



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Our City's Community School

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL

2013 Application Process

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

APPLICATION DUE DATE/TIME

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

APPLICATION SPECIFICATIONS

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

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

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION 5
Grade Levels Served and Total Student Enrollment: 5

II. MISSION and PURPOSES 7
Mission: 7
Educational need and Targeted Student Population of the Proposed Charter School: 7
Purposes of the Proposed Charter School: 8
Goals for the Proposed Charter School: 9

III. EDUCATION PLAN 12
Instructional Program: 12
C
K-5 Curriculum and Instructional Design: 12
C
6-8 Curriculum and Instructional Design: 14
C
Special Programs and "At-Risk" Students 16
Exceptional Children 18
Student Performance Standards 20
Student Conduct: 21

IV. GOVERNANCE, OPERATIONS and CAPACITY 24
Governance: 24
Governance and Organizational Structure of Private Non-Profit Organization: 24
Proposed Management Organization (Educational Management Organization or Charter Management Organization) 32
Private School Conversions: complete 32
C
Projected Staff: 33
Staffing Plans, Hiring, and Management 33
Staff Evaluation and Professional Development 35
Enrollment and Marketing: 37
Marketing Plan 37
Parent and Community Involvement 37
Admissions Policy 38
PROJECTED ENROLLMENT 2015-16 through 2019-2020 41
Transportation Plan: 42
School Lunch Plan: 42
Civil Liability and Insurance 42
Health and Safety Requirements: 43
Facility:
Facility Contingency Plan: 43

V. FINANCIAL PLAN
Budget: Revenue Projections from each LEA 2015-16 44
Total Budget: Revenue Projections 2015-16 through 2019-2020 45
Personnel Budget: Expenditure Projections 2015-16 through 2019-2020 46
Operations Budget: Expenditure Projections 2015-16 through 2019-2020 49
Overall Budget: 51
Budget Narrative: 51
Financial Audits: 53

VI. AGREEMENT PAGE

| | |
|------------------------------|----|
| <u>LEA Impact Statement:</u> | 54 |
| <u>Applicant Signature:</u> | 54 |

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Our City's Community School

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: *Our City's Community School*

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: *Mary C. Jordan*

Title/Relationship to nonprofit: *co-founder*

Mailing address: 1906 Colonial Ave
Greensboro NC 27408

Primary telephone: 336-324-9780 Alternative telephone: 336-327-0882

E-Mail address: *maryjordan@occsgreensboro.org*

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

County: GUILFORD

LEA: 410-Guilford 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? *Our City's Community School*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

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 |
|-----------------------------|---------------------------|---|
| First Year | K,01,02,03,04,05,06,07,08 | 225 |
| Second Year | K,01,02,03,04,05,06,07,08 | 325 |
| Third Year | K,01,02,03,04,05,06,07,08 | 325 |
| Fourth Year | K,01,02,03,04,05,06,07,08 | 325 |
| Fifth Year | K,01,02,03,04,05,06,07,08 | 325 |
| Sixth Year | K,01,02,03,04,05,06,07,08 | 325 |
| Seventh Year | K,01,02,03,04,05,06,07,08 | 325 |
| Eight Year | K,01,02,03,04,05,06,07,08 | 325 |
| Ninth Year | K,01,02,03,04,05,06,07,08 | 325 |
| Tenth Year | K,01,02,03,04,05,06,07,08 | 325 |

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.

occcs2015
Signature

Mary Jordan- Co founder
Title

occcs2015
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:

Our City's Community School seeks to educate the whole child through a high quality, project-based curriculum. We are committed to an inclusive, experience-based learning environment that promotes the development of socially aware citizens who are creative problem solvers and critical thinkers.

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

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

The school aims to represent an accurate blend of Guilford County's diverse population. The location in the downtown Greensboro area, central to Guilford County, will make it accessible to a diverse group of families. We believe children from diverse backgrounds, including socio-economic status, culture, gender, and, ability will master the standard curriculum through our project-based and individualized learning approach.

- 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).*

First year enrollment is projected at 225 students or 0.45% of Guilford County Schools' ADM for 2012-2013.

Second year enrollment is projected at 325 students or 0.66% of Guilford County Schools' ADM for 2012-2013.

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

Our City's Community School education plan differs from the local LEAs in that it implements project-based learning as a central curricular model while meeting the Common Core Essential Standards. Students who graduate from OCCS will have applied research and critical thinking skills as a result of being exposed to a project based curriculum. Similar to the LEA, OCCS will use the North Carolina Common Core Essential Standards as a foundation upon which a project-based curriculum will be implemented. In addition, OCCS will implement an individualized approach to teaching and learning that will emphasize students' individual wants, needs, and aspirations.

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

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

The Six Legislative Purposes of a Charter School are:

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

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

OCCS will build a professional learning community that will utilize collaboration, shared responsibility, and accountability for teacher leadership. Ongoing program evaluations will measure student achievement, teacher professional development needs and effectiveness, and the organizations overall adherence to the mission. Resulting data will guide strategic planning as the organization grows.

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

Project-based learning engages students in the process of ongoing assessment. Students are provided regular individual feedback by teachers to drive their success and to meet their goals. Additionally, teachers regularly review assessment data in order to develop differentiated teaching strategies. Administrators will present assessment data to the Board of Directors for annual review to be incorporated into strategic planning.

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

OCCS provides a project based curriculum. We provide a school that

emphasizes this unique approach to learning that is available to all children in the community.

4.Improving student learning.

OCCS will employ a project-based curriculum, Response to Intervention, individualized teaching strategies, and small class sizes to meet each child's individual needs. Our goal is to ensure achievement of academic skills and other valued educational outcomes, including a sense of responsibility for their own education. This will be facilitated by active engagement with teachers in goal setting based on individual assessment results.

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

Our City's Community School is responsive to the learning needs of individual students with varying abilities, experiences, and backgrounds. We believe a research based project approach to learning and Response to Intervention (RTI) addresses all those needs, including the needs of children who receive special education services as well as those who are academically gifted. We understand that students learn in different ways, at varying rates, and that they require different amounts of instructional support. Special education teachers and ELL teachers will collaborate with general education teachers to ensure that all of the students' needs are met, that they are challenged appropriately, and that they are engaged in project-based learning.

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

Teachers will be engaged in ongoing professional development based on research in best teaching practices and learning strategies. A project-based curriculum allows teachers the latitude to develop innovative projects and teaching methods to meet academic standards with an emphasis on creativity, relevance, and critical thinking. Teachers at OCCS will be expected to know each child's strengths and needs well, so that they can create challenges, support, or authentic assessment for individual children. Knowing the child well, including his/her background and academic level, will ensure that teachers will provide learning opportunities that are meaningful to the child, so that he/she can relate to subject matter. Teachers will use project-based learning and integrate all subjects, which will include the use of technology and 21st Century knowledge and skills. Teachers will require students to use critical thinking and problem solving skills. Teachers will collaborate to ensure equality and consistency school wide.

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.

Our City's Community Scores were based on 2011-2012 testing scores. The 2012-2013 testing scores have not been released.

| | District | State |
|---------|----------|-------|
| Reading | 68.1% | 71.2% |
| Math | 82.1% | 82.8% |
| Science | 70.4% | 75.9% |

Other Scores from schools close to the area of Our City's Community School.

| | Reading | Math | Science |
|-----------|---------|-------|---------|
| Peck | 51.5% | 73.2% | 55.7% |
| Blueford | 50.3% | 62.9% | 71.9% |
| Gillespie | 63.6% | 78.5% | 32.6% |

Each year, students will demonstrate improvement in their ability to read, write, and comprehend English. Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement. Percentage of students that will score a 3 or higher on the state end of grade reading tests:

- 2014-2015 72%
- 2015-2016 75%
- 2016-2017 78%
- 2017-2018 82%
- 2018-2019 85%

Each year, students will demonstrate improvement in their ability to reason and communicate mathematically, problem solve, and make connections with real world experiences. Individual Portfolios will show student progress in math through work samples or projects reviewed by a panel two times a year to determine achievement. Percentage of students that will score a 3 or higher on the state end of grade math tests:

- 2014-2015 80%
- 2015-2016 82%
- 2016-2017 84%
- 2017-2018 86%
- 2018-2019 88%

In 5 and 8th grade, students will demonstrate their ability to construct scientific knowledge and use scientific knowledge to describe, explain, and make predictions about real world events, phenomena, and systems Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement.

Percentage of students that will score a 3 or higher on the state end of grade state tests:

- 2014-2015 72%
- 2015-2016 75%
- 2016-2017 78%
- 2017-2018 82%
- 2018-2019 85%

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

In addition to Board members' gaining insight by participating as volunteers in the instructional program and a yearly climate survey of students, families, and faculty/staff, we will review End-of-Year tests score data, portfolio data, promotion and retention rates, and enrollment numbers. All these factors will be used to evaluate and develop our strategic plan for the school's improvement in meeting our mission .

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Our educational plan is constructed through project-based learning (PBL), a dynamic approach to teaching in which students learn real-world problems and challenges. Students are inspired to obtain a deeper knowledge of subjects through in-depth inquiry with driving questions and project planning within an integrated curriculum; cooperative learning, engaging collaboration and shared responsibility; place-based and service learning; and engaging public audiences while building student portfolios. Central to project based learning is establishing a need to know both for students and teachers, therefore research based professional development will be readily accessible to staff.

The Buck Institute of Education is one of the leading research institutes on PBL and as such they present over 40 years of evidence that project-based learning is "effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn." Research studies have demonstrated that PBL can:

-be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.

-be more effective than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills, and for careers in the allied health occupations and teaching.

-be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.

-be more effective than traditional instruction for preparing students to integrate and explain concepts.

-improve students mastery of 21st-century skills.

-be especially effective with lower-achieving students.

-provide an effective model for whole school reform.

PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community.

K-5 Curriculum and Instructional Design:

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

Small Classroom Size

Our City's Community Community School will employ small class sizes. The National Education Association shows in the research that smaller class size provides lasting benefits for students, especially for minority and low-income students and students with exceptional needs.

Learning Centers

Children thrive when they can work independently and cooperatively with a small group of peers. Using centers to organize and manage the learning environment is a strategy attuned to who children are, and how they learn. Learning Centers offer children a powerful opportunity to develop independence, risk taking, perseverance, initiative, creativity, reasoning, and problem solving- the "learning to learn" skills. Learning Centers, when set up effectively, allow children to develop skills in all areas including academic skills and social skills.

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.*

Our City's Community School will follow project-based learning (PBL) for curriculum design. The central elements of PBL focus on significant content, developing 21st century skills, engaging students in in-depth inquiry, organizing tasks around driving questions, incorporating revision and reflection, and including a public audience. Curricular themes enable students to focus on knowledge, concepts, self/personal concerns, and social/ world concerns, and teachers to collaborate to encourage the pursuit of content knowledge, performance knowledge, and learning communities. Our City's Community School provides an extensive curriculum that meets the needs of today's children and prepares them for the future through the use of integrated units in all subject areas. The curriculum is designed to provide students many hands-on problem-solving experiences to facilitate inquiry and discovery based learning. Comprehensive multi-grade-level themes are implemented that become progressively more complex as the child advances through the grades and experiences a very personal, internal, holistic learning environment.

PBL has been used widely in k-12 schools and higher education institutions nationally and abroad. Research studies show students achieve at higher levels than their peers on state tests because PBL increases retention of content. PBL addresses the achievement gap for at risk populations and allows students to learn knowledge, skills, and dispositions in problem solving and collaboration skills, critical thinking, persistence toward excellence, motivation, and active citizenship. PBL has been used successfully on a national level with Common Core Essential Standards in charter, traditional, and private schools in addition to serving as an effective model for whole-school reform (Strobel & van Barneveld, 2009; Walker & Leary, 2009; National Clearinghouse for Comprehensive School

Reform, 2004; Newmann & Wehlage, 1995).

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.*

Our City's Community School will use best practices for instructional strategies. The list below has been adapted from Savery and Duffy, 2001 and The Buck Institute for Education.

-Anchor all activities to a larger task or problem situating the in-depth inquiry.

Support the learner in developing ownership for the overall problem or task.

-Design an authentic task.

-Design the task and the learning environment to reflect the complexity of the environment they should be able to function in at the end of learning.

-Give the learner ownership of the process used to develop a solution, providing a voice and choice in their learning.

-Design the learning environment to support and challenge the learners thinking, therefore scaffolding instruction and establishing a need to know.

-Encourage testing ideas against alternative views and alternative contexts.

-Provide opportunity for and support reflection and revision on both the content learned and the learning process.

-Provide opportunities for public sharing of work.

These strategies will result in increased achievement for our students as they have been tested practices for existing schools and learning environments which use project-based learning. The careful design of instruction and learning allows for student needs to be attended to for increased mastery.

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

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

The calendar follows a regular public school calendar, which will also accommodate the mission and educational plan of Our City's Community School.

6-8 Curriculum and Instructional Design:

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

Small Classroom Size

Our City's Community School will have small class sizes. The National Education Association shows in the research that smaller class size provides lasting benefits for students, especially for minority and low-income students and students with exceptional needs.

Learning Centers

Children thrive when they can work independently and cooperatively with a small group of peers. Using centers to organize and manage the learning environment is a strategy attuned to who children are, and how they learn. Learning centers offer children a powerful opportunity to develop independence, risk taking, perseverance, initiative, creativity, reasoning,

and problem solving- the "learning to learn" skills. Learning Centers when set up effectively, allow children to develop skills in all areas including academic skills and social skills. In 6-8th grade more emphasis is given to independent work, so in collaborative problem solving more time is allotted for students to practice developing their own ideas and well researched perspectives before returning to the group to discuss their findings. This prepares them for more individual work in high school.

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.

Our City's Community School will follow project-based learning as its curriculum design. The central elements of PBL are focusing on significant content, developing 21st century skills, engaging students in in-depth inquiry, organizing tasks around driving questions, incorporating revision and reflection, and including a public audience. Curricular themes enable students to focus on knowledge, concepts, self/personal concerns, and social/ world concerns and teachers to collaborate in planning to encourage the pursuit of knowledge, performance knowledge, and learning communities. Our City's Community School provides an extensive curriculum that meets the needs of today's children and prepares them for the future through the use of integrated units centered on all subject areas. The curriculum is designed to provide students many hands-on problem-solving experiences to facilitate inquiry and discovery based learning. Comprehensive multi-grade-level themes are implemented that become progressively more complex as the child advances through the grades and experiences a very personal, internal, holistic learning environment.

PBL has been used widely in k-12 schools and higher education institutions nationally and abroad. Research studies show students achieve at higher levels than their peers on state tests; PBL addresses the achievement gap for at risk populations, and allows students to gain skills critical to college readiness and success in problem solving, critical thinking, persistence toward excellence, and active citizenship. PBL has been used successfully on a national level with Common Core Essential Standards in charter, traditional, and private schools.

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.

Our City Community School will use best practices for instructional strategies. The list below has been adapted from Savery and Duffy, 2001 and The Buck Institute for Education.

-Anchor all activities to a larger task or problem situating the in-depth inquiry.

Support the learner in developing ownership for the overall problem or task.

-Design an authentic task.

-Design the task and the learning environment to reflect the complexity of

- the environment they should be able to function in at the end of learning.
- Give the learner ownership of the process used to develop a solution, providing a voice and choice in their learning.
 - Design the learning environment to support and challenge the learners thinking, therefore scaffolding instruction and establishing a need to know.
 - Encourage testing ideas against alternative views and alternative contexts.
 - Provide opportunity for and support reflection and revision on both the content learned and the learning process.
 - Provide opportunities for public sharing of work.

These strategies will result in increased achievement for our students as they have been tested practices for existing schools and learning environments which use Project-Based Learning. The careful design of instruction and learning allows for student needs to be attended to for increased mastery.

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

The calendar follows a regular public school calendar which will also accommodate the mission and and educational plan of Our City Community School.

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.*

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and subsequent reauthorizations, Our City's Community School will incorporate a multi-tiered, Response to Intervention (RTI) approach to instruction and classroom interventions. In order to meet the needs of all children, we will first ensure that all students will receive appropriate classroom instruction from a highly qualified teaching staff. When learning difficulties are revealed through teacher reports, assessments, or observations, both instruction and the environment will be adjusted accordingly to address and remedy the issues or concerns. If it is found that the student does not respond to these interventions, then evaluation processes in accordance with IDEA and North Carolina regulations will be employed to address the student's needs.

Grade level and individual expectations of progress are based on portfolios, educator observations, and grade level testing. The school will gather a student team, the Pre-referral Assistance Team (PAT), to determine the best approach necessary to meet the needs of the student and create a plan of action or Personalized Education Plan, for achieving desired goals. PAT meetings will include the student as appropriate, educators, family or caregivers, and other specialists as necessary. Once areas to address and

resources are identified the student's team will devise a shared responsibility agreement outlining their support role for the student. The student will also reflect on and outline his/her responsibilities and needs through this process. Student teams may meet as often as is needed for the success of the student, but at minimum once a month to ensure adequate progress with the student's Personalized Education Plan. The plan of action should be revisited after the first few months to ensure it is assisting the student. If a student needs further interventions a referral would be made to have child evaluated for Exceptional Children services and support.

RTI

RTI can be used to improve academic achievement and improve classroom behavior. RTI enables educators to target instructional interventions to children's specific areas of need as soon as those needs become apparent. RTI provides data to assist educators in making educational decisions and provides support for those decisions. Universal screenings are given to ALL students three times a year (fall, winter, spring) to determine if individual students are making expected progress in the areas of reading and math.

Upon completion of the universal screenings each trimester, the Executive Director, Curriculum Facilitator, and individual Classroom Teachers examine the assessment data. Data is examined to determine each student's attainment and/or progress toward grade level expectations. Additionally, each trimester all students' behavior is reviewed. Difficulties identified in the student's academic functioning due to behavioral, organizational, and/or emotional factor is examined to determine if the student needs additional support. Data collected from teacher files, observations, referrals, etc. are used to make this determination. Students are then determined to be in one of three tiers.

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.

During Tier 1 of RTI if it seems the child could be an ELL student, further testing will be done to see if s/he qualify for ELL services.

2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

If the ELL student is not meeting grade level expectations, the teacher will refer them to Pre Referral Assistance Team (PAT) to determine what interventions should be used for the student and to create a Personal Education Plan (PEP). The ELL teacher will be involved with the team to ensure interventions will match up with the child's needs. The ELL teacher will begin services with the child inclusive in the regular education classroom.

3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

The PAT team will continue to monitor the child's success. If a child meets their PEP goals the team will decide if the child needs more or different goals on the plan or decide if the student is ready to exit the ELL program. If a decision is made to exit, the ELL teacher will monitor the child's progress at each half and end of the quarter to make sure there is continuing progress.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

1. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

During Tier I of the RTI process if it seems the child may qualify for academically gifted services, further testing will be done. If results show that the child meets the criteria for AG services, the child will work with other AG students in the regular education classroom. The general education teacher will differentiate teaching to meet their needs.

2. Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Our philosophy believes in teaching according to an individual child's needs. All teachers are required to differentiate and to monitor a child's individual progress. This monitoring should assure that a child is being challenged in all areas of strengths and given extra support in areas of need.

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)*

Identification

1. Students transferring to Our City's Community School with a IEP or 504

plans are provided services with current IEP/504 when the school receives the students records that indicate the need.

2. We will review the former schools IEP/504 plan and consult with the parent about the appropriateness of the plan. As soon as is practicable or within ten days, we will convene an IEP Team meeting to discuss the students eligibility, placement, and IEP and address any changes that need to be made.

Eligibility

Evaluation

1. All students are continuously evaluated under the RTI model in use at Our City's Community School.

2. If any person with an educational interest in the child suspects that a student may have a disability, that person should bring this to the attention of the principal who will convene a meeting of the Pre-referral Assistance Team.

3. A PAT meeting is scheduled within 10 school days. Notice of the meeting is sent to parent(s)/guardian(s), general education teachers, appropriate special education teachers, and school the principal.

4. Teachers who have interacted with the student compile student data, including test data and work samples and presents these data to the PAT.

5. If an evaluation for a suspected disability is recommended by the PAT, the necessary consent forms and documentation are collected at the PAT meeting.

6. When the evaluation is complete, the principal convenes the IEP Team for this student. Evaluation results are discussed and a determination is made about the students needs. A classroom support plan, a Section 504 Plan, or an Individualized Education Plan may be created, depending on the child's needs and his/her eligibility for special education and related services. Parents have the opportunity to ask questions and contribute to the plan. The IEP Team also collects all signatures and provides the parents with copies of necessary due process forms.

made. Periodic Pre referral Assistance Team meetings are held to monitor student's progress and provide assistance to classroom teacher(s).

Records

a) Requesting Records from previous schools

When the student is enrolled, the parents will sign a form to request records from previous schools

b) Record Confidentiality (on site)

All student records, including IEP/504 Plan information, will be stored in locked file cabinets in the school office. c) Record Compliance (on site)

Any person with a legitimate educational interest can access individual student records by contacting staff in the school office and signing an Student Records Access form.

Exceptional Children's Education Programming

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

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

with disabilities.

Our City's Community School will employ highly qualified special education teachers, teachers for English Learners, and other service providers necessary to provide services for individual students with disabilities. General education teachers will differentiate instruction according to each child's individual needs. Our City's Community School will include students with disabilities in the general education classroom unless more restrictive placements are appropriate for the student as determined during the IEP process.

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).

Our City's Community School will take all measures to ensure that we hire highly qualified special education teachers and other related services personnel to meet each child individual needs. We will protect and ensure that the rights of children with disabilities and their parents are protected as specified in IDEA and North Carolina regulations. We will consistently monitor each child's progress toward his/her goals to make sure the goals are effective. Our individualized, inclusive approach will ensure that every child is making progress to meet the common core standards.

3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Our City's Community School will use multiple approaches to communicate a child's progress, including periodic parent-teacher conferences, written progress reports, and student-parent teacher conferences. Reports will include a statement of the goals with a written report of where the student is currently functioning in that goal area and/or a rating of progress to indicate whether the student's progress to date will likely result in the student reaching the goal by the date stipulated on the IEP. The progress report to parents will be in addition to the student's regular report cards that provide grades for courses or subject areas. The special education teacher will meet with all relevant staff members and support staff to determine what progress has been made during a learning period toward the goals.

4. Describe the proposed plan for providing related services.

Any services that Our City's Community School cannot provide will be contracted appropriately. We already have a network of highly qualified occupational therapist, speech therapist, physical therapist, counselors, and other professionals that are ready to come serve our students with disabilities.

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. Describe the student performance standards for the school as a whole.

Our City's Community School will follow the Common Core Essential Standards for individual grade levels.

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.

In addition to the state standardized tests, Our City's Community School will use assessment instruments such as student portfolios and project-based presentations as additional measures of student understanding. These rigorous, multiple forms of formative assessments require students to apply what they're learning through a focused study on content, critical thinking/problem-solving skills, collaboration, communication, in-depth inquiry, evaluation of choices, revision, reflection, and making their work public, all central elements in project-based learning. These measures include standards-based projects and assignments that require students to apply their knowledge and skills using clearly defined rubrics (or criteria) to facilitate a fair and consistent evaluation of student work and opportunities for students to benefit from the feedback of teachers, peers, and outside experts.

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.

Promotion is data-driven, therefore student test scores, portfolios, conferences, and classroom observations will all factor in determining whether a student is prepared to progress to the next grade.

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

Grade 8 will have a comprehensive pre-graduation interview among a panel consisting of teachers, parents, and mentor to demonstrate individual competency across core subjects and one student's choice. This consists of final review of portfolio, along with questions from the panel regarding a record of the student's work in grades K-8. Panel will give feedback on areas of strengths and of areas that need to be worked on.

Student Conduct:

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

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

Be sure to include:

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

The bases for Our City's Community School student conduct practices and decision making will come for the Tate and Lashley (2009) framework which states that student discipline should be driven by three precepts: empowerment, equity, and education. This framework argues that disciplinary practice should focus on educating students to understand their behavior and their responsibilities to their communities, empowering them to take responsibility for their own behavior, and using equitable consequences to address individual behavioral difficulties. This framework fits with the OCCS mission that includes creating an "inclusive, experience-based learning environment that promotes the development of socially aware citizens." Disciplinary practices and decision making should be grounded in teaching students to be good citizens in the school environment so they can learn to be good citizens in their communities and their world.

Behavior that could result in expulsion includes 1) possession of drugs or alcohol, a weapon(s), or other instruments of violence on school property or 2) engaging in behavior that is harmful to self or others. If a student engages in behavior of this kind, the principal will recommend disciplinary consequences to the Board of Directors, which will make the final determination.

A goal of OCCS is to develop respect, self-discipline, and responsibility in each student. As part of our focus on cooperation and citizenship, children learn to respect each other at school and then generalize that to others. All staff members shall maintain discipline in the school in order to keep students safe, protect the schools, staff and students' property and provide an atmosphere conducive to learning, discipline is primarily conducted by engaging students in purposeful activities.

OCCS in general will not use suspension of more than one or two days as a disciplinary consequence. If a student engages in behavior that requires that s/he leave school for a short time, the principal will make arrangements for the student to go home and the student will be permitted to return to school with his/her parent(s) in order to participate in a disciplinary conference with the principal and other designated school personnel. A suspension of a day or two may be necessary to arrange the disciplinary conference. Behavior that may lead to utilization of this process includes ongoing classroom disruption, failure to respond to behavioral guidance, or vandalism.

When a student with a disability shows a pattern of misbehavior, including ten days or more of suspension, the principal will convene the IEP Team to review the student's IEP and discuss further revisions as necessary. A manifestation determination will be conducted to determine the relationship between the student's behavior and his/her disability, and a Behavior Intervention Plan will be written as appropriate. Students with disabilities will be held to the same behavior standards as other students at the school.

When a student with a disabilities exhibits behavioral difficulties, parents will be actively engaged in behavioral problem solving and implementation of behavioral interventions.

When a student is suspended or expelled, a copy of his/her due process rights will be given to the student and his/her parents and the principal will explain the rights in detail and answer any questions.

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: Our City's Community School

Mailing Address: 1906 Colonial Ave.

City/State/Zip: Greensboro NC 27408

Street Address: 1906 Colonial Ave

Phone: 336-324-9780

Fax:

Name of registered agent and address: Mary Jordan
1906 Colonial Ave.
Greensboro, NC 27408

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

| Board Member Name | Board Title | County/State of Residence | Current Occupation |
|--------------------------|--------------------|----------------------------------|---------------------------|
| Heather Moore | | GUILFORD | School Office |

| | | | |
|-------------------------|----------------|----------|--|
| | | | Manager |
| Garon Stradley Smith | | GUILFORD | Director of Birth-K Student Teaching |
| Mary Jordan | | GUILFORD | 3-5th grade Teacher |
| Carl Lashley | Treasuer | GUILFORD | Assoc. Prof. Educational Leadership |
| Leila Villaverde | | GUILFORD | Assoc. Prof. Dir, Phd in Educ. Studies (parent) |
| Dana Stachowiak | | GUILFORD | K-8 Reading Specialist |
| Todd Moore | Vice President | GUILFORD | Guilford County Park Supervisor (parent) |
| Carol Jordan | | GUILFORD | Inclusion Faciliator/Teach er |
| Jennifer Harris | | GUILFORD | Attorney at Law |
| Shaun Bradshaw | Secretary | GUILFORD | Vice President of Consulting Services |
| Sarah Ivory | President | GUILFORD | Director CWS GSO Immigration & Refugee Program |

Please provide the following in this location of the APPLICATION:

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

The charter school board's primary role is to ensure that the approved mission remains the central focus of the school at all times in accordance with North Carolina state law for charter schools.

The board will be accountable for all public funds allotted to the school and will ensure proper financial oversight through monthly financial statement reviews. The board will formally approve any needed changes to school budget and financial statements and will play a role in developing ongoing financial sustainability plans and overseeing progress toward those goals.

Additionally, the board will be responsible for developing and upholding charter school policies and ensuring that they are lawful, fair and provide protection for all of the schools students and employees. The Principal will be primarily responsible for creating school procedures that align with the board developed policies.

Board members will be responsible for ensuring that all applicable state laws are followed including laws related to teacher licensure, student

admissions, charter renewal, background checks, etc. The board will ensure that the school is meeting all requirements of its original charter.

The board will hire, supervise and evaluate the charter school lead administrator (Principal) and will formally approve the hiring or dismissal of any teacher or staff member who were recommended by the principal or hiring committee. The board will not supervise or evaluate any staff members excepting the Principal. All other staffing issues and concerns will be redirected to the school administration.

Upon approval of Charter application, the board will begin the process of recruiting a charter school lead administrator. The position will be posted publicly and shared through the various networks of the board members. Candidates for interview will be selected by a hiring committee within the board and in person interviews will be scheduled. In such event that an in person interview is not possible, a video conference interview will be scheduled. At least 8 members of the board will participate in the interviews with a second round conducted if necessary. The final decision will be made by vote of the board with any members who may have a conflict of interest abstaining. The Principal will be held accountable to their job description and to the original charter itself by the Board of Directors. S/he will deliver a monthly progress report at board meetings and will consult with the board outside of scheduled meetings as necessary. S/he will complete an annual self-evaluation and will go through an annual review with the board. Both documents will become a part of the permanent HR record. In circumstances where the Principal fails to meet the goals of the position, a plan for performance improvement will be put in place and monitored by the board. In addition to the performance goals set forth in the charter and job description, the Principal together with the Board of Directors may set additional personal goals during the annual review process.

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

The board will consist of 11 members including a board chair, vice chair, secretary, treasurer and 7 additional officers. Current board members represent diversity in skills and represented constituencies. Current members include: Parents of perspective students; a member with experience in non-profit management (including budgeting and staff supervision), fundraising and extensive experience working with diverse populations; a member with experience in facilities management; a member who started his own company and brings expertise in finance and human resources; an attorney who will review contracts undertaken by the school such as lease agreements and will help to ensure that the school stays in compliance with all state and country laws; multiple members with extensive experience in education and inclusion. Future board members will be recruited to deepen the diversity of background and expertise and all efforts will be made to avoid duplication of key areas of desired expertise.

A successful school will have a solid and sustainable operational structure in place and will benefit from a board that includes members that have

experience in non-profit management, finance, human relations and public relations. Individuals who are experienced in recruitment, hiring and supervision will play a key role in this process as it relates to the lead school administrator (Principal). Additionally, those with prior experience in budgeting and fundraising will lend their skills in the financial review process and support the school administrators in their role in managing the sustainability of the organization. Further, with multiple board members with high levels of expertise in the field of education including early childhood, primary education, inclusive education and higher education, the board is will equipped to provide experienced guidance and oversight as the school works to execute its educational plans.

The board will evaluate the Principal on an ongoing basis through monthly reports to the board which detail progress on stated goals. Additionally, the board will go through a formal annual review process with the Principal that will include both a self-evaluation and a performance review which will compare demonstrated progress against stated goals and will also set goals for the following year. If, during the course of the year, there are concerns with progress or performance, this will be addressed at that time rather than waiting for the annual review process. A performance improvement plan will be agreed upon by the board and will be discussed with the Principal.

The board will strive at all times to be an active and effective representation of the school's key stakeholders. To do this, there will be at least two parent representatives serving on the board at all times. Additionally, board members from diverse backgrounds (race, religion, socio-economic status, age, place of origin) will be recruited with an ongoing emphasis on expanding the diversity of background and expertise whenever a board seat is filled.

Though the meeting agenda will be set by the board President, all board members will have the opportunity to add agenda items prior to the monthly meeting so that all members have the opportunity to address their concerns or ideas. Additionally, board members will expect to participate with the school itself, with all board members encouraged to attend at least 1 school event per year. Board members will also be given the opportunity to further engage in the school community by volunteering with programs or observing the classroom. Though the board itself will not engage in any type of day to day management, these opportunities will deepen the board members understanding of the operations of the charter and their commitment to the lasting success of the school.

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?*

Founding board members have been recruited by an appointed by a core of five school founders/supporters who agreed unanimously to the addition of each additional board member. Board members were recruited based on demonstrated commitment to the goals of Our City's Community School and their expertise in areas of critical importance to the future success of the school including individuals with skills in the areas of education, fundraising, finance, facilities, governance, human resources and public relations. Though current members have expertise in budgeting and finance management, a

licensed accountant will be recruited to fill the current vacancy and take over the duties of Board Treasurer. This position will be recruited upon approval of Charter application.

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

The Board of Directors will hold one meeting per month.

- 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).*

All new board members prior to final approval as a member of the board will be asked to thoroughly review and agree to the Board By-Laws as well as the Original Our City's Community School Charter and the NC Charter School Laws. Further s/he will receive and be asked to sign an Expectation of Board Member Summary. Questions or concerns about any of these documents will be discussed with the Board President prior to joining the board.

Once approved, all board members will receive a master Board Member Orientation Binder which will include copies of the following documents: Charter application; Original Charter, Board Bylaws; Our City's Community School Policy Manuals; Charter School Law; Public School Law; Open Meetings Laws; School Measures; School Hiring Process; Summary of Expectations of Board Members; Charter School Board Governance Powerpoint Slides. This binder will be reviewed and updated if needed annually at the July board meeting with existing board members receiving relevant updates. All board members will be asked to sign a Statement of Confidentiality and a Statement of Conflict of Interest at that time.

During the first three months of board membership, all new members will receive a tour of the school facilities and will have the opportunity to meet teachers and staff. All new and existing board members will be strongly encouraged to attend at least one school event each year and will be welcome to volunteer as part of school programs and/or to observe the classroom. Board members will be asked to report on any school engagement activity they have engaged in at the monthly board meetings and to share their experiences.

The Board President will share ongoing professional development opportunities with the board through monthly board meetings and/or through the board listserv. Such opportunities may include relevant articles or literature (which may be shared with the President by the Lead School Administrator) or community based workshops on relevant topics such as those offered through the Guilford Non-Profits Consortium with whom the Charter will be a member. All board members will be encouraged to attend at least 1 consortium workshop or Charter School Governance Webinar per year.

Additionally, during the first year after approval, at least one board member will enroll in the Greensboro Board Development Academy (also through the Consortium). The first available program term after acceptance will be held in the Fall of 2014. If no spaces are available, a member will enroll in the Spring 2015 term and a special session at the board meeting following completion will be held in which the board attendee will present on the key learnings of this academy. All electronic written materials provided at the

academy will be distributed to the board with documents of special importance being added to the Board Member Orientation Binder.

TIMELINE:

1 month prior to approval: Member is asked to review Board By-Laws, Original Our City's Community School Charter, the NC Charter School Laws and Expectations of a Board Member.

During the month prior to final vote: Member has an opportunity to meet with a current board member and/or board President to review the documents and discuss any questions or concerns. Prospective member signs the Summary of Expectations of a Board Member document to indicate their understanding and agreement with the document.

Upon Approval: Member will receive full Board Member Orientation Manual and will be asked to familiarize his or herself with the documents within.

At Every Board Meeting: Members will receive a progress report from the lead school administrator (Principal) and will also be provided with any relevant articles or literature that board members of the Principal find relevant.

Annually: All board members will be encouraged to attend at least one Guilford Non-profit Consortium Workshop with at least one board member attending the full Board Development Academy in 2014.

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

The Board of Directors is appointed to serve Our City's Community School and its constituencies. The individuals who accept this position are expected to carry out their duties in a manner that inspires and assures the confidence of the school and the broader community.

The Board of Directors shall exercise the utmost good faith in all transactions touching upon their duties to the charter school and its property. In their dealings with and on behalf of the school, they are held to a strict rule of honest and fair dealing between themselves and the school. They shall not use their positions as trustees, or knowledge gained therefrom, so that a conflict might arise between the school's interest and that of any individual trustee.

A conflict of interest arises in any situation in which a trustee (and his or her immediate family) is involved in an activity that could adversely affect his or her judgment with respect to the business of the school or otherwise diminish the interest of the school. When such a conflict arises, the individual with a conflict is expected to disclose in writing the existence of the conflict.

The current board membership may include individuals or family members who may choose to apply as a candidate for a paid position at Our City's Community Charter School. In the event that any board member chooses to apply for employment with the charter school, he or she will relinquish all participation in the hiring process and will not participate in any board

meetings which discuss candidates for that position. S/he will have no voting rights in hiring for said position. If s/he is selected, they will resign from the board immediately. In the event that a family member of a member of the board applies for a position, that family member will not participate in the hiring process for that position and will not vote in that hiring decision.

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

The following Policy Process was adapted from Washington State School Directors' Association's Passport to Leadership materials.

Step One: Define the Issue or Problem. The board first identifies a need for new policy. The recognition that there is in need for a new role of institutional policy can come from a number of sources: board committees, the chair of the board, the charter school administrator, other staff, parents, students, and community members.

Step Two: Gather Necessary Information on the Issue. This may include experience of other schools, educational research, local input and/or state and federal laws and regulations.

Step Three: Principal makes recommendations. Because the principal as the lead school administrator has the most day to day experience in the operations of the school, s/he is often best situated to draft policy recommendations.

Step Four: Discuss and Debate at the Board Level, including input from affected parties where appropriate.

Step Five: A draft of the policy is written once the content is agreed upon by the board. The draft of the policy may be written by the principal or by a designated member of the board.

Step Six: Draft is reviewed by the board at a board meeting. The charter school community will be notified in advance that the policy will be reviewed so interested parties may attend to give feedback. After the first reading, the board will have preliminary discussion. The board may choose to have a school community hearing on the policy if it is very important or controversial.

Step Seven: Revisions to the policy are made based on the information gained from the feedback at the first session. Additional feedback may be solicited at this time for further improvements to the policy.

Step Eight: The board votes to adopt the policy.

Step Nine: The new policy is distributed to the Charter School Community.

Step Ten: The board oversees the actions of the school Principal in implementing the policy. The process of implementation will be reviewed at future meetings to discuss its efficacy and any potential need for further adaptations.

The board will review the policies on an annual basis and at any time that a concern about the efficacy of said policies are brought the board. Updates will be made as needed in accordance with changes in laws and regulations.

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.*

OCCS does not have any additional advisory bodies, councils, or associations (beyond the Board of Directors) planned at this time.

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

Informal Grievances--Parents, students, employees and third parties are encouraged, where possible, to attempt to resolve any grievance regarding conduct, practice, procedure, or policy on an informal basis before initiating a formal grievance. A person who seeks informal resolution of his or her grievance should present the grievance to the Grievance Coordinator (GC) or his/her designee, who shall attempt, within his/her authority, to work with the person to resolve the grievance fairly and expeditiously.

Formal Grievances--A person who is dissatisfied with the attempts to resolve his or her grievance informally, or who wishes to bypass the informal grievance procedures entirely, may also seek formal resolution of his or her grievance. The person may contact the GC or the school principal or school board to file a formal grievance.

Within ten (10) working days of receiving the notification of the filing of the grievance, the GC or his/her designee shall, notify the appropriate parties identified in the grievance and/or the individual against whom the grievance has been filed. The respondent shall be provided an opportunity to respond to allegations within 10 working days. This notification shall include a copy of the Formal Grievance Investigation filed with the GC or his/her designee, along with a request that the parties and/or individual respond within 10 days, in writing, to the allegation contained in the grievance.

The Coordinator or his/her designee shall make a thorough investigation of the grievance. In the course of this investigation, the GC or his/her designee shall contact those individuals that have been identified as witnesses having pertinent information related to the grievance. Individuals receiving requests for further documentation must provide written responses within ten (10) working days from receipt of the requests. Individuals who are unable to prepare the requested documentation within the specified time period should file a written request for additional time with the GC

The results of the GC or his/her designee investigation shall be reduced to a Report of Findings. Within 30 days after the formal complaint the GC shall provide a copy to the Complainant, the Respondent, the Principal and School Board. If more than thirty (30) working days is required for the investigation, the GC shall inform the complainant & respondent, in writing, of the need for extended time and of the reason why additional time is required to complete the investigation. Such notice shall become part of the grievance file.

If the GC or his/her designee finds that there is reasonable cause for believing that a violation has occurred, or that settlement is otherwise

warranted, the GC will determine ways to resolve the matter. The GC or his/her designee shall, within ten (10) working days of the report of findings, obtain Principal approval for its recommended corrective action and will present its recommendations to the complainant and respondent within ten (10) working days after obtaining the Principals approval.

If the GC or his/her designee judges that there is not sufficient cause to believe that a violation occurred, and there is no basis for settlement, the GC will give written notification of that determination to the Complainant, Respondent, Principal and School Board within 10 days of the report of findings.

If the grievant is not satisfied with the GC or his/her designees written notification, he/she may appeal the decision, in writing, to the Principal within five (5) working days of receiving the report of findings. Upon receipt of the written appeal, the School Board shall conduct a full hearing. At an official meeting of the Board, the School Board shall review the hearing and determine the action necessary to resolve the grievance.

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:

Our City's Community School will primarily recruit teachers from the five colleges and universities in Greensboro. In addition, newspaper advertisements will be placed for open positions.

Teachers at Our City's Community School will receive packets of information that describe the school and the requirements for teachers employed there. The principal will lead recruitment efforts, and s/he will interview all applicants for positions. When s/he has narrowed the number of applicants for a position to three or less, s/he will conduct a second interview at which in least two teachers participate. After consultation with the teachers, the principal will recommend a successful applicant to the Board of Directors for approval. Action of the Board of Directors is required before any employee is hired.

- 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 principal will supervise all employees and report to the nonprofit board as needed. Charter school employees are invited to attend open sessions of board meetings. Closed sessions are for board members only.

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

The principal will oversee all personnel, who serve at will. If the principal has evidence that a staff member is not meeting job expectations, the principal will hold a conference with the employee to discuss expectations and an informal plan of action. If the employee's performance does not improve, the principal will conduct a second conference with the employee at which a formal plan for improvement will be written. The improvement plan will include specific steps for improvement and a timeline for improvement. If the principal has evidence that the improvement plan is not being met, s/he will inform the employee that a recommendation for termination will be made at the next Board of Directors meeting. Discussion of the employee's circumstances will occur in closed session during which the employee may make a statement about the circumstances. After deliberation, the Board will vote on the principal's recommendation in open session.

Criminal background checks will be completed prior to approval by the Board of the hiring of any employee.

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

All employees - regardless of position will receive Health Benefits. All full time employees that work more than 30 hours per week are eligible to participate in the state run pension program for retirement and disability. Cost of living increases will occur at the end of the third year. Look in our budget table to see the range of salaries that will be offered for positions.

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

Our uniform grievance procedures can be found in our staff handbook/employment policies.

Termination

Throughout the school year teacher evaluations and observations are reviewed. If performance is deemed inadequate by the Principal a referral for review will be made to the Board of Directors. The Board will schedule a meeting with the teacher to determine a probation status. After the probation status another review will be made to determine if the teacher is a good fit for the school.

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

There are no positions with dual responsibilities.

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.

Special needs and ELL will be provided by outside consultants that will be hired as needed. Full time Exceptional Children teacher and part time ELL teacher who has the required degree will also be hired to assist our children with learning difficulties and physical special needs.

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).

Principal: minimum of a Masters degree in Education and five years experience in a leadership position, background in curriculum planning and development, and school budget implementation. Duties: Structures and systems, Instructional leader, Budget development and management, Promotions/retentions, Long-range planning, legal matters, Partnerships with community/parents, School Improvement Team, Grant Writing, and Professional Development

Business and Facilities Manager (Financial Officer): minimum of a four year college degree in a business, management, or an equivalent degree, and five years experience in facilities/business management position. Duties: Finances including accounts payable and receivable, Budget implementation, ISIS, Marketing, Insurance, Office and Supply needs, Safety Inspections, Traffic Safety, First Responder, Facility Planning/Projects, Maintenance contractors, Safety Plan and Training/Safety Drills, Supervises Receptionist and Custodian

Curriculum Facilitator: minimum four year degree in Education or an equivalent degree with five years experience in working with children. They need extensive knowledge of staff development opportunities and State

Standards. Duties: Supervision of K-8, EC, ESL, Special teachers, State testing coordinator, Substitute List, Curriculum resources and materials

Part Time Custodian: a minimum of a high school Diploma or GED Duties: Makes sure all indoor and outdoor facilities/property are clean and safe at all times, Reports to Business and Facilities Manger any needs

Clerical Staff/Receptionist: a two year associate's degree in office administration with some basic bookkeeping background. This person should have a minimum of two years experience in office management Duties: Keeps up with attendance and tardy records for staff and students, Certified in CPR and First Aid, First Responder, Distributes any medications that need to be given during the school day, Keeps student records and vaccination records up to date, Knowledgeable of state requirements and documentation for the school, will send any information the state needs, creation of bi-weekly school newsletter, update calendar, Report to Business and Facilities Manager

General Education Teachers: will have a minimum of a four year degree in education and appropriate certification for the grade levels they are teaching. Duties: Certified teachers with a North Carolina Teachers license (preferred) or demonstrates remarkable knowledge in subject content, with support of exceptional children's teacher works inclusively with all children, Creates individual children's portfolios and narratives and schedules a minimum of bi-annual conferences with each parent, Goes on home visits at the beginning of the year for each student, Follows North Carolina Common Core Standards using Project Based Methods

Exceptional Children/ELL Teacher(s): will have a minimum of a four year college degree in Exceptional Children K-12. This person needs two years minimum experience in an elementary or middle school setting. Duties: Work with general education teachers using inclusion practices with our children that have special needs, In charge of all children's IEP's and making sure all requirements are met, Makes sure appropriate services are contracted

Teacher Assistant: a minimum requirement of an Associate's Degree or 60 semester hours in an institution of Higher Education. This person should have at least two years experience with children. Duties: Helps general education teachers in creating meaningful, individualized learning experiences

Part Time Special Teachers or any other specials that may be added- will have a minimum of a four year college degree in the field in which they teach (preferred) or demonstrated remarkable knowledge in subject content. Duties: High knowledge, experience, and background in their area of specialty, works inclusively with all children

Staff Evaluation and Professional Development

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

The Principal and the Curriculum Facilitator will work together on maintaining teacher licensure requirements and professional development in Project-Based Learning, RTI, collaborative learning and service learning.

- 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.*

Observations at least four times a school year with follow-up conferences, Conferences will discuss an individual teacher's strengths and things to work on, Goals will be reviewed at end of year conference, Completion of school staff development training such as Project-Based Learning and RTI, Periodic student and parent surveys sent home as a evaluation tool, Self and Peer Evaluations, Quality of Individual Portfolios, Participate in Mentoring Program, Professional Goals due by the end of first quarter.

3 yr+ Teacher Evaluations: NC Re-certification Requirements, 7.5 CEU's every 5 years, Participation in school wide staff development, Staff and Peer Evaluations, Quality of Individual Portfolios, Periodic student and parent surveys sent home as a evaluation tool Professional Goals due by the end of first quarter, Observations at least two times a school year with follow-up conferences, Conferences will discuss an individual teacher's strengths and things to work on, Goals will be reviewed at end of year conference, Teachers in their renewal year will be observed 4 times

Mentoring Program

* Teachers will work together in teams and take turns evaluating each other and give constructive feedback. Educational Specialist on the board will work with the staff to give additional support.

* New teachers will choose a veteran teacher to create a co-mentoring partnership for the first two years working in the school. Both teachers will take turns observing each other and giving guidance in developing a quality education experience. Mentor and Mentee will have frequent mutual, non directional conferences to discuss teaching approaches, strengths, and areas for improvement.

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

The Buck Institute for Education (BIE) provides professional development on project-based learning (PBL) for k-14 education and therefore will provide our professional development. The professional development takes place through a sustained-support model, working with schools that agree to a collaboratively crafted multi-year program of face-to-face and virtual support starting with an on-site 3 day PBL 101 workshop. This is followed by 2 or more annual onsite visits with smaller group workshops, classroom observations, analysis of student work, and review of project designs. Each visit is preceded by a survey to be able to tailor suit the needs of the school and virtual support is available free of charge. Core national faculty will work hand in hand with our teachers and other support staff. BIE tailors professional learning to all roles-teachers, instructional coaches, and school-so that they can support an effective, systemic approach to Common Core and 21st Century Learners implementation. PBL modules combine academic content with proven instructional practices that lead to high achievement.

The RTI professional development will be conducted by board members trained in this area. This will facilitate close mentoring and support, as well as

greater involvement from the board. RTI professional development will occur at the beginning of the year in close succession to PBL, for two full days, then 3 half day sessions for the remainder of the year with available free online support.

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.*

Two weeks before school starts we will have Professional Development Training. Our PBL and RTI site coordinators will work with teachers and other related staff on creating integrated curriculum. The site coordinator will work closely with each teacher to ensure the model is being implemented correctly.

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.

Through our contract with The Buck Institute of Education we will have a site trainer that will come to provide onsite training 2 or more days a year in addition to a concentrated visit before the start of the year. Our calendar, in concert with Guilford County School's calendar, has 3 full days and 7 early release days built in for training.

Enrollment and Marketing:

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

Marketing Plan

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

Marketing

- * Brochures at local preschools, family doctors, children's museum, etc.
- * Town-hall informational meetings at local libraries and recreation centers across the county
- * Creation of a Charter School Fair with other Guilford County Charter Schools in February 2015
- * Information booth at different festivals around Greensboro
- * Application Access on our website
- * Facebook page updates
- * Help North Carolina Department of Education create a video raising awareness of charter schools

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the*

37

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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.*

Our City's Community School believes that families and the community are an integral part of a child's successful learning experience and of the success of a school. We will have an open and trusting environment welcoming parents and community members to come and visit our progress. There will be many events before opening that parents will be invited to learn more about the school and ways they can be involved.

Research shows that strong family-school partnerships improve student's learning. This is part of our mission to provide these strong relationships. Our teachers will do home visits at the beginning of the year to have a better understanding of their children. Parents will be encouraged to come into the school to see what their children are learning. At the end of each learning period children will display work from their projects, parent-teacher conferences or parent narratives will also be used to communicate with parents about what their children are learning.

Community partnerships with local businesses downtown have already begun. The Elsewhere Museum has been a part of the school's planning since the beginning and is excited about collaborating with the school. Frequent updates on our website and on our Facebook page will be posted to inform the public of our opening.

Admissions Policy

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

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

1. Tentative dates for application period; enrollment deadlines and procedures.

February 2015-March 2015 Open Enrollment

April 15, 2015- Lottery

May 1, 2015- Final Admissions Posted

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. During each period of enrollment, Our City's Community School shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a class, grade level, or building. Students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods. Enrollment priority will be given 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, Our City's Community 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. If multiple birth siblings apply for admission to the 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.

After the lottery if a child's name is not chosen they will be placed on a waiting list. If a vacancy opens, the family will be contacted to see if they want to accept the available slot. The family will have two business days to notify the school of their acceptance.

If a family decides to withdraw the school will assist in the new placement of the child by referring the parents to their child's individual school or the Guilford County Schools Student Assignment Office at 336-370-8303. When school assignment is decided, Our City's Community School will transfer records or any other information needed for the transition process. We would like the family to fill out an exit survey if possible when leaving the school.

Families that want to transfer to Our City's Community Charter School will be given a tour of the school and an explanation of the school's philosophy. We will also encourage students to come visit the schools to help with easy transitions.

Students that are re-enrolling must begin the application process again and will be notified if a vacancy is open.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

Families will be invited to come to a school for a tour and a short presentation about the school's philosophy. Our approach is unique and we want to make sure all parents understand our school's beliefs about education.

5. Clear policies and procedures for student withdrawals and transfers.

Our City's Community School will withdraw students from our roster when we receive written notification that s/he is enrolled in another school. The

"empty seat" will be given to the next person on the waiting list. If the student that withdraws makes a decision to return after the space has been taken by another student, s/he will have to reapply and go on the waiting list. Our City's Community School will transfer appropriate documents to the new school the child will attend. If a child is transferring from another school, Our City's Community School will contact the former school to have all appropriate documents transferred.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford 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 410 | LEA 000 | LEA 000 | LEA 410 | LEA 000 | LEA 000 | LEA 410 | LEA 000 | LEA 000 | LEA 410 | LEA 000 | LEA 000 | LEA 410 | LEA 000 | LEA 000 |
| Kindergarten | 30 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 |
| Grade 01 | 30 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 |
| Grade 02 | 30 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 |
| Grade 03 | 30 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 |
| Grade 04 | 25 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 |
| Grade 05 | 20 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 |
| Grade 06 | 20 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 |
| Grade 07 | 20 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 |
| Grade 08 | 20 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 | 35 | 0 | 0 | 35 | 0 | 0 |
| | 225 | | | 325 | | | 325 | | | 330 | | | 330 | | |
| | | | | | | | | | | | | | | | |

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.

Our City's Community School will work hard to ensure transportation issues will not limit a child from coming to the school. The school's desire to be downtown will make the city bus line accessible to all families. The school staff will help coordinate and connect families that live in close proximity, so that carpools can be created. As the school grows and specific transportation needs are identified the school will research additional transportation options.

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.

Our City's Community School is researching different food options to offer students. We have found a catering company that offers nutritional meals for around \$3.50 to \$5.00 per meal. We want to provide every child with good, nutritious meal options. The board will continue to research affordable options. As our school grows and specific needs are identified the board will look into offering its on food program. We also will participate in the federal free and reduced breakfast and lunch program.

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

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

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

| Area of proposed coverage | Proposed amount of coverage | | Cost (Quote) |
|---|-----------------------------|-------------|--------------|
| Comprehensive General Liability | \$3,000,000 | | \$35,000.00 |
| Officers and Directors/Errors and Omissions | \$100,000 | | \$.00 |
| Property Insurance | \$3,000,000 | | \$.00 |
| Motor Vehicle Liability | \$1,000,000 | | \$.00 |
| Bonding Minimum/Maximum Amount | \$3,000,000 | \$1,000,000 | \$.00 |
| Other | \$500,000 | | \$.00 |

| | | |
|------------|--|-------------|
| Total Cost | | \$35,000.00 |
|------------|--|-------------|

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

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

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

occs2015 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).

The board would like the school to be located in downtown Greensboro. There are several options the board is considering. One is to convert a group of existing buildings into the school. Another is an open lot to build a new facility. Board members are working with Action Greensboro and Downtown Greensboro Inc. to determine the best option for the school.

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 board has looked at several buildings in our area that can be rented and used if the buildings we desire are not ready.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

| <p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p> | <p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p> | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|-----------------------------------|---------|-----------------------------|-------------------|-----------------------------------|-------------|------------|-----|----------------|-------------|------------|-----|--------------|------------------|------------|----|--------------|---------------|--|--|
| | <p>LEA #1 410 - Guilford County Schools</p> <table border="1"> <thead> <tr> <th>Revenue</th> <th>2013-2014 Per Pupil Funding</th> <th>Projected LEA ADM</th> <th>Approximate funding for 2015-2016</th> </tr> </thead> <tbody> <tr> <td>State Funds</td> <td>\$4,656.79</td> <td>225</td> <td>\$1,047,777.75</td> </tr> <tr> <td>Local Funds</td> <td>\$2,340.00</td> <td>225</td> <td>\$526,500.00</td> </tr> <tr> <td>Federal EC Funds</td> <td>\$3,578.93</td> <td>35</td> <td>\$125,262.55</td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td>\$1,699,540.30</td> </tr> </tbody> </table> | | | Revenue | 2013-2014 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2015-2016 | State Funds | \$4,656.79 | 225 | \$1,047,777.75 | Local Funds | \$2,340.00 | 225 | \$526,500.00 | Federal EC Funds | \$3,578.93 | 35 | \$125,262.55 | Totals | | |
| Revenue | 2013-2014 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2015-2016 | | | | | | | | | | | | | | | | | | | |
| State Funds | \$4,656.79 | 225 | \$1,047,777.75 | | | | | | | | | | | | | | | | | | | |
| Local Funds | \$2,340.00 | 225 | \$526,500.00 | | | | | | | | | | | | | | | | | | | |
| Federal EC Funds | \$3,578.93 | 35 | \$125,262.55 | | | | | | | | | | | | | | | | | | | |
| Totals | | | \$1,699,540.30 | | | | | | | | | | | | | | | | | | | |

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

| INCOME: REVENUE PROJECTIONS | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| -State ADM Funds | \$1,047,778 | \$1,513,457 | \$1,600,000 | \$1,700,000 | \$1,800,000 |
| -Local Per Pupil Funds | \$526,500 | \$760,500 | \$1,150,000 | \$1,200,000 | \$1,225,000 |
| -Exceptional Children & Federal Funds | \$125,263 | \$178,947 | \$180,000 | \$190,000 | \$200,000 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| Z - TOTAL REVENUE | \$1,699,541 | \$2,452,904 | \$2,930,000 | \$3,090,000 | \$3,225,000 |

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

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

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

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

| BUDGET EXPENDITURE PROJECTIONS Personnel | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
|---|-------------|------------------|------------------|-------------|------------------|--------------------|-------------|------------------|--------------------|-------------|------------------|--------------------|-------------|------------------|--------------------|
| | Num Staff | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary |
| Administrative & Support Personnel: | | | | | | | | | | | | | | | |
| Lead Administrator | 1 | \$75,000 | \$75,000 | 1 | \$80,000 | \$80,000 | 1 | \$81,600 | \$81,600 | 1 | \$83,232 | \$83,232 | 1 | \$84,897 | \$84,897 |
| Assistant Administrator | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Finance Officer | 1 | \$40,000 | \$40,000 | 1 | \$50,000 | \$50,000 | 1 | \$51,000 | \$51,000 | 1 | \$52,020 | \$52,020 | 1 | \$53,060 | \$53,060 |
| Clerical | 1 | \$25,000 | \$25,000 | 1 | \$30,000 | \$30,000 | 1 | \$30,600 | \$30,600 | 1 | \$31,212 | \$31,212 | 1 | \$31,836 | \$31,836 |
| Food Service Staff | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Custodians | .8 | \$15,840 | \$12,672 | .8 | \$15,840 | \$12,672 | .8 | \$16,157 | \$12,926 | .8 | \$16,480 | \$13,184 | .8 | \$16,810 | \$13,448 |
| Transportation Staff | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| A - Total Admin and Support: | 3.8 | \$155,840 | \$152,672 | 3.8 | \$175,840 | \$172,672 | 3.8 | \$179,357 | \$176,126 | 3.8 | \$182,944 | \$179,648 | 3.8 | \$186,603 | \$183,241 |
| Instructional Personnel: | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 10 | \$40,000 | \$400,000 | 15 | \$40,000 | \$600,000 | 15 | \$40,800 | \$612,000 | 15 | \$41,616 | \$624,240 | 15 | \$42,448 | \$636,720 |
| Electives/Specialty Teacher(s) | 2 | \$40,000 | \$80,000 | 2 | \$40,000 | \$80,000 | 2 | \$40,800 | \$81,600 | 2 | \$41,616 | \$83,232 | 2 | \$42,448 | \$84,896 |
| Exceptional Children Teacher(s) | 2 | \$40,000 | \$80,000 | 3 | \$40,000 | \$120,000 | 3 | \$40,800 | \$122,400 | 3 | \$41,616 | \$124,848 | 3 | \$42,448 | \$127,344 |
| Instructional Support | 1 | \$40,000 | \$40,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,900 | \$45,900 | 1 | \$46,818 | \$46,818 | 1 | \$47,754 | \$47,754 |
| Teacher Assistants | 4 | \$25,000 | \$100,000 | 6 | \$25,000 | \$150,000 | 6 | \$25,500 | \$153,000 | 6 | \$26,010 | \$156,060 | 6 | \$26,530 | \$159,180 |
| B - Total Instructional Personnel: | 19 | \$185,000 | \$700,000 | 27 | \$190,000 | \$995,000 | 27 | \$193,800 | \$1,014,900 | 27 | \$197,676 | \$1,035,198 | 27 | \$201,628 | \$1,055,894 |
| A+B = C - Total Admin, Support and Instructional | 22.8 | \$340,840 | \$852,672 | 30.8 | \$365,840 | \$1,167,672 | 30.8 | \$373,157 | \$1,191,026 | 30.8 | \$380,620 | \$1,214,846 | 30.8 | \$388,231 | \$1,239,135 |

Our City's Community School

| | | | | | | | | | | | | | | | |
|---|------|-----------|-----------|------|-----------|-------------|------|-----------|-------------|------|-----------|-------------|------|-----------|-------------|
| Personnel: | | | | | | | | | | | | | | | |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Health Insurance | 3 | \$5,192 | \$15,576 | 3 | \$5,296 | \$15,888 | 3 | \$5,402 | \$16,206 | 3 | \$5,510 | \$16,530 | 3 | \$5,620 | \$16,860 |
| Retirement Plan--NC State | 3 | \$6,641 | \$19,923 | 3 | \$7,589 | \$22,767 | 3 | \$7,741 | \$23,223 | 3 | \$7,896 | \$23,688 | 3 | \$8,054 | \$24,162 |
| Retirement Plan--Other | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Life Insurance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Disability | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Medicare | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Social Security | 3.8 | \$3,074 | \$11,681 | 3.8 | \$3,476 | \$13,209 | 3.8 | \$3,546 | \$13,475 | 3.8 | \$3,617 | \$13,745 | 3.8 | \$3,689 | \$14,018 |
| D - Total Admin and Support Benefits: | 9.8 | \$14,907 | \$47,180 | 9.8 | \$16,361 | \$51,864 | 9.8 | \$16,689 | \$52,904 | 9.8 | \$17,023 | \$53,963 | 9.8 | \$17,363 | \$55,040 |
| Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| Health Insurance | 19 | \$5,192 | \$98,648 | 27 | \$5,296 | \$142,992 | 27 | \$5,400 | \$145,800 | 27 | \$5,510 | \$148,770 | 27 | \$5,620 | \$151,740 |
| Retirement Plan--NC State | 19 | \$5,243 | \$99,617 | 27 | \$5,244 | \$141,588 | 27 | \$5,360 | \$144,720 | 27 | \$5,467 | \$147,609 | 27 | \$5,577 | \$150,579 |
| Retirement Plan--Other | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Social Security | 19 | \$2,818 | \$53,542 | 27 | \$2,819 | \$76,113 | 27 | \$2,876 | \$77,652 | 27 | \$2,933 | \$79,191 | 27 | \$2,992 | \$80,784 |
| Disability | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Medicare | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Life Insurance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| E - Total Instructional Personnel Benefits: | 57 | \$13,253 | \$251,807 | 81 | \$13,359 | \$360,693 | 81 | \$13,636 | \$368,172 | 81 | \$13,910 | \$375,570 | 81 | \$14,189 | \$383,103 |
| D+E = F - Total Personnel Benefits | 66.8 | \$28,160 | \$298,987 | 90.8 | \$29,720 | \$412,557 | 90.8 | \$30,325 | \$421,076 | 90.8 | \$30,933 | \$429,533 | 90.8 | \$31,552 | \$438,143 |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 13.6 | \$517,347 | \$199,852 | 13.6 | \$532,301 | \$224,536 | 13.6 | \$536,546 | \$229,029 | 13.6 | \$540,967 | \$233,611 | 13.6 | \$544,966 | \$238,281 |
| B+E = H - Total Instructional Personnel (Salary & Benefits) | 76 | \$363,253 | \$951,807 | 108 | \$398,359 | \$1,355,693 | 108 | \$362,436 | \$1,383,072 | 108 | \$366,586 | \$1,410,768 | 108 | \$370,817 | \$1,438,997 |

Our City's Community School

| | | | | | | | | | | | | | | | |
|------------------------------|------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|
| G+H = J - TOTAL PERSONNEL | 89.6 | \$880,600 | \$1,151,659 | 121. 6 | \$930,660 | \$1,580,229 | 121. 6 | \$898,982 | \$1,612,101 | 121. 6 | \$907,553 | \$1,644,379 | 121. 6 | \$915,783 | \$1,677,278 |
|------------------------------|------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|

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

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|---|------------------|------------------|------------------|------------------|------------------|
| | Administrative & Support: | | | | | |
| Office: | Office Supplies | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| | Paper | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| | Computers & Software | \$20,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| | Communications & Telephone | \$3,600 | \$3,600 | \$4,000 | \$4,000 | \$4,000 |
| | Copier leases | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| Management Company | Contract Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Professional Contract | Legal Counsel | \$3,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Student Accounting | \$6,000 | \$8,000 | \$8,000 | \$8,000 | \$8,000 |
| | Financial | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 |
| | Other Professional | \$8,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| Facilities | Facility Lease/Mortgage | \$200,000 | \$200,000 | \$200,000 | \$200,000 | \$200,000 |
| | Maintenance | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| | Custodial Supplies | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| | Custodial Contract | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Insurance (pg19) | \$35,000 | \$35,000 | \$35,000 | \$35,000 | \$35,000 |
| | Other | \$0 | \$0 | \$0 | \$0 | \$0 |
| Utilities | Electric | \$15,000 | \$18,000 | \$18,000 | \$18,000 | \$18,000 |
| | Gas | \$12,000 | \$14,000 | \$14,000 | \$14,000 | \$14,000 |
| | Water/Sewer | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 |
| | Trash | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Transportation | Buses | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Gas | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Oil/Tires & Maintenance | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other | Marketing | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Child nutrition | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Travel | \$1,500 | \$2,000 | \$2,000 | \$2,500 | \$2,500 |
| | Other | \$0 | \$0 | \$0 | \$0 | \$0 |
| | K - TOTAL Administrative & Support Operations | \$346,600 | \$340,100 | \$340,500 | \$341,000 | \$341,000 |
| | Instructional: | | | | | |
| Instructional Contract | Staff Development | \$20,000 | \$35,000 | \$35,000 | \$35,000 | \$35,000 |
| Classroom Technology | Software | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| Books and Supplies | Instructional Materials | \$40,000 | \$60,000 | \$40,000 | \$40,000 | \$40,000 |

Our City's Community School

| | | | | | | |
|--|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Curriculum/Texts | \$30,000 | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| | Copy Paper | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Testing Supplies | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| | Other | \$40,000 | \$35,000 | \$15,000 | \$15,000 | \$15,000 |
| | L - TOTAL Instructional Operations | \$165,000 | \$195,000 | \$155,000 | \$155,000 | \$155,000 |
| | K+L = M - TOTAL OPERATIONS | \$511,600 | \$535,100 | \$495,500 | \$496,000 | \$496,000 |

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|------------------|------------------|------------------|------------------|------------------|
| J - TOTAL PERSONNEL | \$1,151,659 | \$1,580,229 | \$1,612,101 | \$1,644,379 | \$1,677,278 |
| M - TOTAL OPERATIONS | \$511,600 | \$535,100 | \$495,500 | \$496,000 | \$496,000 |
| J+ M =N TOTAL EXPENDITURES | \$1,663,259 | \$2,115,329 | \$2,107,601 | \$2,140,379 | \$2,173,278 |
| Z - TOTAL REVENUE | \$1,699,541 | \$2,452,904 | \$2,930,000 | \$3,090,000 | \$3,225,000 |
| Z - N = SURPLUS / (DEFICIT) | \$36,282 | \$337,575 | \$822,399 | \$949,621 | \$1,051,722 |

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

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

1. How was the student enrollment number projected?

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

Provide the break-even point of student enrollment.

The Board discussed the instructional arrangements required for an inclusive, accommodating, student-centered learning environment. We reviewed the literature on class size and models for inclusive practices and differentiated instruction. After serious consideration, we determined that a 15:1 student to teacher ratio would best serve our students. The teachers in this ratio include 10 core teachers, 2 specialty teachers, 2 special education teachers, and 1 curriculum facilitator who will all collaborate in an inclusive environment to meet the needs of our students.

There is not another public choice for project based learning in the Triad area. We know from our interaction with parents and teachers that demand for this type of learning is high. Based on this demand we feel the school will meet it's projected level of students in year one and continue.

The minimum number of total students to break even for the first year with the budget that is presented in this application is 220 students. If we should not have this many students enroll, then the number of teachers would be less and the necessary changes will be made to the budget. The number of teachers will reflect the student enrollment in each year.

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

The Board will set aside 5% for a contingency fund to cover any future shortfalls. If shortfalls are more serious, the Board will consult with the principal, financial officer, and teachers to determine alternative courses of action. The Board will make decisions about shortfalls that prioritize maintaining the instructional program, paying employees, and meeting other obligations and contracts.

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 relay on any other sources of funds.

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

15 to 1

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

OCCS will contract with a firm for the purposes of student account, day to day bookkeeping, payroll services and monthly financial reporting. Firms have been researched but not finalized. The budget reflects a quoted price of 20,000 for student accounting and financial services. A separate accounting firm will be employed for the annual audit and tax returns. Individual contracts with occupational therapist, speech therapist, etc. will be made to meet the needs of children with IEP's.

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

Our City's Community School seeks to educate the whole child through a high quality, project-based curriculum. To achieve this we will conduct staff training and development in project based learning through the Buck Institute.

We are committed to an inclusive, experience-based learning environment that promotes the development of socially aware citizens who are creative problem solvers and critical thinkers. The budget allows for purchases to enhance the classroom experience that is developmentally appropriate.

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

The board plans to set aside 1% of expenditures each year for growth of the general fund balance. The school will fund the General Fund with surplus from each year. Should a year have a smaller surplus than the 1% the difference will be made from the contingency fund.

The school will pursue any and all available grants and fundraising opportunities to help with the continued growth and expansion of the students and the curriculum.

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

The Board has plans to lease the facility but at this time has not finalized the location or agreement. This is the only financing the school expects in the first five years.

- 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*

OCCS has accepted a donation, contingent on approval of this charter, for approximately \$5,000 of furniture and used computers. Going forward, one-third of the fund balance will be set aside for furniture and one-third will be set aside for instructional technology and materials.

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

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

The record keeping and accounting will be done by a third party. Checks will be signed by the Financial Officer. The job descriptions will be strictly adhered so that "job creep" will not become an issue. Only the treasurer and the financial officer have access to bank records. Monthly board meetings will include a financial report generated by the third party and approved by the treasurer. The entire board must approve the treasurers report each month.

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

There are no known 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.

Bernard Robinson & Co LLP
1501 Highwoods Blvd.
#300
Greensboro, NC 27410
336-294-4494
Fax 336-294-4495

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).

occcs2015

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Our City's Community School (*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: occcs2015

Board Position: Mary Jordan- Co founder

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

