduling meetings to discuss student progress. Parents will also be offered opportunities to have various forms of representation in the school like volunteering and chaperoning as necessary.

## **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.*

Open GATE Leadership Academy is a public (tuition-free) proposed charter school to be established in Pitt County to serve grades K-8. Any student, residing in the state of North Carolina, must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form which includes student's name, place of residence, parent/guardians' names and addresses, student's birth date, present school enrollment, current grade. Admissions will be as follows:

1. Tentative dates for application period; enrollment deadlines and procedures.
2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.
3. 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 withdraw and transfers.

Open GATE Leadership Academy will abide by the laws of North Carolina Admission Requirements: Items 1-7

1. Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.
2. No local board of education shall require any student enrolled in the local school administrative unit to attend a charter school.
3. Admission to a charter school shall not be determined according to the school attendance area in which a student resides, except that any local school administrative unit in which a public school converts to a charter school shall give admission preference to students who reside within the former attendance area of that school.
4. Admission to a charter school shall not be determined according to the local school administrative unit in which a student resides.
5. A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, the charter school may give enrollment priority to children of the initial members of the charter school's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. 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 that surname of the multiple birth siblings

is selected, then all of the multiple birth siblings shall be admitted. Within one year after the charter school 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.

(Note:6&7 is included but due to character limitations it will not show.)

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

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Pitt County Schools  
 LEA #2  
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 740	LEA 000	LEA 000	LEA 740	LEA 000	LEA 000	LEA 740	LEA 000	LEA 000	LEA 740	LEA 000	LEA 000	LEA 740	LEA 000	LEA 000
Kindergarten	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 01	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 02	60	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Grade 03	60	0	0	60	0	0	80	0	0	80	0	0	80	0	0
Grade 04	0	0	0	60	0	0	60	0	0	80	0	0	80	0	0
Grade 05	0	0	0	0	0	0	60	0	0	60	0	0	80	0	0
Grade 06	0	0	0	0	0	0	0	0	0	60	0	0	60	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	60	0	0
	280			360			440			520			600		

### **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.*

Transportation will not be a reason why families do not choose Open Gate Leadership Academy. Through a partnership with a local faith-based community organization that have available buses, Open Gate plans to establish a lease agreement. To support this effort, Open Gate would look to purchase additional buses needed. To minimize costs based on distance and number of stops to make, there will be up to 5 central locations for student pick up and drop off. Also, for students that have transportation hardships based on distance from the school, there will be reimbursement available in the form of an IEP Transportation accommodation plan for families. This is reflected in the budget. The governing board wants to ensure safety first. Transportation for students with a 504 plan will be given transportation priority accommodations. Open Gate will accommodate transportation to students with disabilities. This endeavor will be supported in the budget.

34 CFR 104.4B(1)(1)

### **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.*

Open Gate will operate its child nutrition program for students in accordance with U.S. Department of Agriculture policy which prohibits discrimination on the basis of race, color, national origin, sex, age, or disability. The governing board of Open Gate agrees to follow the policies and guidelines set forth in the State Board of Education and North Carolina Department of Public Instruction's Agreement to Administer Federally-Funded Child Nutrition Programs for Charter Schools. Through a bidding process, Open Gate will contract services to provide the school's child nutrition program. Open GATE will strategically identify strong proposals that ensure a healthy breakfast and a healthy lunch plan for students and staff that have a special diet. There will be a cafeteria within the facility designated for school facility, students, and staff. Students and staff will have the option to bring their breakfasts and lunches from home. It is expected that there will be a high number of students participating in free/reduced lunch program that can be viewed as reimbursement for costs associated with operating it. The reimbursement would come from the federally-funded Child Nutrition Program.

Any staff and students not eligible for Free/Reduced lunch will be required to pay the actual costs for breakfast and lunch. The school's meal coordination will be responsible for filing the necessary paperwork for state/federal reimbursement for students receiving Free/Reduced lunch. You will see allocation in the budget.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$7,076.85
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,300.00
Property Insurance	\$400,000		\$.00
Motor Vehicle Liability	\$1,000,000		\$3,493.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$.00
Other	\$0		\$.00
<b>Total Cost</b>			<b>\$14,869.85</b>

\*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.

opengateleadershipac                      12/06/2013  
 (Board Chair Signature)                      (Date)

**Facility:**

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

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

Open GATE Leadership Academy governing board's plan for obtaining a

building is to seek an adequate facility in Pitt County. The goal is to identify underused, vacant, or Ready to move-in building sites in the West Greenville community, preferably, because the community sits between East Carolina University and Vidant Medical Hospital. We would also look for sites in other communities as well. In the event that the charter for Open Gate is approved, the executive committee and representative from the non-board advisory committee has identified an ideal facility that's move in ready, education ready in which classroom space is already established and identified, and could accommodate the schools proposed needs and future growth. In appendix, a description of the facility, the funding required to make the proposed facility education-ready, and evidence from Pitt County inspectors and other facility authorities state that the ideal facility for use by OGATE is safe for school use. Granted that there are low to moderate renovations needed for this ideal facility, the governing board would lead into decisions based off of the school planning section of the NC Department of Public Instruction. The governing board of Open GATE are obligated to follow the stipulations outlined in the North Carolina Public Schools Facilities Guidelines and will use all resources available in the planning of the school through use of its planning staff.

The governing board of OGATE would put forth three steps to acquiring a potential school site: 1.) through partnership with municipality, establish a lease agreement for an underused city owned facility. 2.) lease-purchase and renovate a vacant or abandoned public school facility in Pitt County. 3.) Acquire funds through a loan from Self-Help Credit Union for charter schools to purchase a facility on donated/purchased land.

**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.*

The governing board of OGATE has identified a specific facility for its use as an educational facility. This facility is education ready with little to no renovations needed. The facility is a church that is currently for ideal site at this time. The governing board of OGATE has had access the facility for the past few months. Pending a purchase agreement for the facility, it would be occupied until early summer of 2015, once the charter is approved. Since the school will house K-3 for its first year, the governing board would be willing to start with a smaller facility then plan to move the operation to a larger facility after the third year to accommodate full growth for staff and students.



**V. FINANCIAL PLAN**

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

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

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

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

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

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

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

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

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1740 - Pitt County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,768.14	280	\$1,335,079.20
Local Funds	\$1,664.00	280	\$465,920.00
Federal EC Funds	\$3,743.48	26	\$97,330.48
<b>Totals</b>			\$1,898,329.68

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$1,335,079	\$1,716,530	\$2,097,981	\$2,479,432	\$2,860,884
-Local Per Pupil Funds	\$465,920	\$599,040	\$732,160	\$865,280	\$998,400
-Exceptional Children Federal Funds	\$97,330	\$127,278	\$157,226	\$187,174	\$217,121
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$1,898,329</b>	<b>\$2,442,848</b>	<b>\$2,987,367</b>	<b>\$3,531,886</b>	<b>\$4,076,405</b>

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Executive Director	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$55,000	\$55,000
Master Teacher	0	\$0	\$0	1	\$53,200	\$53,200	1	\$53,200	\$53,200	2	\$53,200	\$106,400	2	\$53,200	\$106,400
Dean Of Student Services	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$45,000	\$45,000
School Counselor	0	\$0	\$0	.5	\$21,000	\$10,500	.5	\$21,000	\$10,500	1	\$21,000	\$21,000	1	\$21,000	\$21,000
Finance Officer	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Clerical	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000
Food Service Staff	2	\$17,000	\$34,000	2	\$17,000	\$34,000	2	\$17,500	\$35,000	2	\$23,000	\$46,000	2	\$23,000	\$46,000
Custodians	1	\$10,500	\$10,500	1	\$10,500	\$10,500	1	\$10,500	\$10,500	1	\$10,500	\$10,500	1	\$10,500	\$10,500
Transportation Staff	2	\$10,000	\$20,000	3	\$10,000	\$30,000	4	\$10,000	\$40,000	4	\$10,000	\$40,000	5	\$10,000	\$50,000
Business Coach	0	\$0	\$0	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000
Community Link Director	0	\$0	\$0	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
School Nurse	1	\$17,500	\$17,500	1	\$17,500	\$17,500	1	\$17,500	\$17,500	1	\$17,500	\$17,500	1	\$17,500	\$17,500
Farmers Market Director	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000
A - Total Admin and Support:	10	\$200,000	\$227,000	14.5	\$332,200	\$358,700	15.5	\$332,700	\$369,700	17	\$338,200	\$444,400	20	\$438,200	\$554,400
Instructional Personnel:															

Open GATE Leadership Academy

Core Content Teacher(s)	14	\$35,000	\$490,000	18	\$35,000	\$630,000	21	\$35,000	\$735,000	25	\$35,000	\$875,000	28	\$35,000	\$980,000
Exceptional Children Teacher(s)	1	\$35,000	\$35,000	1	\$35,000	\$35,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
Teacher Assistants	4	\$21,000	\$84,000	4	\$21,000	\$84,000	4	\$21,000	\$84,000	4	\$21,000	\$84,000	6	\$21,000	\$126,000
Instructional Support	2	\$17,500	\$35,000	2	\$17,500	\$35,000	3	\$17,500	\$52,500	3	\$17,500	\$52,500	4	\$17,500	\$70,000
Specialty Teachers	1	\$35,000	\$35,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
Specialty Teacher Assistants	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
<b>B - Total Instructional Personnel:</b>	<b>24</b>	<b>\$168,500</b>	<b>\$729,000</b>	<b>29</b>	<b>\$168,500</b>	<b>\$904,000</b>	<b>34</b>	<b>\$168,500</b>	<b>\$1,061,500</b>	<b>38</b>	<b>\$168,500</b>	<b>\$1,201,500</b>	<b>44</b>	<b>\$168,500</b>	<b>\$1,366,000</b>
<b>A+B = C - Total Admin, Support and Instructional Personnel:</b>	<b>34</b>	<b>\$368,500</b>	<b>\$956,000</b>	<b>43.5</b>	<b>\$500,700</b>	<b>\$1,262,700</b>	<b>49.5</b>	<b>\$501,200</b>	<b>\$1,431,200</b>	<b>55</b>	<b>\$506,700</b>	<b>\$1,645,900</b>	<b>64</b>	<b>\$606,700</b>	<b>\$1,920,400</b>
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	3	\$5,500	\$16,500	6	\$5,500	\$33,000	6	\$5,500	\$33,000	7	\$5,500	\$38,500	9	\$5,500	\$49,500
Retirement Plan--NC State	3	\$1,450	\$4,350	6	\$1,450	\$8,700	6	\$1,450	\$8,700	7	\$1,450	\$10,150	9	\$1,450	\$13,050
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	3	\$1,450	\$4,350	6	\$1,450	\$8,700	6	\$1,450	\$8,700	7	\$1,450	\$10,150	9	\$1,450	\$13,050
Disability	3	\$1,450	\$4,350	6	\$1,450	\$8,700	6	\$1,450	\$8,700	7	\$1,450	\$10,150	9	\$1,450	\$13,050
Medicare	10	\$440	\$4,400	14.5	\$440	\$6,380	15.5	\$440	\$6,820	17	\$440	\$7,480	20	\$440	\$8,800
Social Security	10	\$1,875	\$18,750	14.5	\$1,875	\$27,188	15.5	\$1,875	\$29,063	17	\$1,875	\$31,875	20	\$1,875	\$37,500
<b>D - Total Admin and Support Benefits:</b>	<b>32</b>	<b>\$12,165</b>	<b>\$52,700</b>	<b>53</b>	<b>\$12,165</b>	<b>\$92,668</b>	<b>55</b>	<b>\$12,165</b>	<b>\$94,983</b>	<b>62</b>	<b>\$12,165</b>	<b>\$108,305</b>	<b>76</b>	<b>\$12,165</b>	<b>\$134,950</b>
<b>Instructional Personnel Benefits:</b>															
Health Insurance	18	\$5,500	\$99,000	23	\$5,500	\$126,500	27	\$5,500	\$148,500	31	\$5,500	\$170,500	34	\$5,500	\$187,000
Retirement Plan--NC State	18	\$1,450	\$26,100	23	\$1,450	\$33,350	27	\$1,450	\$39,150	31	\$1,450	\$44,950	34	\$1,450	\$49,300
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	24	\$1,875	\$45,000	29	\$1,875	\$54,375	34	\$1,875	\$63,750	38	\$1,875	\$71,250	44	\$1,875	\$82,500
Disability	18	\$1,450	\$26,100	23	\$1,450	\$33,350	27	\$1,450	\$39,150	31	\$1,450	\$44,950	34	\$1,450	\$49,300

Medicare	24	\$440	\$10,560	29	\$440	\$12,760	34	\$440	\$14,960	38	\$440	\$16,720	44	\$440	\$19,360
Life Insurance	18	\$1,450	\$26,100	23	\$1,450	\$33,350	27	\$1,475	\$39,825	31	\$1,450	\$44,950	34	\$1,450	\$49,300
E - Total Instructional Personnel Benefits:	120	\$12,165	\$232,860	150	\$12,165	\$293,685	176	\$12,190	\$345,335	200	\$12,165	\$393,320	224	\$12,165	\$436,760
D+E = F - Total Personnel Benefits	152	\$24,330	\$285,560	203	\$24,330	\$386,353	231	\$24,355	\$440,318	262	\$24,330	\$501,625	300	\$24,330	\$571,710
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	42	\$528,221	\$279,700	67.5	\$782,421	\$451,368	70.5	\$892,421	\$464,683	79	\$1,026,421	\$552,705	96	\$1,175,921	\$689,350
B+E = H - Total Instructional Personnel (Salary & Benefits)	144	\$359,165	\$961,860	179	\$359,665	\$1,197,685	210	\$458,190	\$1,406,835	238	\$488,665	\$1,594,820	268	\$540,165	\$1,802,760
G+H = J - TOTAL PERSONNEL	186	\$887,386	\$1,241,560	246.5	\$1,142,086	\$1,649,053	280.5	\$1,350,611	\$1,871,518	317	\$1,515,086	\$2,147,525	364	\$1,716,086	\$2,492,110

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Office Supplies	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
	Paper	\$5,000	\$10,000	\$15,000	\$20,000	\$20,000
	Computers & Software	\$5,000	\$10,000	\$20,000	\$25,000	\$25,000
	Communications & Telephone	\$10,556	\$10,556	\$10,556	\$10,556	\$10,556
	Copier leases	\$0	\$0	\$0	\$0	\$0
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$0	\$8,000	\$8,000	\$8,000	\$8,000
	Other Professional	\$50,000	\$60,000	\$50,000	\$70,000	\$60,000
Facilities	Facility Lease/Mortgage	\$110,000	\$180,000	\$250,000	\$320,000	\$350,000
	Maintenance	\$25,500	\$30,000	\$35,500	\$40,000	\$45,500
	Custodial Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$0	\$0	\$0	\$0	\$0
	Other	\$3,000	\$3,000	\$3,500	\$3,500	\$3,500
Utilities	Electric	\$12,000	\$12,000	\$15,000	\$15,000	\$18,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$10,000	\$12,500	\$15,000	\$17,500	\$20,000
	Gas	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
	Oil/Tires & Maintenance	\$6,000	\$8,000	\$10,000	\$15,000	\$20,000
Other	Marketing	\$5,000	\$5,000	\$10,000	\$12,000	\$15,000
	Child nutrition	\$30,000	\$35,000	\$40,500	\$45,000	\$50,000
	Travel	\$1,500	\$1,500	\$2,000	\$2,000	\$2,500
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$316,056	\$438,056	\$547,556	\$676,056	\$725,556
	Instructional:					
Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0
	Instructional Technology	\$0	\$0	\$0	\$0	\$0

Open GATE Leadership Academy

	Other	\$25,000	\$25,000	\$50,000	\$50,000	\$65,000
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
Books and Supplies	Instructional Materials	\$30,000	\$30,000	\$40,000	\$40,000	\$50,000
	Curriculum/Texts	\$52,500	\$52,500	\$52,500	\$52,500	\$52,500
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$5,500	\$6,000	\$7,500	\$8,000	\$9,500
	Other	\$30,000	\$30,000	\$75,000	\$100,000	\$100,000
Other	Community Farmers Market	\$18,000	\$18,000	\$25,000	\$25,000	\$50,000
	Entrepreneurship & Banking	\$10,000	\$10,000	\$20,000	\$25,000	\$25,000
	L - TOTAL Instructional Operations	\$178,500	\$179,000	\$277,500	\$308,000	\$359,500
	K+L = M - TOTAL OPERATIONS	\$494,556	\$617,056	\$825,056	\$984,056	\$1,085,056

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$1,241,560	\$1,649,053	\$1,871,518	\$2,147,525	\$2,492,110
M - TOTAL OPERATIONS	\$494,556	\$617,056	\$825,056	\$984,056	\$1,085,056
J+ M =N TOTAL EXPENDITURES	\$1,736,116	\$2,266,109	\$2,696,574	\$3,131,581	\$3,577,166
Z - TOTAL REVENUE	\$1,898,329	\$2,442,848	\$2,987,367	\$3,531,886	\$4,076,405
Z - N = SURPLUS / (DEFICIT)	\$162,213	\$176,740	\$290,794	\$400,305	\$499,239

**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.*

For the past 6 months Open Gate Leadership Academy has analyzed Pitt County Public School enrollment data. Currently, there are 36 public schools and no Charter schools in the county. Pitt County Schools has 16,576 K-8 grade students currently enrolled. Open Gate Leadership Academy projects to serve at least 4.1% of the total enrolled students in K-8 which is approximately 680 students. Beginning enrollment we plan to enroll 280 students for grades K-3rd and each preceding year up to 8th grade we will enroll 80 additional students. Open Gate Leadership Academy is focused on preparing students to obtain the necessary skills to becoming leading problem solvers in a competitive global and technology rich society. Our commitment will foster a culturally responsive learning community of multi-level collaborations for the proficiency of student development in order to maximize enrollment. The 2012-2013 total district composite report showed at 38.8%. Open Gate Leadership academy will provide an alternative to increase the district composite percentage. This free public school will satisfy the demand for this enrollment. Our projection is extremely important and based off the expected revenue so the school can develop financial growth beyond the "break-even" point. However, in order to beak-even, Open Gate Leadership Academy need to serve at least 259 students.

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

Open Gate Leadership Academy will take the following measures if the anticipated revenue are not received or if received revenues are lower than estimated. Grants will be written to but not limited to the following entities. These dollars will be leverage to support education, teachers, STEM, professional development and administration. Local: Perkins Foundation, West Foundation, Wells Foundation, Greater Greenville Foundation State: Funds for Teachers Professional Development Grant, National Science Foundation

National Foundations: The NEA Foundation-Nickelodeon Big Help Grants, Fairfield, Harry and Jeanette Weinberg Foundation, American Honda Foundation, Wal-Mart Corporation Gran. The school will sponsor continuous fundraising projects within our local communities including gaining sponsorships from local businesses on a year round basis. However, if funds



are received at actual estimation, these actions will still be performed so we can reserve money for short-term emergencies.

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

*The budget does not rely on any sources of funds other than local, state and national funds as discussed in the contingency plan.*

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

280:14

- 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.*

Open Gate Leadership Academy proposes to contract with Acadia Northstar, LLC. to manage the school's financial operations such as payroll, check writing (not signing), invoicing, student accounting, purchases, State financing reporting, and principal's report. Will also look to have local funds, local, State, and federal financing reporting and the calculation of required local, state, and federal taxes, and the payment of insurance manages, as well as assisting with the annual budget planning. The management firm is located at 191 North Main Street, Rutherfordton, NC 28139 Raleigh, NC.

Acadia Northstar would work with the on-site financial/data assistant and the leadership at Open Gate to ensure that all of the school's financial and student information is reported accurately to the proper authorities and governing board. It will also be properly stored as well. If services are no longer needed by the managing firm, all financial records and school information will be provided to new entity.

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

Open Gate Leadership Academy wants to empower students from low-income families and communities to embrace STEM education with an emphasis on high school preparedness. Because of this, all budgetary decisions reflect our mission. To make sure that all students are prepared to be leaders and problem solvers in a technology rich society, Open Gate will provide students with a high-quality education in Science, Technology, Engineering, Math, Agriculture, and Entrepreneurship. We will provide transportation for all students within a 20 mile radius of the school to meet the need for the majority of our students that will come from low-income homes. Will also be participating in the government's Free and Reduced Meal Program. We want the students to have an open door to receiving these much needed services. It is important to us to see that all teachers are performing at a high level, growing and improving, and have the necessary professional development to see that all excel in their goals for the students as well as the goal's and mission of the school. By a proposed partnership with North East Carolina Prep School, we can accomplish just that.

Having the right facility and the necessary space to house the school as well as for future growth is very important. Open Gate has looked at various options such as; modular units, building a new facility, as well as leasing and facility that would meet the needs of the school and State compliances.

We have chosen to begin the year with 280 students from K-3rd. Every year after we will increase a grade and increase number of students by 80. This will allow us to start first with building a solid foundation and expand steadily while constantly improving.

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.*

For the first year, Open Gate's goal for the general fund balance would be 8% of expenditures. We project to see a 2 % increase each year afterwards of the total yearly expenditures to ensure that we are creating and maintaining a contingency reserve. Also, money received through fundraising would be added to the fund balance. Our goal is to have up to \$500,000 in our reserve account by the end of five years. Down below you will see chart.

Year 1: \$162,000  
Year 2: \$177,000  
Year 3: \$291,000  
Year 4: \$400,000  
Year 5: \$500,000

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

Upon approval of the charter school, Open Gate Leadership Academy would put forth a strong capital fundraising campaign that would help to build a strong financial position for the school. Seeking out public and private grants and philanthropist will be key as well. Although it is not included in our project budget, but any Title 1 funds would give a boost to the financial structure of the school.

Open Gate would look into the option of obtaining a loan through Self Help Credit Union. This opportunity could help in the purchase and renovation of a used building, purchase of modular classrooms, or build a new school. What would be ideal is to locate an adequate building for the school that can be leased with minimum to low renovations made.

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*

Open Gate Leadership Academy will not have any assets from other sources.

**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?*

Open Gate Leadership Academy will be putting forth sound financial practices for all orders of business for the school. Consistent with this commitment and in response to GS115-238.29F.(f)1., Open Gate Leadership Academy will contract with a Certified Public Accountant (CPA) approved by the NC Local Government Commission (LGC) to have an annual financial audit done in accordance to auditing standards set by North Carolina General Statute. An independent financial auditor and or certified public accountant will be selected by the governing board. The audits will be conducted annually after the end of the previous fiscal year. It is expected that the first financial audit will be conducted effectively in the Summer/Fall of 2016 for the 2015-16 fiscal year ending June 30, 2016.

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

There are no possible related party transactions.

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

Davis + Davis  
Certified Public Accountants  
30375 Northwestern Hwy. First Floor  
Farmington Hills, MI 48334  
(248)487-5000 Telephone  
(248)487-2525 Fax  
(800)494-4330 Toll Free

**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).*

opengateleadershipac

Date: 12/06/2013

**Applicant Signature:**

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

Print/Type Name: opengateleadershipac

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\_\_\_\_.

