



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Piedmont Classical High 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](mailto:deanna.townsend-smith@dpi.nc.gov) that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	Grade Levels Served and Total Student Enrollment:	5
II.	<u>MISSION and PURPOSES</u>	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.	<u>EDUCATION PLAN</u>	12
	Instructional Program:	12
	C	
	C	
	C	
	9-12 Curriculum and Instructional Design:	13
	Special Programs and "At-Risk" Students	15
	Exceptional Children	17
	Student Performance Standards	19
	Student Conduct:	20
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	23
	Governance:	23
	Governance and Organizational Structure of Private Non-Profit Organization:	23
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	28
	Private School Conversions: complete	28
	C	
	Projected Staff:	28
	Staffing Plans, Hiring, and Management	28
	Staff Evaluation and Professional Development	31
	Enrollment and Marketing:	33
	Marketing Plan	33
	Parent and Community Involvement	33
	Admissions Policy	34
	PROJECTED ENROLLMENT 2015-16 through 2019-2020	36
	Transportation Plan:	37
	School Lunch Plan:	37
	Civil Liability and Insurance	37
	Health and Safety Requirements:	38
	Facility:	
	Facility Contingency Plan:	38
V.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2015-16	40
	Total Budget: Revenue Projections 2015-16 through 2019-2020	41
	Personnel Budget: Expenditure Projections 2015-16 through 2019-2020	42
	Operations Budget: Expenditure Projections 2015-16 through 2019-2020	44
	Overall Budget:	46
	Budget Narrative:	46
	Financial Audits:	49
VI.	<u>AGREEMENT PAGE</u>	
	LEA Impact Statement:	51

Applicant Signature: \_\_\_\_\_ 51

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Piedmont Classical High School

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

Name of non-profit organization under which charter will be organized or operated: *Piedmont Classical High 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 Lou Nance*

Title/Relationship to nonprofit: *Board Chairman*

Mailing address: 2311 W. Cone Blvd., Suite 223  
Greensboro NC 27408

Primary telephone: 336-455-3341 Alternative telephone: 336-294-1640

E-Mail address: *piedmontclassical@gmail.com*

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:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Piedmont Classical High School*

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

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

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)



## 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:*

Piedmont Classical High School, by providing a rigorous, traditional education, will graduate productive citizens prepared to succeed in any endeavor.

### **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.*

Piedmont Classical High School (PCHS) will be open to all North Carolina students eligible to attend public schools. PCHS will target students who desire a solid, foundational education and are willing to be active participants in that process. The board believes that students with a strong desire for a world class education exist across all demographics and will not target the school's marketing to any particular area or population. Instead, the marketing efforts will be broad in an effort to reach many different communities in Guilford County. While a location has not yet been determined, access from many parts of the county is a priority in the search, which is currently focusing on western Guilford County.

- 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).*

PCHS's total projected enrollment, which will be reached by year 5, will be 900 students in grades 9-12. Guilford County School's (GCS) ADM based on the 2013 20 day count for grades 9-12 is 23,389. That means that the projected enrollment of PCHS represents less than 4% of the GCS ADM.

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

PCHS will use a traditional, classical, back to basics approach to education. While the local LEA is moving towards personalized learning, PCHS will offer students shared, common experiences. While PCHS will meet the needs of a wide range of students through class placement and classroom differentiation, each student will be expected to graduate with a common core of essential knowledge and experiences. Instead of classrooms being characterized by individuals pursuing their own objectives on their personalized electronics, PCHS classrooms will be characterized by lively

discussions and debates about subjects and material that the students have encountered together.

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.*

PCHS will meet the following legislative purposes:

1. It will create new professional opportunities for teachers in the area. PCHS will give teachers an opportunity to be teachers in the traditional sense of the word, instead of just facilitators. Teachers will be an integral part of the decision making process and teachers will be the active instructional leaders of their classrooms. PCHS will have a merit based evaluation rubric that allow excellent teachers the chance to earn bonuses and raises.

2. PCHS will be held accountable for meeting measurable student achievement results by the State Board of Education, the Office of Charter Schools, the parents, and the community.

3. It will provide parents and students educational opportunities that are not available to all students in Guilford County. PCHS will be a relatively small, traditional, classical high school. In spite of all of the special programs and magnet schools that Guilford County Schools offers, opportunities for a public, traditional, back to basics high school education are severely lacking. With GCS's focus on personalized learning outlined in their strategic plan, PCHS will provide an increasingly different educational experience.

4. PCHS will improve student learning in Guilford County. With a small

environment that will allow for individualized attention, a rigorous academic program that challenges each student, an integrated character education program, and opportunities for every student to participate in extracurricular activities, PCHS will nurture students in a way that will facilitate improved academic performance.

5. PCHS will increase learning opportunities for students at all levels. Through the classical model, all students will graduate with a solid, foundational base of knowledge and skills that will help promote future success. PCHS will employ multiple intervention strategies that will help ensure the academic growth of students identified as at risk.

**Goals for the Proposed Charter School:**

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

GOAL 1: By the end of year 3, PCHS juniors will have an average composite ACT score of 20.

Measured by: The ACT scores of every PCHS junior as administered in the spring of their junior year.

Strategies:

- > Include ACT and SAT test preparation as part of the required Logic course content
- > Require core courses that give students a solid foundation of knowledge
- > Remediate students who have gaps and weaknesses in their learning
- > Monitor course content and rigor

GOAL 2: By the end of year 3, PCHS sophomores will have an average composite PLAN score of 20.

Measured by: The PLAN scores of every PCHS sophomore as administered in the fall of their sophomore year.

Strategies:

- > Require core courses that give students a solid foundation of knowledge
- > Remediate students who have gaps and weaknesses in their learning
- > Monitor course content and rigor

GOAL 3: By the end of year 3, PCHS students will have an average AP exam passing rate of at least 60%.

Measured by: The results of the AP scores of students enrolled in PCHS AP courses administered by the college board in the spring of each year.

Strategies:

- > Employ qualified, gifted, experienced teachers
  - > Monitor course content and rigor
  - > Monitor course pacing

GOAL 4: At least 90% of PCHS students, parents, and staff will feel the school environment is safe and orderly.

Measured by: Results of the staff surveys, parent surveys, and student surveys administered once or twice per year.

Strategies:

- > Consistently enforce school rules, including the honor code
- > Encourage positive behaviors through a structured character education program
- > Encourage and provide opportunities for students to participate in character building activities
- > Welcome and encourage parents to be active participants in their child's education

GOAL 5: At least 95% of PCHS students will participate in at least one extracurricular activity.

Measured by: Data on student participation in each of the school's extracurricular activities.

Strategies:

- > Provide a wide range of clubs and activities
- > Encourage students to start clubs in which they already have an interest
- > Monitor participation and help students who are not participating find areas of interest
- > Help students and parents solve transportation issues that might be a barrier to participation

The school-wide goals outlined here are a starting point. Because there is no data available for how well prepared PCHS students will be, it is anticipated that the goals will have to be adjusted. The School Improvement Team (SIT) will be tasked with analyzing data that will provide a more accurate assessment of reasonable goals.

The current goals are based on state and county averages, expecting that PCHS will be able to exceed those averages by year 3. Goals beyond year 3 will have no meaning at this time, as the SIT will evaluate and possibly make recommendations to the board to adjust the school wide goals at least annually.

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

The governing board will get regular monthly reports from the School Improvement Team (SIT) and the academic accountability committee. The SIT will review and revise the school improvement plan and make programming recommendations to the board of directors after every semester. The School Improvement Plan will incorporate the initial school-wide goals. The SIT will include representatives from all of the stake holders in the school and will meet at least monthly at the direction of the school administration.

The board of directors, through the academic accountability committee, will additionally review the data that will measure the effectiveness of the school's programs specifically as they relate to the school-wide goals. The board will get regular reports from the administration as soon as data is available and will conduct a formal review of the School Improvement Plan at the annual meeting in June of each year.

Based on the performance of the school in relationship to the school-wide goals set out here, the board of directors, with recommendations and input from the SIT, will revise and update the school-wide goals. The process of updating the school-wide goals beyond year 3 necessitates access to data that is not yet available.

### 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.

Piedmont Classical High School will provide students with a traditional, liberal arts based education. Research suggests that there is a base of knowledge every student needs to be successful in life and the educational program is designed to see that every graduate from PCHS has a solid foundation. The PCHS program is designed to set high expectations for every student and provide each one the skills, information, and tools needed to meet them. PCHS will establish a culture of achievement where each student is involved, engaged, encouraged, and has the opportunity to be successful.

The PCHS model is based on the classical philosophy laid out by Dorothy Sayers in her essay "The Lost Tools of Learning." She classifies the stages of learning as grammar, dialectic, and rhetoric. While most students entering high school should have a solid grammar foundation, it is likely that will frequently not be the case. With the intent to enroll students from a wide variety of geographical locations and backgrounds PCHS plans to use several strategies to remediate students who come to PCHS with gaps in their background knowledge. Placement tests will be used to place students in the appropriate courses, study hall during and after school will be used to help students who may struggle with the rigorous course work, students not performing up to their potential will be assigned a staff mentor, and extensive graduation requirements will help assure that all of our graduates enter college or the work force with a solid foundational education.

To support the dialectic and rhetoric phases of learning, every student will have to take a logic class, at least one year of Latin, and a senior rhetoric class. In addition, all classroom teachers will have professional development in the Socratic method of teaching. While this will not be the only teaching technique, it will be used extensively across all disciplines. Facilitating discussions, asking thoughtful questions, and encouraging critical thinking are strategies that will help PCHS students think logically and express themselves coherently.

To further aid with each student's knowledge, interaction with the material, and information retention, the PCHS program will be designed to maximize cross-curricular connections. For example, freshmen will be encouraged to take world history and Latin at the same time, leading to an overlap of topics and perspectives.

In addition to a focus on the core academic subjects, PCHS students will be required to take at least one fine arts course. This requirement reflects the belief that student success and achievement should be pursued in all areas of a student's development. PCHS's commitment to each student's overall development will also be reflected in the character education program and extra-curricular offerings.

PCHS will have an honor code that each student will be expected to memorize and abide by. Students will be strongly encouraged and provided a wide variety of opportunities to participate in community service. PCHS staff will be expected to participate in community service projects as well, working right alongside students and their families, modeling what it means to be a good, productive citizen. Students who perform a minimum of 200 hours of community service during high school will earn a special voluntary service diploma upon graduation.

PCHS teachers will also be encouraged to sponsor at least one extra-curricular activity. It is a school-wide goal for over 95% of PCHS students to participate in extra-curricular activities, and PCHS will offer a wide range of clubs, activities, and athletic teams to make sure that there is a place for every student.

PCHS teachers will work in professional learning communities (PLCs) to align lessons and assessments and improve instruction. Teachers teaching the same courses will use common assessments to ensure that the academic program is consistent and equitable.

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

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

The learning environment at PCHS will look very traditional, with one teacher teaching a class of students one subject for each class period. PCHS will have a typical class size of 25-27 students, though class size may vary greatly depending on student interest and needs.

Teachers will use a variety of instructional techniques to ensure student learning and understanding. These methods will include but not be limited to: direct instruction, Socratic method, experiential learning, and cooperative learning.

Classrooms at PCHS will be orderly and students will be engaged on a daily basis. PCHS will teach students how to be engaged with their teacher, each other, and the material, and require them to do so.

PCHS will offer students seven year long classes. Students who need more help or are taking heavy course loads may opt to take a guided study hall as one of their classes.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*

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

The course of study and graduation requirements for PCHS students are designed to give each student a solid, foundational education that will help him or her succeed in any endeavor. The PCHS requirements exceed those of the North Carolina University system, the Future-Ready Core, and are compatible with the entrance requirements of the nations top universities.

A PCHS education will also serve students whose plans after high school do not include a four year college. While PCHS staff will encourage every student to apply and go to college, some students may choose different paths. For those students who do not immediately continue their education, high school is even that much more important. If all they're going to get is a high school education, it had better be a good one! That philosophy drives PCHS's educational plan that is designed to give every student a base of knowledge on a wide range of topics, the ability to think critically, and the tools to express his or her thoughts eloquently.

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

The PCHS instructional program will lend itself to a wide variety of teaching styles and methods. Each student has his or her own way of receiving and processing information. Therefore, PCHS teachers will be trained in how to identify student learning styles and adjust the instruction to ensure each student has a chance to master the material.

As a classical school dedicated to teaching students how to think clearly and express themselves eloquently, PCHS will provide professional development in the Socratic method, and expect teachers to use it across all disciplines. By requiring participation in lively classroom discussions, PCHS will develop students who are engaged with the teacher, the material, and each other. An emphasis on classroom discussions also allows teachers to model and teach students to be inclusive and tolerant of views and opinions that differ from their own.

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

The PCHS graduation requirements exceed those of the North Carolina University System and the Future-Ready Core and will prepare PCHS students to succeed in any post-high school endeavor. The discipline, work ethic, and strength of character that PCHS students will learn will help them be productive citizens and contributing members of society well beyond their formal education.

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

*averages will be calculated, what information will be on transcripts?*

The PCHS graduation requirements exceed the Future-Ready Core requirements for college readiness. Additionally, students will be guided and encouraged to pursue a variety of electives from one discipline, allowing them to acquire a depth of knowledge about one subject.

Students at PCHS will earn one credit hour for each year-long course they successfully complete. Credit may also be given for course work completed in the summer or from another approved educational institution. Seven periods will be offered every year, though some students may opt for one of those periods to be a guided study hall.

While credit may be given for course work performed at other institutions, only courses completed at PCHS will be calculated into a student's grade-point average. Weighted gpas will be used for designating class rank, selecting junior marshals, and selecting a valedictorian and salutatorian from each graduating class. For the purposes of weighting, a value of 4 will be assigned to standard level classes, 5 for honors classes, and 6 for AP level classes.

Both weighted and unweighted gpas will appear on official transcripts, along with all courses given credit(at PCHS and elsewhere), final grades earned in those courses, class rank, and total credits earned.

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

The proposed calendar for PCHS reflects the school's traditional program and commitment to academic excellence. The PCHS schedule includes a full 185 days to allow more time to be devoted to instruction. Attempt have and will be made to align the calendar to that of the local LEA and charter schools do to make it easier for families with a child in more than one school to arrange their family schedules.

### **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.*

PCHS will employ multiple strategies for ensuring the success of all students. Those strategies include but are not limited to clear communication, guided study hall, subject tutoring, mentoring, and intervention by the School Support Team (SST).

At the first sign of trouble, the classroom teacher will be responsible for talking to the student and assessing any necessary interventions at that time. If a student continues to struggle the classroom teacher will contact the parents and work with them and the student to determine what interventions may be necessary. The communication between the teacher and the parents is a key step and one that is not negotiable. Teachers will

understand the importance of this step and be given clear guidelines on how to make sure the parents are advised if their student has trouble. Powerschool will provide one way that teachers communicate with parents and all parents will be encouraged and helped if needed to regularly check their student's attendance and grades online.

If the teacher or parent suspects that a student needs more than the interventions the teacher offers, the student may be referred to the School Support Team. The SST will develop a plan of research based interventions. If interventions fail to produce the desired results, the student will be referred to the Exceptional Children's team for evaluation of the student's eligibility for EC services.

PCHS will offer a guided study hall class for students who may need extra time or assistance in meeting classroom and homework expectations. Study hall classes will be staffed with qualified, trained teachers who will assist students with study skills, organization, homework completion, and time management. In addition to the guided study hall classes, PCHS will offer struggling students an after school study hall. This after school study hall option will be very similar to the class, with trained, qualified teachers, as well as volunteer and peer tutors, available to assist students. A full-time study hall teacher has been included in the budget.

Teachers at PCHS will also offer struggling students specific course tutoring sessions at least once per week. These sessions may be with the student's subject teacher or another PCHS teacher of the same subject.

For students who have been identified as at risk or continue to struggle with the above interventions, staff mentors will be assigned to closely monitor the student's progress while building a trusting relationship with the student.

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.*

ELL students may be indentified by classroom teachers, but the primary means of indentification of ELL students will be the home language survey that will be sent home at the beginning of each school year.

It is the intention of PCHS that ELL students will become fluent in English and fully participate in the school community. When appropriate, PCHS will use an English immersion model to accelerate the English learning of these students. If an ELL student struggles or it is otherwise not appropriate to use English immersion, other strategies will be employed that may include pull-outs, additional tutoring, and translators. ELL students will have access to the same subject matter material as other PCHS students.

ELL students will be closely monitored by PCHS staff to ensure that they meet with appropriate academic success, and are included in the broader PCHS

community. Translators will be used when necessary to make sure that parents of ELL students have all of the school information that they need and to ensure clear, consistent communication with PCHS teachers.

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.*

PCHS plans to offer a wide variety of courses that will challenge and meet the needs of intellectually gifted students. PCHS will develop programs and courses with the goal of helping each student reach his or her full potential. To accomplish this goal, motivated, capable freshmen will have access to AP classes. If a student cannot get the needed advanced courses at PCHS, every effort will be made to find a place where the student can get the courses he or she needs to advance in a particular subject. Efforts to accommodate students who need more challenging or different course work may include offering online classes or credit for classes taken at another high school or a college or university.

### **Exceptional Children**

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

### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
  - a) *Requesting Records from previous schools*
  - b) *Record Confidentiality (on site)*
  - c) *Record Compliance (on site)*

1. As part of the enrollment packet, parents will have an opportunity to provide information about their child's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools to determine if enrolled students have existing IEPs or 504s. Upon identification of students with existing IEPs or 504s, PCHS EC staff will alert teachers and administrators and ensure compliance with existing plans.

2. To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. Students may be

referred to the SST by teachers, administrators, or parents. Once referred, the SST will make a preliminary evaluation and, with the support and agreement of the parents, make recommendations for either 1) research-based classroom interventions or 2) further formal evaluations. These formal evaluations may be conducted by EC staff or qualified personnel contracted for such purposes.

If classroom interventions are put in place and found to be ineffective, the SST will re-evaluate and either put new interventions in place or determine if the student's needs will be best served by an IEP or other special education services. At all stages of the process the student's parents will be informed, consulted, and included. The SST will continue to monitor all students determined to have special needs or need special assistance until such time as their progress is acceptable and they exit the program.

3. All student records will be maintained with confidentiality and safety in mind. Records will be kept in locked, fire-proof file cabinets in secure, dedicated records rooms. Student records will be examined on site, only by approved personnel, and not be allowed to be taken off-site.

Records will be requested, by fax, from the previous schools of all students when they enroll at PCHS. Upon receipt of such records, they will be securely stored in the above mentioned manner, and treated with strict confidentiality.

#### 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. To the maximum extent possible, PCHS staff will educate students in the least restrictive environment with their non-disabled peers. Based on an estimate of an EC population of 10% (a little higher than other local charter schools) PCHS will hire one full-time EC teacher and one part-time EC teacher the first year. As the EC population grows the budget includes resources for additional EC personnel, and if the EC population is larger than expected PCHS will accelerate the hiring of additional EC personnel. All EC teachers will be highly qualified and possess a North Carolina Special Education teacher certification. The EC teachers will be assisted in meeting the needs of students with disabilities by the SST and the classroom teachers. When courses that PCHS offers do not meet the needs of students who have been evaluated and found to be eligible for EC services, PCHS will adjust and amend the course offerings to meet the needs of those students. PCHS will treat each student as an individual and will personalize each education plan to meet the needs of each particular student.

2. The EC staff and SST will closely monitor and re-evaluate on a regular basis the education plan of each student who receives EC services.

3. Parents and relevant staff are an integral part of the IEP team and

should be present for IEP meetings. The EC staff and SST will be responsible for monitoring and ensuring the implementation of the IEP, but the parents and classroom staff will be involved in the development and any adjustments made to the plan.

4. PCHS plans to contract out related services including speech, occupational therapy, physical therapy, and psychological services. The founding board has been in contact with Ling & Kerr and their estimates are what provided the estimates that have been included in the budget.

### **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. PCHS will provide a rigorous course of study designed to prepare students to succeed beyond high school. All students will be held to high academic standards and challenged to grow no matter where they are academically. With students coming from a wide range of geographical locations and experiences, it is anticipated that PCHS will have a student population with a wide range of abilities.

PCHS school-wide achievement goals will be that by year 3, juniors will have an average composite ACT score of 20, sophomores will have an average composite PLAN score of 20, and the average AP exam passing rate will be at least 60%. Those goals reflect confidence that, given a representative student body, PCHS students will perform better than the state and Guilford County averages.

2. PCHS will use the North Carolina EOCs and the ACT to help measure student performance. The School Improvement Team (SIT) and the board academic accountability committee will use data from these tests, as well as the AP exams to evaluate and adjust the school improvement plan and the school-wide goals. Teachers of the appropriate subjects will discuss test data during PLCs and use it to inform and improve instruction.

The board of directors will receive regular reports on the school's progress towards its goals and will approve the School Improvement Plan recommended by the SIT and academic committee at least annually.

On a regular basis, teachers will also use data from their common assessments and frequent formative assessments to evaluate and improve instruction. Teachers will work in PLCs to collaborate on successful teaching strategies and ways to address the learning of all students.

3. Promotion standards and graduation requirements will be communicated through the student handbook that will be available to parents and students before school begins. They will also be communicated to students in homeroom at the beginning of the school year and again in February, before students choose classes for the next year.

If alternate promotion standards are necessary for students with special needs, the principal, with recommendations from the SST and EC staff, and in accordance with the student's IEP, will determine appropriate promotion standards and graduation requirements.

The promotion standards are as follows:

To be promoted to 10th grade, students need 6 credits  
To be promoted to 11th grade, students need 12 credits  
To be promoted to 12th grade, students need 18 credits  
To graduate, students need 24 credits

4. The graduation requirements for PCHS are as follows:

4 credits math  
4 credits English  
4 credits science  
4 credits social studies  
3 credits foreign language (at least one Latin)  
1 fine art  
1 logic  
1 rhetoric  
1 health/ PE  
1 or more electives

The administration and academic advisors will identify students after every grading period that might be in danger of not being promoted to the next grade or not graduating. Early intervention is the key to helping these students be successful. Once a student is identified as potentially at risk, the parents are notified and a plan is put in place for giving the student the help and support he or she needs to succeed. Strategies may include subject tutoring, during or after school study hall, and mentoring. The goal is to give every student the opportunity to do his or her best and reach his or her full potential.

**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.*

A safe and orderly environment is one of the hallmarks of an effective, high functioning school and is a priority for PCHS. The administration and staff of PCHS will start by taking a proactive approach to student discipline. High expectations for student behavior will be clearly articulated to both students and parents before the school year starts. Positive messages about how to behave will be a hallmark of PCHS's character education program. Students will be encouraged to participate in a wide range of community service activities and given ample opportunities to do so. Students will be required to memorize an honor code and expected to adhere to its tenets. This positive approach to discipline with clear expectations will create an atmosphere that promotes learning and respect.

The disciplinary process consists of four levels.

Level 1: Minor infractions that can be handled by the teacher. The teacher will correct the behavior and remind students of the proper way to act. If the inappropriate behavior is serious enough or a continuing problem the teacher will document the incident and notify the parents. Examples of Level 1 behavior include talking out of turn, failure to complete homework, refusal to participate.

Level 2: More serious infractions will be referred to the principal. The principal will meet with the parents and student and formulate a corrective action plan that may include disciplinary measures. Possible disciplinary measures include but are not limited to in-school suspension, detention, suspension from athletic teams, and suspension from extra-curricular activities. Examples of Level 2 behavior include noncompliance with dress code, disrespect, disruptive behavior, and leaving school grounds without permission.

Level 3: If level 2 infractions persist, if the corrective action plan does not work, or if the infraction falls within the Level 3 guidelines, the principal will meet with the student and parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days. Examples of Level 3 behaviors include harassing others, cheating, disobedience of school personnel, and destruction of property.

Level 4: If the behavior from level 3 escalates or if a very severe infraction occurs, the principal may recommend a long term suspension or expulsion. Examples of Level 4 behavior include making threats to others, assault, possession of drugs or weapons.

When considering disciplinary actions for students with special needs, the principal will review and consider, with the assistance and support of the EC team, any accommodations made as a result of the student's IEP or 504 status and whether the behaviors are a manifestation of the student's disability.

A parent may appeal a Level 3 or Level 4 disciplinary action by submitting a written request to the principal within 24 hours receiving the written notification of the action. The notice of appeal shall include the issue of the appeal and the concerns with the disciplinary action taken. The principal will notify the board of directors which will schedule a meeting to hear the appeal as soon as possible. The parents will be notified of the time, date, and place of the appeal. Decisions by the board of directors will be final.

**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:* Piedmont Classical High School

*Mailing Address:* 2311 West Cone Blvd., Suite 223

*City/State/Zip:* Greensboro NC 27408

*Street Address:* 2311 West Cone Blvd., Suite 223

*Phone:* 336-455-3341

*Fax:*

*Name of registered agent and address:* Mary Lou Nance  
2311 West Cone Blvd., Suite 223  
Greensboro, NC 27408

*FEDERAL TAX ID:* 46-4228515

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
John Murray	Board member	GUILFORD	financial

			consultant
Rich Fifield	Treasurer	GUILFORD	Account executive
Yvette Williams	Secretary	GUILFORD	volunteer
Kay Chapman	Vice-Chairman	GUILFORD	Business owner, tutor
Mary Lou Nance	Chairman	GUILFORD	Business owner, tutor

**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.*

Piedmont Classical High School will be governed by a board of 5 to 7 members of the community. At least one board member will always be a parent of a student at PCHS. Board member terms will be three years and will be staggered so that no more than three terms expire in one year. Board members will also be limited to serving a maximum of three consecutive terms.

The board will hold the ultimate responsibility for all operations of the charter school including financial management, personnel, academic program, and facilities. The board will hire a principal to oversee the day to day operations of the school and implement the adopted policies and programs of the board. The board will work through board committees and in cooperation with the administration to set policies and develop programs and procedures that are in line with the school's mission and will be designed to meet the school-wide performance goals.

Every board member will be expected to fully participate in the governance of the school. Each member will annually sign a conflict of interest statement and a board commitment statement. Each board member will support the school and its mission by giving of his or her time and talents, and through an annual financial contribution. Each board member will additionally serve on at least one board committee.

The personnel committee will be tasked with recruiting and making a recommendation to the full board to hire a principal. The Board will use a variety of methods to recruit the principal, including advertising on the website and social media. The personnel committee will look for a candidate who, above all, will share the mission and the vision for PCHS. Until an appropriate principal is identified and hired an interim principal will be employed.

After a principal has been employed it will be the job of the personnel committee, at the direction of the board of directors, to supervise and evaluate him or her. The committee will develop an evaluation rubric that the board will use to conduct yearly performance evaluations of the principal.

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 founding board of PCHS is made up of 5 members, each of whom has knowledge and experience that will be beneficial in the governance of the school. Two of the board members have years of education experience with an emphasis on high school education, one board member has specific financial experience, one board member brings a varied business background, and several board members have a variety of non-profit experience. Three founding board members are potential parents of PCHS. Most importantly, all of the board members share a passion for education, a devotion to the mission, and a common vision for Piedmont Classical High School.

To ensure the academic and operational success of the school, the board will work together to make organizational and policy decisions. The board will be ultimately responsible for all operations of the charter school, but will delegate the day to day operations to the principal. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices. The board will gather information from a variety of sources including the School Improvement Team, the Parent Teacher Organization, the administration, and surveys of parents, students, and staff. The board will get regular reports from the principal and the board committees that will keep them informed about all areas of school performance and will be used to help them make decisions.

The board personnel committee will develop an evaluation process for the principal that includes multiple performance indicators and is closely tied to the schools' mission and goals. Based on the evaluation process, the board will formally evaluate the principal each spring. The principal's contract and compensation will be based at least in part on the annual evaluation.

Per the bylaws of PCHS, at least one board member will always be a parent of a student at PCHS. Other stakeholders, including other parents, staff, and students will have a variety of avenues to be active participants in the decision making process. There will be a public comment period at every board meeting, board members will be open and accessible between meetings, stakeholders will serve on board committees, the PTO, and the SIT.

- 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?*

Upon deciding to apply to open a charter school, founding board chairman, Mary Lou Nance, used her extensive connections in the community to recruit board members. As word spread a number of potential candidates were identified. As each new member was brought on board, he or she became actively involved in the process of recruiting and vetting other candidates. Each candidate was evaluated based on ways he or she could contribute to the application process and the school governance, commitment to the mission, passion for education, motives, and ability to work collaboratively. The resulting Board is passionate, excited, and committed.

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

Per the bylaws, the Board will meet at least once 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).*

New board members will be onboarded using the school's Board Orientation Plan. Key points of the plan include a primer on the charter, charter law, open meetings law, and public records law; attending at least one school community event; and observing in a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, books, professional development coaches, and annual board retreats. A specific requirement for hours of board development for each board member will be laid out and agreed to in the Board Commitment Letter that each board member will sign.

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.*

Each board member will annually sign a conflict of interest statement and declare any known or potential conflicts of interest. If necessary, the board counsel will determine if there are any actual conflicts of interest. In the case of a conflict of interest, the board member with the conflict will refrain from discussing and voting on any matter that relates to the conflict.

Potential conflicts currently exist with the businesses of several board members. Two board members run tutoring services that serve high school students. While serving on the PCHS board, both of the board members will only provide services to PCHS students on a voluntary basis. Other board members are involved in businesses that might provide an actual or perceived conflict if the school engaged in business with their businesses. To make sure there is not even the appearance of a conflict of interest, PCHS will only accept services from these businesses on a strictly voluntary basis. At no time will the business or business interest of a PCHS Board member receive payment for services from PCHS.

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

The PCHS board will use a variety of information to help it make decisions and develop policies. When making decisions, the board will consider recommendations from the administration, SIT, and board committees. The board will also look at data including test scores, survey results, student performance statistics, community service performed, suspension rates, reportable incident rates, and extracurricular participation rates.

School policies will be developed through the board committees using input from the stakeholders and best practices of other schools and organizations.

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.*

Piedmont Classical High School will have a variety of teams and committees that will help ensure the involvement of stakeholders in the decision making process and facilitate the development and approval of policies that support the mission and further the goals of PCHS.

The School Improvement Team (SIT) will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month at the direction and discretion of the principal. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures. The SIT will be composed of stakeholders including the principal, assistant principal (when there is one), teacher and staff representatives, parent representatives elected by the parent body, and a board member.

The Parent/Teacher Organization (PTO) will operate as a separate organization of parents, students, and staff members and will report on a monthly basis to the Board of Directors. The PTO will help oversee and facilitate extracurricular, recreational, and community service activities of the school. It will be administered by a board of directors elected by the parent body and will include the administration, teacher reps, officers, and committee chairmen.

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

The staff grievance process, as outlined in the staff handbook, first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submitting it to the principal. If the principal does not resolve the issue to the staff member's satisfaction, an appeal can be made to the personnel committee of the Board. If the staff member is not satisfied with the results of the personnel committee, he or she may request a hearing of the full board of directors.

The grievance process for students and parents is similar. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the principal. If the principal is not able to resolve the issue, the parent may request a hearing before the full board of directors. At the hearing, the parent and/or his or her representative will be given a chance to present 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:

The Board personnel committee will initially, with the help of the interim principal, recruit qualified staff members. Advertising will be done through social media, the school's website, and college and university placement centers.

PCHS teachers will be professionals and will be treated as such. PCHS will have a mentoring process to allow experienced teachers to guide and mentor new teachers. PCHS will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. PCHS will survey the staff at least once per year and use data from the survey to inform decisions. Teachers will be given a voice as stakeholders by having representatives on the SIT and the PTO. The principal and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions. And, PCHS will have a variety of high-quality and relevant professional development opportunities.

- 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.*

All of the employees of PCHS will be employees of the board of directors. The board will directly supervise the principal, who will, with the help of other administrators when appropriate, directly supervise the other staff members. The Board will approve all hires, terminations, staff policies, and staff procedures.

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

Hiring: The board will use a variety of methods for getting interested, qualified candidates including advertising online, through social media, the school's website, and through placement centers at colleges and universities. The board personnel committee or the principal will vet potential employees and make recommendations for interviews. The board personnel committee, the principal, and the principal's hiring committee will all interview potential candidates before they are recommended to the board for approval. The principal's hiring committee will include current staff members and at least one parent. The new hires will be approved by the Board and undergo a criminal background check before receiving an unconditional offer of employment.

Dismissing: The principal will be the direct supervisor of the staff. As such, it will be his or her responsibility to notice any deficiencies in staff performance. Except for the most egregious offenses, the principal will use available resources at his or her disposal to remediate and develop the staff member so that expectations are met. Forms of development can range from small corrections to formal plans of improvement. Plans of improvement will include clear performance expectations, support that the staff member will get to meet those expectations, and a definitive timeframe for meeting the expectations. If, after being on a formal plan, the employee has still not demonstrated the expected improvement in performance, the principal may recommend the employee to the board for dismissal. The final decision to dismiss an employee will belong to the board of directors. If an employee feels as though he or she has been wrongfully dismissed he or she may follow the formal staff grievance policy.

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

PCHS plans to offer staff salaries in the first year as outlined below:

Principal	\$80,000
Assistant Principal	\$64,000
Finance Officer	\$25,000
Clerical	\$25,000
Custodians	\$20,000
Core Content Teachers	\$43,000
EC Teachers	\$45,000
Teacher Assistants	\$25,000
Academic Advisor	\$43,000

The budget projections include staff raises each year, and if funds are available PCHS plans to offer staff members merit based bonuses.

Decisions on specific employee benefits have not yet been made, but will include health insurance, and a retirement savings plan.

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

The employee grievance policy, as outlined in the staff handbook, will offer employees a process for resolving situations in which they feel they have been wronged. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction a written grievance may be

submitted to the principal. If the principal does not resolve the issue to the employees satisfaction, the a written grievance may be submitted to the board personnel committee. If the committee does not resolve the issue, the employee may submit a written request for a hearing before the full board of directors.

The principal, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, the principal decides that the staff member is not a good fit for PCHS, he or she will make a recommendation to the board for termination. The final decision to dismiss an employee will rest with the board of directors.

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

As a public charter school on a tight budget many staff positions may have dual responsibilities. Some employees will be hired as part time employees and may hold positions outside of PCHS. Other employees within PCHS that may have duel roles and responsibilities will still be funded through the general operating budget of PCHS. EC teachers that are funded with federal EC monies will not have dual roles or 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.*

The plans and procedures for hiring qualified staff for special needs populations is the same as the plans and procedures for hiring other personnel. Those procedures include identifying qualified candidates, and interviews with the principal, the principal's hiring committee, and the board personnel committee before a candidate is recommended to the board for hire. EC teachers will be licensed and highly qualified. Gifted students will be served by qualified teachers teaching honors and AP courses.

The projected 10% EC population is based on similar charter schools in Guilford County, whose EC populations are slightly less. The budget includes 1.5 EC teachers the first year, increasing in the following years as enrollment increases.

*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:** The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, be responsible for all aspects of school operations. The principal will supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of PCHS and willing to work collaboratively to achieve the school-wide goals as set out in this application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.

**Assistant Principal:** The assistant principal will report to the principal and perform duties delegated to him or her by the principal. The assistant principal will fulfill the duties of the principal in his or her absense. The assistant principal must be committed to the mission of PCHS and willing and able to work collaboratively to achieve the school-wide goals.

Professional education experience and a relevant advanced degree is preferred.

**Teachers:** Teachers will be responsible for teaching the subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the PCHS community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Teachers must be either highly qualified or have the ability to be highly qualified. Licensed teachers are preferred.

**EC Teachers:** EC teachers will be tasked with addressing the needs of students with special needs. EC teachers will provide continuing instruction and evaluation of students in the EC program. Work closely with core subject teachers to ensure the needs of students receiving EC services are met. They will ensure compliance with all applicable laws and regulations. EC teachers will be highly qualified and licensed.

**Teacher Assistants:** Teacher assistants will assist teachers as needed. A bachelors degree is preferred.

**Business Manager:** The business manager will facilitate purchasing, invoicing, payroll, and inventory. He or she will have a bachelor's degree and experience in financial management.

**Office Manager:** The office manager will be responsible for student data, attendance, communications, and oversight of office procedures. He or she will have a bachelor's degree.

**Academic Advisor:** Academic advisors will assist students and their families with course selections, academic planning, college selection and scholarship procurement. They will help students and families navigate through the high school and college acceptance process. They will serve as testing coordinators for the PLAN, EOGs, and ACTs and ensure compliance with all testing requirements. A bachelors degree and experience with high school and college planning is required.

**Custodian:** The custodian will clean the school as necessary and as directed by the principal.

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

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

The principal, at the direction of the board, will be responsible for maintaining teacher licensure requirements and coordinating professional development.

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

The principal will be responsible for the professional development of all the staff, serving in effect as a mentor to all teachers and staff. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The

principal (or assistant after the first year) will conduct formal classroom observations at least once per quarter. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The principal will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis.

Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the personnel committee and full board and will help inform the decisions that are made for the school. Teachers will be represented on the SIT, PTO, principal's hiring committee, and various Board committees. A teacher evaluation rubric will be developed and used for the annual teacher evaluations. Indicators will include parent surveys, student surveys, test scores, involvement in the PCHS community, formal and informal evaluations, and additional roles and responsibilities. Scores from the rubrics will be used to determine annual raises and bonuses, if funds are available.

- 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 staff development plan consists of three distinct kinds of development: formal, individual, and small group.

**Formal:** The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise in a specific topic. Formal development will include most of the before school professional development days and will also occur during many of the monthly staff meetings.

**Individual:** Individual professional development includes external, subject-specific training, including Advanced Placement instruction. For new teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations coupled with feedback from the principal and other administrators (assistant principal, department head, etc.) will provide further valuable professional development for our staff.

**Small Group:** Teachers will be expected to meet in small groups weekly. These Professional Learning Communities (PLCs) will serve as another way for teachers to evaluate their lessons, plans, and instruction.

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

The staff will have at least 7 days before school starts where formal professional development will take place. The following topics will be addressed:

Day 1: PCHS's mission, goals, expectations, and staff handbook.

Day 2: Employment benefits, and EC expectations, responsibilities, and procedures

Day 3: Instruction methodology including the history and implementation of classical instruction

Day 4: Meetings with mentors and planning

Day 5: Health and Safety including training in epi-pens, allergies, blood borne pathogens, safety procedures, and discipline procedures

Day 6: PLC meetings and planning

Day 7: Evaluations, testing, grading

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.

After school starts there are not any plans to set aside any whole days for formal professional development. Individual and small group development will continue throughout the school year in PLCs, mentoring meetings, and frequent observations and feedback. There will also be times when individuals can take advantage of subject or discipline specific instruction offered elsewhere. Formal development will continue in the monthly staff meetings.

### **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)).*

In order to attempt to reflect the demographics of Guilford County, PCHS's marketing strategy will cast a wide net. Ads in the News & Record will help reach families across the county. It is anticipated that private and charter K-8s will be a natural place from which to draw students. Unfortunately, these local K-8 schools do not reflect a very diverse population. To try to reach a more diverse group, PCHS will also reach out to geographically, economically, and racially diverse churches.

After the initial marketing with brochures, ads, and flyers we will hold informational meetings that will be advertised in the papers, the website, on social media, and with flyers.

PCHS already has a website, facebook page, twitter account, signatures on petitions (both paper and online), and many excited, interested parents. PCHS held an interest meeting on December 2nd where the presentation was very well received by the parents in attendance.

### **Parent and Community Involvement**

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

1. PCHS's marketing has already begun as the founding board has been gauging interest in a charter high school in Guilford county. PCHS will continue the marketing plan with the website, facebook page, twitter, brochures, advertisements, and flyers. As soon as the open enrollment period ends and the lottery is held, if necessary, it becomes much easier to engage parents and bring them into the process. At that time PCHS will start parent committees and put parents on some of the board committees. PCHS will regularly communicate with parents of accepted students and will plan events to engage students and parents.

2. PCHS parents will be a huge part of the school community. Parents will be welcomed and invited into the school. The PTO will be a strong voice for parents and will have a designated room in the permanent facility. Parents will serve on the SIT, the board, the principal's hiring committee, and multiple board committees. Community events will be held to bring the staff, parents, and students together and build a strong sense of community.

## **Admissions Policy**

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

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

1. The open enrollment period will begin on the date of final approval from the SBE and end on February 20, 2015 at 5:00 PM. Before final approval, interested parents may fill out a letter of interest. Everyone who fills out a letter of interest will be contacted and informed about how to apply as soon as final approval is granted. To apply to PCHS, parents must fill out an application and mail it or hand deliver it to the school's temporary office. To be included in the lottery, applications must be in the office by 5:00 pm on February 20, 2015.

2. If a lottery is necessary, it will be held in a public place and announced on the PCHS website and facebook page. All of the names for the lottery will be written on cards and drawn at random. After all of the names have been drawn to fill the available spots, the rest of the names will be drawn and placed on a numbered waiting list. Families will be notified in writing whether they were drawn in the lottery and will be offered a spot for enrollment or where they have been placed on the waiting

list. Enrollment paperwork will be send to students who secure a spot in the lottery process.

PCHS will give preference in the enrollment process to children of founding board members and children of full time employees. For siblings, multiple birth and otherwise, PCHS will enter one card in the lottery with the names of all of the siblings on it. If siblings will be in more than one grade, the parent will choose which grade the names of all of the siblings will be entered in. If the family card is drawn in the lottery PCHS will offer enrollment to all of the siblings on the card. Following that procedure should ensure that siblings will be able to stay together and all attend PCHS. After the first year, siblings of students who were enrolled at PCHS the previous year will also get enrollment preference.

3. If a spot opens, the first student from the waiting list will be offered the spot through the first day of the third quarter. Families will be offered information and a reasonable amount of time to make the decision to accept or reject the spot. If the family chooses not to accept the offer of enrollment, the next student on the waiting list will be offered a chance to enroll.

If a student wishes to withdraw from PCHS, they will be asked to do so in writing. They will fill out a form that asks them to list the reason for the withdrawl. If the reason for the withdrawl is transportation the principal will ask to meet with them to formulate a personal transportation plan so that the student can remain at PCHS.

If a student wants to re-enroll after previously withdrawing, the student will be put at the bottom of the waiting list and go through the same enrollment procedures as any other student who had not previously been enrolled. PCHS will have no preference for previously enrolled students.

If a student wants to transfer to another school, he or she will first have tobe withdrawn from PCHS. Upon receiving the written request for withdrawl, PCHS staff willforward the appropriate records to the school listed on the withdrawl form.

4. In some cases, PCHS might require a student to take a placement test to assure proper placement in a PCHS course. Advanced level fine arts classes might also require a placement audition. Placement information will only be requested after a student has been offered enrollment to PCHS and completed the appropriate enrollment forms. Placement information will be used ONLY to place students in the appropriate course after they have secured a place at PCHS. No student will be denied admission, and no offer of enrollment will be withheld or rescinded because of placement results.

5. Students withdrawing from PCHS will be asked to do so in writing. The withdrawl form will include the reason for the withdrawl and the to which the student will be transferring.

**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
Grade 09	200	0	0	225	0	0	225	0	0	225	0	0	225	0	0
Grade 10	100	0	0	200	0	0	225	0	0	225	0	0	225	0	0
Grade 11	0	0	0	100	0	0	200	0	0	225	0	0	225	0	0
Grade 12	0	0	0	0	0	0	100	0	0	200	0	0	225	0	0
	300			525			750			875			900		

### **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.*

PCHS will enlist the help of the PTO to ensure that transportation is not a barrier to any student attending PCHS. A designated PTO committee will help facilitate carpools for families that need help providing transportation.

Interviews will be conducted with students planning to withdraw. If transportation is a reason for the potential withdrawal, the administration will work with the family to craft an individual transportation plan that will ensure the student can get to school.

Additionally, PCHS is looking for a permanent site that is convenient to major roads in Greensboro to help make sure students from different parts of the city and county can access the school.

### **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.*

PCHS will contract with vendors to provide lunch on some days of the week. PCHS will use the profit from these lunch days to pay for the lunch of students who qualify for free and reduced lunch. On the days that vendors provide lunch, students who qualify for free and reduced lunch will be provided with lunch from those same vendors. For example, if the vendor on Tuesday is Chick-fil-A, then those students will be provided a free lunch from Chick-fil-A on Tuesday. If there are days when there is no vendor, the school will contract with a vendor to provide lunch, at the school's expense, to the students who qualify for free and reduced lunch.

The budget reflects a small contingency amount for the possibility that the lunch program profits might not cover the full amount of the cost of providing free lunches for students who require them.

A limited number of lunches will be kept at the school in case a student forgets his or her lunch and needs to purchase one.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$4,874.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$ .00
Property Insurance	\$150,000		\$400.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$6,937.00
Total Cost			\$12,724.00

\*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.

\_\_\_\_\_ 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).*

PCHS is working with a local commercial realtor to search for a permanent site. He has identified several possible locations that fit the criteria in western Guilford County. PCHS is also considering a couple of financing options, including working with American Charter Development to design and build a permanent facility. American Charter Development is interested in working with PCHS and has been helpful in determining our facility needs and budget.

**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.*

For the first year of operations, PCHS plans to operate out of a temporary location. Leasing space from a church or other suitable facility will allow PCHS to save money while building enrollment. Waiting to build a permanent building will also mean that PCHS can still open and operate in a financially sound manner even if enrollment projections fall short. The founding board has already identified and talked to a couple of churches in the target area that are relatively new and big enough to meet the needs of PCHS.

PCHS should not have to adjust which programs are offered if it is in a temporary facility, as there are sites available that can support the projected enrollment and facility needs. The estimates of needs the first year include 13 classrooms, 3-5 offices, a gym, a computer lab, and a lounge or meeting room. While PCHS intends to offer athletics in the first year, the sports that PCHS fields will be limited to sports for which temporary practice and game venues can be secured.

### V. FINANCIAL PLAN

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

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

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

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

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

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

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

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

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

LEA #1410 - Guilford County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,656.79	300	\$1,397,037.00
Local Funds	\$2,329.28	300	\$698,784.00
Federal EC Funds	\$3,578.93	30	\$107,367.90
<b>Totals</b>			\$2,203,188.90

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$1,397,037	\$2,444,814	\$3,492,593	\$4,074,691	\$4,191,111
-Local Per Pupil Funds	\$698,784	\$1,222,872	\$1,746,960	\$2,038,120	\$2,096,352
-Exceptional Children & Federal Funds	\$107,368	\$186,104	\$268,420	\$311,367	\$322,104
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$2,203,189</b>	<b>\$3,853,790</b>	<b>\$5,507,973</b>	<b>\$6,424,178</b>	<b>\$6,609,567</b>

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$80,000	\$80,000	1	\$83,000	\$83,000	1	\$86,000	\$86,000	1	\$89,000	\$89,000	1	\$92,000	\$92,000
Assistant Administrator	0	\$0	\$0	1	\$64,000	\$64,000	1	\$64,000	\$64,000	2	\$66,000	\$132,000	2	\$68,000	\$136,000
Finance Officer	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$27,000	\$27,000	1	\$28,000	\$28,000	1	\$29,000	\$29,000
Clerical	1	\$25,000	\$25,000	2	\$26,000	\$52,000	3	\$26,000	\$78,000	4	\$27,000	\$108,000	4	\$27,000	\$108,000
Custodians	1	\$20,000	\$20,000	2	\$21,000	\$42,000	3	\$22,000	\$66,000	3	\$23,000	\$69,000	3	\$24,000	\$72,000
A - Total Admin and Support:	4	\$150,000	\$150,000	7	\$220,000	\$267,000	9	\$225,000	\$321,000	11	\$233,000	\$426,000	11	\$240,000	\$437,000
Instructional Personnel:															
Core Content Teacher(s)	13	\$43,000	\$559,000	22	\$45,000	\$990,000	30	\$47,000	\$1,410,000	32	\$49,000	\$1,568,000	34	\$50,000	\$1,700,000
Electives/Specialty Teacher(s)	2	\$43,000	\$86,000	3	\$45,000	\$135,000	4	\$47,000	\$188,000	5	\$49,000	\$245,000	6	\$50,000	\$300,000
Exceptional Children Teacher(s)	1.5	\$45,000	\$67,500	2	\$45,000	\$90,000	3	\$47,000	\$141,000	4	\$49,000	\$196,000	4	\$50,000	\$200,000
Teacher Assistants	2	\$25,000	\$50,000	2	\$26,000	\$52,000	3	\$27,000	\$81,000	3	\$28,000	\$84,000	4	\$29,000	\$116,000
Academic Advisor	1	\$43,000	\$43,000	1	\$45,000	\$45,000	2	\$47,000	\$94,000	3	\$49,000	\$147,000	3	\$50,000	\$150,000
B - Total Instructional Personnel:	19.5	\$199,000	\$805,500	30	\$206,000	\$1,312,000	42	\$215,000	\$1,914,000	47	\$224,000	\$2,240,000	51	\$229,000	\$2,466,000
A+B = C - Total Admin, Support and Instructional Personnel:	23.5	\$349,000	\$955,500	37	\$426,000	\$1,579,000	51	\$440,000	\$2,235,000	58	\$457,000	\$2,666,000	62	\$469,000	\$2,903,000
Administrative & Support Benefits															

Piedmont Classical High School

Health Insurance	4	\$4,000	\$16,000	7	\$4,200	\$29,400	9	\$4,400	\$39,600	11	\$4,600	\$50,600	11	\$4,800	\$52,800
Retirement Plan--Other	4	\$2,500	\$10,000	7	\$2,625	\$18,375	9	\$2,750	\$24,750	11	\$2,875	\$31,625	11	\$3,000	\$33,000
Life Insurance	4	\$250	\$1,000	7	\$250	\$1,750	9	\$250	\$2,250	11	\$250	\$2,750	11	\$250	\$2,750
Disability	4	\$400	\$1,600	7	\$400	\$2,800	9	\$400	\$3,600	11	\$400	\$4,400	11	\$400	\$4,400
Medicare	4	\$544	\$2,176	7	\$553	\$3,871	9	\$517	\$4,653	11	\$562	\$6,182	11	\$576	\$6,336
Social Security	4	\$2,325	\$9,300	7	\$2,365	\$16,555	9	\$2,211	\$19,899	11	\$2,401	\$26,411	11	\$2,463	\$27,093
D - Total Admin and Support Benefits:	24	\$10,019	\$40,076	42	\$10,393	\$72,751	54	\$10,528	\$94,752	66	\$11,088	\$121,968	66	\$11,489	\$126,379
Instructional Personnel Benefits:															
Health Insurance	19	\$4,000	\$76,000	30	\$4,200	\$126,000	42	\$4,400	\$184,800	47	\$4,600	\$216,200	51	\$4,800	\$244,800
Retirement Plan--Other	19	\$2,500	\$47,500	30	\$2,625	\$78,750	42	\$2,750	\$115,500	47	\$2,875	\$135,125	51	\$3,000	\$153,000
Social Security	19.5	\$2,561	\$49,940	30	\$2,711	\$81,330	42	\$2,825	\$118,650	47	\$2,955	\$138,885	51	\$2,998	\$152,898
Disability	19	\$400	\$7,600	30	\$400	\$12,000	42	\$400	\$16,800	47	\$400	\$18,800	51	\$400	\$20,400
Medicare	19.5	\$599	\$11,681	30	\$634	\$19,020	42	\$661	\$27,762	47	\$691	\$32,477	51	\$701	\$35,751
Life Insurance	19	\$250	\$4,750	30	\$250	\$7,500	42	\$250	\$10,500	47	\$250	\$11,750	51	\$250	\$12,750
E - Total Instructional Personnel Benefits:	115	\$10,310	\$197,470	180	\$10,820	\$324,600	252	\$11,286	\$474,012	282	\$11,771	\$553,237	306	\$12,149	\$619,599
D+E = F - Total Personnel Benefits	139	\$20,329	\$237,546	222	\$21,213	\$397,351	306	\$21,814	\$568,764	348	\$22,859	\$675,205	372	\$23,638	\$745,978
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	28	\$718,019	\$190,076	49	\$1,556,393	\$339,751	63	\$1,915,528	\$415,752	77	\$1,990,088	\$547,968	77	\$2,005,989	\$563,379
B+E = H - Total Instructional Personnel (Salary & Benefits)	134.5	\$555,310	\$1,002,970	210	\$571,820	\$1,636,600	294	\$625,286	\$2,388,012	329	\$736,771	\$2,793,237	357	\$722,149	\$3,085,599
G+H = J - TOTAL PERSONNEL	162.5	\$1,273,329	\$1,193,046	259	\$2,128,213	\$1,976,351	357	\$2,540,814	\$2,803,764	406	\$2,726,859	\$3,341,205	434	\$2,728,138	\$3,648,978

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Office Supplies	\$25,000	\$34,000	\$42,000	\$47,000	\$52,500
	Computers & Software	\$8,000	\$4,000	\$10,000	\$8,000	\$12,000
	Communications & Telephone	\$6,000	\$8,000	\$12,000	\$8,000	\$8,000
	Copier leases	\$12,000	\$18,000	\$22,000	\$24,000	\$24,000
Professional Contract	Legal Counsel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting	\$12,000	\$21,000	\$30,000	\$35,000	\$36,000
	Financial	\$36,000	\$63,000	\$90,000	\$105,000	\$108,000
	Other Professional	\$48,000	\$52,000	\$10,000	\$10,000	\$10,000
Facilities	Facility Lease/Mortgage	\$275,000	\$950,000	\$1,225,000	\$1,225,000	\$1,225,000
	Custodial Supplies	\$13,000	\$15,000	\$18,000	\$20,000	\$20,000
	Custodial Contract	\$50,000	\$65,000	\$75,000	\$80,000	\$80,000
	Insurance (pg19)	\$17,000	\$28,000	\$38,000	\$38,000	\$38,000
	Other	\$30,000	\$33,000	\$56,000	\$86,000	\$81,000
Utilities	Electric	\$10,000	\$13,000	\$23,000	\$23,000	\$23,000
	Water/Sewer	\$3,000	\$4,000	\$6,000	\$6,000	\$6,000
Other	Marketing	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Child nutrition	\$2,000	\$4,000	\$5,000	\$6,000	\$6,000
	Travel	\$2,000	\$2,000	\$4,000	\$4,000	\$4,000
	Misc.	\$3,000	\$6,000	\$8,000	\$15,000	\$15,000
	K - TOTAL Administrative & Support Operations	\$558,000	\$1,326,000	\$1,680,000	\$1,746,000	\$1,754,500
	Instructional:					
Classroom Technology	Computers	\$78,000	\$85,000	\$80,000	\$80,000	\$80,000
	Software	\$10,000	\$8,000	\$8,000	\$12,000	\$12,000
	Instructional Technology	\$6,000	\$35,000	\$35,000	\$70,000	\$70,000
	Other	\$10,000	\$20,000	\$40,000	\$40,000	\$40,000
Instructional Contract	Staff Development	\$10,000	\$12,000	\$24,000	\$30,000	\$30,000
	Ec Services	\$13,000	\$16,000	\$18,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$55,000	\$75,000	\$90,000	\$95,000	\$95,000
	Curriculum/Texts	\$143,000	\$65,000	\$65,000	\$85,000	\$65,000
	Testing Supplies	\$16,000	\$24,000	\$24,000	\$24,000	\$24,000
	Other	\$5,000	\$15,000	\$15,000	\$45,000	\$45,000
	L - TOTAL Instructional	\$346,000	\$355,000	\$399,000	\$501,000	\$481,000

	Operations					
	K+L = M - TOTAL OPERATIONS	\$904,000	\$1,681,000	\$2,079,000	\$2,247,000	\$2,235,500

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$1,193,046	\$1,976,351	\$2,803,764	\$3,341,205	\$3,648,978
M - TOTAL OPERATIONS	\$904,000	\$1,681,000	\$2,079,000	\$2,247,000	\$2,235,500
J+ M =N TOTAL EXPENDITURES	\$2,097,046	\$3,657,351	\$4,882,764	\$5,588,205	\$5,884,478
Z - TOTAL REVENUE	\$2,203,189	\$3,853,790	\$5,507,973	\$6,424,178	\$6,609,567
Z - N = SURPLUS / (DEFICIT)	\$106,143	\$196,439	\$625,209	\$835,973	\$725,089

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

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

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

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

*Provide the break-even point of student enrollment.*

The student enrollment projections are based on several factors including recent charter school openings in Guilford County, interest from parents of current K-8 schools, the number of low performing high schools in Guilford County, and limited access to high school options.

In 2012, Cornerstone Charter Academy opened with an initial ADM of close to 500 students, growing to over 540 in just their first year. In 2013, Cornerstone had over 600 students and started their second year with a healthy waiting list. Likewise, Summerfield Charter Academy opened in Guilford County with almost 500 students. Based on the history of these two schools, a projected opening of 300 students seems reasonable.

The interest in a charter high school in Guilford County is high. There are currently three charter schools in the area whose grade span is k-8. These students have limited options when they leave their charter schools. Likewise, in the surrounding area there is a charter middle school and two private schools that all stop after 8th grade. The students coming out of these charter and private schools will provide a base of prospective students.

Some of Guilford County high schools perform extremely well. Unfortunately, some of them don't. Under the district system students who don't live in an attendance zone with a great high school don't have great options. A charter high school in Guilford County will give these students a way to attend a safe, academically challenging school even if they can't afford to move into a more desirable district or attend private schools.

While Guilford County Schools does have a large number of magnet and high school options, unfortunately, some of these programs are selective, requiring applications and entrance requirements. For students who are not competitive for these magnets the options are very limited.

While there are some charter high school options in Guilford County, they are exclusively at K-12 schools, meaning that a large majority of their high school enrollment should come out of their own 8th grade, leaving limited space for students from other schools.

As shown in our supplemental budget under Appendix T, PCHS can open and operate a school with an enrollment of 180, which is what considered the break-even point of student enrollment.

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

If PCHS has lower than expected revenue or enrollment there are several contingency plans. Since PCHS will not build a permanent facility for the first year, the board will have the ability to adjust the facilities if enrollment projections are not met. Likewise, PCHS can adjust the staff if the needs fall short of projections. Many instructional needs will not be purchased until July of 2015, so those can also be adjusted for enrollment.

In addition to the things that can be adjusted from the budget, PCHS has budgeted a surplus of approximately 10%. This figure is less than the first year surplus of Cornerstone Charter Academy, another Guilford County charter school on which many of the budget numbers were based. A large budget surplus reflects PCHS's priority of sound fiscal management, the goal of having a fund balance of 30 days expenses, and the necessity of having funds to develop a permanent facility.

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

*The budget does not rely on funds other than the state and county allotments set forth in the Total Budget Revenue Projections. PCHS will raise other funds, but they will not be used for the general operating expenses of the school.*

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

average over 5 years of 1:22

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

PCHS intends to contract with professionals for financial services and EC support, among others. The principal and board of directors will carefully vet all prospective contracts. The board will evaluate the rates and compare them with other providers; they will get references from other clients, preferably other charter schools; and they will make financially sound decisions as a body.

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

The PCHS budget reflects the board's commitment to high quality staff. The average salaries used for the staff are generous and should be adequate, especially with the intention of using a good mix of new and part-time teachers. PCHS plans to reward outstanding staff members with an incentive pay program. To plan for that, the budget includes salary increases for each of the first 5 years.

The budget also reflects the board's commitment to educating all PCHS students with 1.5 EC teachers the first year, increasing to 4 full-time EC

teachers in year 5. The budget also includes a higher average salary for our EC teachers to attract and maintain the best teachers possible.

The budget reflects the board's commitment to sound fiscal management by budgeting a surplus for each of the first 5 years. If the surplus is not needed for an unforeseen emergency expense, it will be used to first fund a general fund balance equal to at least 30 days of operating expenses, then to aid in the procurement of traditional financing for the school's permanent facility.

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.*

PCHS has budgeted healthy surpluses (about 10%) each year that will be put into a general fund balance. Our long term goals are to have a minimum of 30 days of cash reserves by the end of year 5 and a minimum of 60 day cash reserves by the end of year 10. PCHS plans to achieve this goal through careful budgeting and the use of sound financial management strategies.

If PCHS is able to maintain the budgeted surpluses and have a healthy general fund balance, the surpluses will then be used to help pay for permanent facilities.

The Board finance committee will meet on a monthly basis to evaluate the budget and spending for the previous month. At each regularly scheduled board meeting, the finance committee will give a report and the whole board will be involved in major financial decisions. The school will have written financial procedures that include having two signatures on each check and clear procedures for handling cash transactions.

Actual expenditures from the first year of Cornerstone Charter Academy, a recently opened charter school also in Guilford County, were used to calculate the expenses in the budget. By carefully controlling spending and implementing some sound cost-cutting measures, Cornerstone was able to end their first year with a surplus of approximately \$600,000. PCHS will use some of the same cost-cutting measures including purchasing used materials, computers, and furniture whenever possible, partnering with other schools to share professional development costs, and working closely with the PTO to raise money and provide supplies.

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

PCHS intends to finance things only when absolutely necessary. PCHS will lease space from a local church or other appropriate facility to ensure that there is adequate enrollment to support a permanent facility. When it is financially feasible to build a facility, PCHS plans to work with an experienced charter school facility planning and financing group such as American Charter Development.

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*

At this time, PCHS does not have any assets from other sources.

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

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

PCHS realizes the importance of sound financial management. Therefore, several layers of checks and balances will be in place to make sure that the assets of PCHS are protected and managed appropriately.

PCHS will contract with someone, either Acadia Northstar or another financial group, to assist with the distribution, procurement, and accounting of assets. With the possible exception of a small amount of petty cash, no one directly employed by PCHS will write checks or otherwise disburse money. The contracted company will submit monthly reports of revenues and expenditures, balance sheets, and transactions.

The board finance committee will meet monthly to review the reports. They will make a monthly report to the board and recommend any budgetary or procedural changes.

PCHS will have clear financial procedures for all areas of asset management that takes place at the school. These procedures will include how to handle deposits, cash receipts, accounts receivable, purchase orders, inventories, and asset management.

It will be the policy of PCHS at all times to require two signatures on all checks and purchase orders. The board of directors will determine the signatories.

Finally, the Board of PCHS will receive the monthly budget reports and discuss the financial management of the school at every regular board meeting.

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

The interim principal, Mary Catherine Sauer, is the daughter of the board chairman, Mary Lou Nance. Mrs. Nance enlisted the help of Mrs. Sauer based on her availability, dedication, and recent experience founding a successful charter school in Guilford County. It is the intention of Mrs. Sauer, and the PCHS board of directors to hire a permanent principal who will start in the summer of 2015. It is expected that at that time, Mrs. Sauer will operate as a consultant and resource, but not an employee of PCHS. For her work from October 1, 2013 through the school's first two years of operation in August of 2017, Mrs. Sauer will be paid no more than \$84,000. Mrs. Sauer's compensation will be spread out over the first two years of operation of the school and will be dependent on a successful opening and student enrollment.

We know of no other 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.*

Darrell Keller, CPA has agreed to conduct the annual required audit for PCHS. He has audited other charter schools and is listed as a state-approved charter school auditor.

Darrell Keller, CPA  
P.O. Box 1028  
Kings Mountain, NC 28086  
Phone: (704) 739-0771  
Fax: (704) 739-6122

**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).*

piedmontclassical

Date: 12/06/2013

**Applicant Signature:**

The foregoing application is submitted on behalf of Piedmont Classical High 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: piedmontclassical

Board Position: Mary Lou Nance, Board Chairman

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

Date: 12/06/2013

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

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

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

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

