



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Shining Rock Classical Academy: CFA

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL 2013 Application Process

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

APPLICATION DUE DATE/TIME

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Shining Rock Classical Academy: CFA

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

Name of non-profit organization under which charter will be organized or operated: *Shining Rock Classical Academy: CFA, Inc*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Benjamin T. Butler*

Title/Relationship to nonprofit: *Proposed School Director*

Mailing address: 320 Howell Street
Waynesville NC 28786

Primary telephone: 828-429-9381 Alternative telephone: 828-885-2665

E-Mail address: bbutler@teamcfa.org

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

County: HAYWOOD

LEA: 440-Haywood County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Shining Rock Classical Academy: CFA, Inc

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month July

Will this school operate on a year round schedule?

No:

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	308
Second Year	K,01,02,03,04,05,06,07	352
Third Year	K,01,02,03,04,05,06,07,08	396
Fourth Year	K,01,02,03,04,05,06,07,08,09	440
Fifth Year	K,01,02,03,04,05,06,07,08,09,10	484
Sixth Year	K,01,02,03,04,05,06,07,08,09,10,11	528
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11,12	572
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	572
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	572
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	572

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

benbutler
Signature

Proposed School Director
Title

benbutler
Printed Name

12/02/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Shining Rock Classical Academy: A Challenge Foundation Academy engages all students and challenges them to excel. Through an integrated, content-rich curriculum, students will develop a strong foundation in critical thought and cultivate a lifelong love of learning. We encourage local and global citizenship, and we practice six core values: Integrity, Respect, Compassion, Responsibility, Wisdom, and Leadership.

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.*

Charter schools are open to any student who resides in the state of North Carolina. Shining Rock Classical Academy: A Challenge Foundation Academy (SRCA - CFA) will offer a rigorous, classical education to all students who are residents of the State, regardless of race, ethnicity, or socio-economic background; thus, we expect the student population at SRCA - CFA to be representative of the demographics as shown in Table 1 and also representative of the socio-economic profile of each county as well. Additionally, SRCA - CFA expects to draw many students who are currently homeschooled or attend private schools in the area as shown in Table 2. Due to its location, most students who attend SRCA - CFA will reside in Haywood, Jackson, and Buncombe counties; however, students in other nearby counties may be enrolled as well.

Table 1: Population Demographics by Percentage of Total County Population:

	Haywood	Jackson	Buncombe
White	93.6	81.7	84.1
Black	1.2	2	6.5
American Indian	.6	9.4	.5
Hispanic	3.5	5	6.3

Source: <http://quickfacts.census.gov/>

The North Carolina Department of Non-Public Education (2012) estimates home school and private school enrollments for all three counties as shown in Table 2.

Table 2: Homeschool and Private School Enrollments for the 2012-13 School Year:

	Haywood	Jackson	Buncombe
Homeschool	697	301	2920
Private School	133	147	3185

Source: NC Department of Administration, 2013

In the last seven years, the number of homeschooled children has increased in all three counties, and two counties have seen an increase in private school enrollments, Jackson County showing the most significant increase at 101.4 percent.

A determined cohort in Haywood County is the driving force behind SRCA - CFA. The group consists of a collection of parents and community leaders who have a strong desire to bring students back to public education from home school and private schools. In a School Information Survey conducted during the summer of 2013, prospective parents reported that they wanted a school that prepared their children for four-year college (89%), community college (22%), and the workplace (23%). Thus, the rigorous classical education model based on a strong Core Knowledge curriculum was chosen as a way to facilitate this type of education.

Additionally, 75% of parents reported that out-of-classroom learning experiences are very important to their children's education, and SRCA - CFA will be a school with a strong two-way community presence that allows students to become active, informed, thoughtful, contributing members of local, national, and even global communities. And our school will not end when the last bell rings for the day, as 92% of parents reported that they want their children to be involved in after-school enrichment programs. Teachers will sponsor at least one after-school club per year, and SRCA - CFA plans to involve expert community volunteers and parents in these after-school enrichment programs. Such programs will be an opportunity for students to explore topics beyond what can be covered in class and offer additional experiential learning.

Given its central location to Buncombe and Jackson Counties, along with the fact that there are no charter schools in Haywood County and no schools that offer this unique curriculum in the immediate area, the cohort determined that Haywood County was the most desirable location.

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

The projected enrollment for Shining Rock Classical Academy is 572 students by year 10 with 70 percent from Haywood County, 16 percent from Jackson County, and 14 percent from Buncombe County. Enrollment projections are shown in Table 3. Table 4 shows the projected enrollment and percentage of ADM for surrounding counties.

Table 3: Projected Enrollment at SRCA - CFA through Year 10

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K, 1, 2, 3, 4, 5, 6	308
Second Year	K, 1, 2, 3, 4, 5, 6, 7	352

Third Year	K, 1, 2, 3, 4, 5, 6, 7, 8	396
Fourth Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9	440
Fifth Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	484
Sixth Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	528
Seventh Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	572
Eighth Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	572
Ninth Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	572
Tenth Year	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	572

The data in Table 3 show public school enrollment following the first 20 days of the 2012-13 school year.

Table 4: Percentage of ADM for Surrounding Counties

ADM for 2012-13 school year	SRCA enrollment by year 10	Percentage of current ADM	
Haywood	7,512	400	5.3
Jackson	3,579	92	2.6
Buncombe	25,226	80	.3

Source: North Carolina Public Schools

These percentages are projected based upon the ease of travel between the three counties.

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

Like other public schools in Haywood County, SRCA - CFA will work to serve all students regardless of their race, ethnicity, or socio-economic background. Shining Rock Classical Academy: A Challenge Foundation Academy differs from the traditional public schools by offering the Core Knowledge Sequence in grades K-8 and the classical school model of the Trivium. This model of K-12 is offered and supported by TeamCFA. TeamCFA brings the expertise and experience of a network of 12 operating charter schools, eight of which are in North Carolina. Additionally, new TeamCFA schools have been approved to open in Phoenix and Indianapolis, which will bring the total to 14 TeamCFA schools in 2014. This affiliation also offers financial support for curriculum and facilities development. In keeping with effective methods of teaching the Core Knowledge Sequence, SRCA - CFA will have a strong reading and writing across the curriculum component that will be evident in all subject areas for all grades.

In addition, SRCA - CFA's basic educational environment will be a mix of classroom and regular, out-of-classroom learning opportunities and community involvement. SRCA - CFA sees parents as a strong resource and there will be opportunities for parent training and involvement in academics, school policies, governance, and other school-related issues, which this application will expand upon in the section on "Community Involvement."

Shining Rock Classical Academy: A Challenge Foundation Academy takes its name from the Shining Rock Wilderness Area in Haywood County, a federally designated wilderness area covering more than 18,000 acres of pristine, high mountain forest. We have a strong commitment to provide our students with a connection to the local environment through science education, to learn about local history through community involvement, and to explore the larger, global world through international aspects of our curriculum such as

learning about other cultures and languages. In addition, students, faculty, staff, and administration will develop and practice the core values of Integrity, Respect, Compassion, Responsibility, Wisdom, and Leadership in all aspects of our daily activities.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. TeamCFA schools promote the empowerment of teachers by allowing them to take ownership of the curricular process. In addition to networking opportunities between teachers at the various institutions to allow the sharing of lesson plans and teaching strategies, a successful approach to Core Knowledge's curriculum necessitates horizontal alignment between all teachers in the form of collaboration on domain maps. The Core Knowledge curriculum also allows teachers flexibility in how they cover material and meet each grade's expectations. In addition, the spiraling curriculum approach revisits subjects from different perspectives, and with ever-increasing sophistication, upward through the grades. Hiring practices at Shining Rock Classical Academy: A Challenge Foundation Academy will bolster this culture of collaboration. Our teachers will be: collaborative and team-oriented; knowledgeable, both of the curriculum at their grade level and how it aligns vertically with other grades; and flexible in their attitudes about change.

2. SRCA - CFA will employ tests such as NWEA MAP for lower and middle grades and college entrance exams such as the PSAT/SAT/PLAN/ACT in the upper grades in order to monitor each student's academic growth. This model is already in place in other TeamCFA schools, such as TJCA - CFA, where the testing data is used to influence instruction, address student weaknesses, and challenge students of all levels.

3. Currently, there are no charter schools in Haywood County and no traditional or private schools that incorporate a rigorous, content-rich, classical model that uses the Core Knowledge Sequence and the Trivium. Students at SRCA - CFA will experience regular out-of-classroom learning experiences throughout the year that include hands-on activities associated with the environment, local history and culture, and opportunities to participate in various community organizations. SRCA - CFA's curriculum promotes comprehension, critical thinking, truth-seeking, and correct and clear verbal and written communication. Students will also have opportunities to explore the global aspects of their world through the study of foreign languages and different cultures.

In addition, SRCA - CFA's administration and board are committed to maintaining small class sizes, which will ultimately allow more individualized instruction and increased retention of knowledge by the students. This also allows faculty to build better relationships with students and involve parents who wish to be active in their children's education.

4. All faculty, staff, and administration associated with SRCA - CFA will work to draw out the highest potential of each student. SRCA - CFA will provide increased learning opportunities to all students. Core Knowledge, a year-round calendar, an integrated reading and writing across the curriculum component, and experiential learning have all been shown to increase the achievement level for at-risk and gifted students. In addition, a rigorous and challenging curriculum promotes student excellence at all levels. SRCA - CFA plans to institute a curricular model that borrows from successful charter models, such as TJCA - CFA, to promote this type of rigor.

5. A dedication to small class sizes affords teachers more opportunities to work closely with students who struggle and the rigorous Core Knowledge Curriculum provides the challenge necessary to engage high-performing students.

In addition, TeamCFA provides technology grants that will enable SRCA - CFA to purchase computers to use for assessment and instruction. TeamCFA also provides schools access to Compass Learning/Odyssey, an online computer program that offers personalized learning. It is aligned with NWEA so the institution can meet each student's needs through adaptive measurement and individualized online instruction. The staff will be well-trained in NWEA and Compass Learning in order to implement the assessment and instruction most effectively.

6. When teachers are empowered to collaborate and take ownership of the curricular process, they have the incentive to learn from their peers and from their own successes and failures in the classroom. Creating a school culture in which teachers share their successes and view their failures as opportunities to improve produces an holistic effect among staff and allows everyone to grow. In addition to collaborative efforts between grade team and curriculum team members, faculty and staff may present to their peers more broadly on best practices that they have discovered or developed.

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.*

Reading and math proficiency: The majority of students at SRCA - CFA will demonstrate proficiency in reading and math on the NWEA MAP test, which is aligned to the Common Core State Standards. In year 2, 50% of SRCA's students will reach proficiency in reading and math on this test, and that percentage will grow gradually to 60% by year 5.

Reading and math growth: In year 2, our goal is to achieve growth with 50% of our students, and our intent is for that percentage to grow gradually to 55% by year 5.

The board will meet once a month except during the month of December and will be apprised of student metrics through reports from the school director, as well as annual score reports of all testing. These data will also be disseminated to parents and the community and used individually in the classroom to help students excel.

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

The SRCA - CFA board will approve the TeamCFA Affiliate Agreement, which promotes continuous improvement in the areas of academics, governance and business. The board will be involved in measuring the school's progress by utilizing the matrix that is provided in the Affiliate Agreement. SRCA - CFA will also undergo an annual independent audit and will participate in Core Knowledge visits and evaluations designed to improve the school's application of the Core Knowledge Curriculum and help teachers develop best practices.

The most accessible means of measuring the academic excellence of our students will be tracking their growth through MAP testing and other standardized measures, but these tests do not measure the worth of the person, and this presents SRCA - CFA with a challenge: How does the board measure the intangible of practicing our core values? Classroom instruction is not just about imparting content; effective teaching and learning involves character building as well. The faculty, staff, and board members of Shining Rock Classical Academy: A Challenge Foundation Academy will work constantly to keep the school's mission in the foreground. It is the touchstone of everything we seek to accomplish, and the mission will be imparted to the staff from the first day. Thus, our students will have ample opportunities to practice the six core values listed in our mission statement through their interactions with each other, school personnel, and people in the community. The board will see the successful application of the mission statement in the daily demonstration of the school's core values by its students. Over a longer term, we hope that our graduates, whether they travel the world or stay in western North Carolina, will continue to demonstrate Integrity, Respect, Compassion, Responsibility, Wisdom, and Leadership and impart those values to others.

As stated above, the board will meet once a month except during the month of December and will be apprised of student metrics through reports from the school director, as well as annual score reports of all testing.

Additionally, the board will review a monthly budget report as prepared by Acadia NorthStar, LLC to ensure the mission of the school is being financially supported. Other markers indicating a healthy school are student enrollment and withdrawal numbers. The school director or someone he/she assigns will conduct exit interviews with students and families and will report to the board of SRCA - CFA regarding student attrition and the reasons behind it.

The board will then create an annual Modifications and Improvements Report recommending changes to curriculum or other aspects of the school that may negatively impact fulfillment of the mission statement.

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.

SRCA - CFA mirrors the approach of other TeamCFA schools like Thomas Jefferson Classical Academy, which provide students with a foundation of knowledge by instituting the classical model of learning known as the Trivium. The Trivium suggests there are three stages of learning: Grammar, Logic, and Rhetoric. Core Knowledge in grades K-8 provides a base of knowledge (Grammar Stage), and the spiraling nature of the curriculum helps students make connections and begin to question (Logic Stage). As a student's thinking becomes more sophisticated, this base of knowledge allows them to reach the Rhetoric Stage, which is the culmination of the Trivium. In this stage students are able to reason and evaluate ideas in order to pass sound judgments.

In the Grammar stage, teachers will provide a rigorous grounding in the basics of English, history, mathematics, science, art, and music by using the Core Knowledge Sequence developed by E. D. Hirsch, Jr. Teachers will emphasize observation, memorization, and recitation in the early grades. Latin, with an emphasis on grammar, will be taught in grades 6-8 to support language development. During the Logic Stage, students must explain their answers and support assertions with evidence. Students will take a two-year course sequence of logic to formalize training in reasoning in grades 10-11. In the Rhetoric Stage, teachers emphasize public speaking, presentations, and a synthesis of the knowledge gained in various disciplines.

SRCA - CFA students are expected to develop character building skills that allow them to demonstrate their potential in the six core values of the mission statement. Students learn character development through the school culture and interaction with peers, teachers, administration, and community members.

Out-of-classroom experiential learning. About 98% of parents who completed the Parent Interest Survey reported that they wanted their children to be at a school that regularly participates in community service projects. SRCA - CFA will offer out-of-classroom experiences that emphasize experiential learning and community engagement. For example, the organization Farm to School provides resources and programming to help schools create their own school gardens, while also fostering support for local farmers. Students visit farms to meet local farmers and see first-hand how food gets from the farm to their home or school.

Enrichment programs. Survey results showed that 92% of parents were interested in their children attending after-school enrichment programs. SRCA - CFA will offer such programs, which will vary from tutoring to after-school club activities. Such programs will be facilitated by faculty, parents, and community members. For instance, community writers may run writing workshops for creative fiction and non-fiction writing, and engineers or scientists may provide other hands-on projects related to those particular subjects.

Technological literacy. Technology use will be an integral part of daily instruction. The philosophy behind technological literacy at SRCA - CFA is that faculty, administration, and students will learn about technology from functional and critical perspectives.

Instructional Methods and Assessment Strategies. SRCA - CFA will hire and maintain a faculty of teachers who are dedicated to understanding the Core Knowledge Sequence and how it influences student learning. We will achieve this through a careful interview process and by ongoing efforts to collect input from teachers. At the high school level, faculty will learn and share effective strategies for implementing a classical education and will collaborate with peers. They will be teachers who are flexible and willing to recreate their curriculum as necessary to ensure students have a challenging and rich education. Teachers will employ a variety of instructional methods and assessment strategies that correspond to the philosophies associated with Core Knowledge and the Trivium.

K-5 Curriculum and Instructional Design:

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

As applied in other TeamCFA schools, Core Knowledge classrooms devote time to reading, language, and math, and effective teachers help students make connections in the realms of sciences and social studies. The latter two subjects are taught separately when not integrated into reading, language, and math. Core Knowledge is inherently rigorous because students must learn and retain specific content, which is reinforced as these young learners revisit the information and ideas through the spiraling nature of the curriculum. This ongoing development allows students to put schema in place to bolster later knowledge acquisition. SRCA - CFA will use some nationally recognized math program with Singapore math in use as the school opens. Reading and writing across the curriculum will be encouraged across all subject areas. Teachers will be required to schedule multiple out-of-classroom sessions over the course of a year. These might include specific, structured lessons on or near SRCA-CFA's campus, field trips to businesses, trips to parks and recreation facilities, and excursions to other schools like Brevard Academy - A Challenge Foundation Academy for collaborative events. Students in the younger grades will begin to participate in service events. We believe it is never too early to learn to serve others, and through service, students will begin to understand their role as citizens in the school, their community, and society.

The Core Knowledge Curriculum provides teachers with specific content to teach, and teachers throughout TeamCFA share lesson plans and best

practices, but teachers retain the flexibility to design their own approaches to learning within the classical model. This flexibility helps teachers differentiate for gifted, ELL (English Language Learner), and EC (Exceptional Children) students alike, and the spiraling nature of the curriculum prepares students for what they will learn in future grades. Even in these early grades, Core Knowledge and Singapore Math encourage problem-solving, which lays the groundwork for the Logic and Rhetoric Stages.

The general learning environment at SRCA - CFA for grades K-5 will be a mix of classroom based and out-of-classroom learning experiences with class sizes that average 22 students. Grades K-2 will share one assistant for two sections. In the first year, we will have two licensed EC teachers. SRCA - CFA will use an inclusion model, with pull-outs when necessary. ELL students will also receive services, either contracted or in-house depending upon numbers.

Provide a synopsis of the planned curriculum, including:

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

The idea of a content-rich curriculum is exemplified by the Core Knowledge Curriculum; it aligns with Common Core State Standards and will meet or exceed the standards of the North Carolina Accountability Model. Through shared knowledge, the Core Knowledge Foundation espouses the belief that we can build a society that promotes "educational excellence and equity for all children." By doing so, we can produce productive, thoughtful citizens who will contribute to the democratic process, regardless of each citizen's socio-economic background.

TeamCFA affiliates use Core Knowledge for a number of reasons. As at other schools, the board of SRCA - CFA believes that a strong phonics component and a focus on learning reading through content are good base skills for a broad range of students. Effective decoding skills coupled with broad background knowledge prepares students for more sophisticated critical thinking and reading and writing across the curriculum help to decrease what E.D. Hirsch, Jr. refers to as "the Knowledge Deficit."

Respondents to Shining Rock Classical Academy's School Information Survey are overwhelmingly in favor of students participating in service projects. Through service to others, SRCA - CFA students will practice our core values of Integrity, Respect, Compassion, Responsibility, Wisdom, and Leadership and will learn ethical behavior.

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

SRCA - CFA will work to hire and maintain enthusiastic teachers who invest the importance of a content-rich education as the basis of effective, higher-level abstract thinking. Elementary-grade teachers will be trained in best practices related to the Core Knowledge Curriculum and will continue on

their own journeys as lifelong learners in partnership with their teaching peers at Shining Rock and other TeamCFA schools. Using grade teams, they must produce curriculum maps, domain maps, and lesson plans, and they will work collaboratively with other grade teams to ensure a progressive and coherent curriculum.

Teachers will receive training in differentiated instruction to ensure full coverage of children of all needs. The Department of Public Instruction offers a variety of training programs and workshops and SRCA - CFA will develop in-house workshops to meet the specific needs of gifted, EC, and ELL students. SRCA - CFA will offer training in Socratic questioning and teachers regularly discuss important texts related to the classical model such as Dorothy Sayers' essay "The Lost Tools of Learning." By adopting these approaches, SRCA - CFA hopes to mirror the practices that have proven so effective at schools like Thomas Jefferson Classical Academy. When teachers work to continually improve themselves, they model the types of intellectual behavior we hope to instill in our students.

In addition, TeamCFA schools currently use NWEA MAP testing to track student growth and teachers will work together to use these data to help each child learn and grow. In-house workshops will show teachers best practices for using this data for planning and in the classroom.

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

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

See Appendix C for the school's calendar for year 2015-2016.

SRCA - CFA will follow a year-round school schedule; however, the year-round calendar may be delayed until the second year if the board cannot secure start-up funding to cover costs until the first state drop of funding arrives. For that reason, we have included our predicted modified or "year-round" calendar and a first year calendar that reflects a traditional start. Studies indicate that ELL, at-risk, and advanced students who attend year round schools show an increase in learning, performance, and engagement (Lyttle, 2011; McFadden & McMahan, 2013). If our community shows a need, SRCA - CFA will arrange for day-care options during the fall and spring breaks at the parents cost. The choice of using a year-round school calendar is also highly supported by prospective parents. Almost 88% of parents who completed our School Information Survey reported that they would send their child to a school that offered this type of modified schedule.

6-8 Curriculum and Instructional Design:

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

For the middle grades of 6-8, SRCA - CFA will continue the use of the Core Knowledge Sequence to provide engaging and rich content that promotes critical and creative thinking, problem-solving skills, and specific knowledge to students of all abilities. Students begin to process and understand the world in increasingly sophisticated manners during the middle school years. The spiraling nature of the Core Knowledge Curriculum provides

teachers with greater depth of content and builds a fantastic foundation for much more sophisticated intellectual growth for students in later years.

As with the elementary grades, the general learning environment at SRCA - CFA for grades 6-8 will be a mix of classroom-based and out-of-classroom learning experiences as described above with class sizes that average 22 students. Teachers will challenge students to maintain a more rigorous intellectual standard and there will be an increased expectation that students will practice service to others.

Hands-on, interactive learning will be encouraged across all subjects as appropriate and reinforced with out-of-classroom learning experiences. Teachers will be required to schedule multiple out-of-classroom sessions over the course of a year. These might include specific, structured lessons on or near SRCA-CFA's campus, field trips to businesses, trips to parks and recreation facilities, and excursions to other schools like Brevard Academy - A Challenge Foundation Academy for collaborative events. Another structure for these excursions for middle school teachers would be "lab days" in which a grade-level teacher might organize a trip around a half-day or whole-day lesson and the other grade level teachers would help facilitate for the entire class. If such trips were monthly, each of the four major subject areas could have two such lab days per year. Often, teachers benefit from the ability to commit more than the time of a single class to a subject because longer sessions allow students to achieve a greater depth of understanding. Such lab days can be linked to service projects as well. Through service, students will begin to understand their role as citizens in the school, their community, and society.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

Due to the natural rigor of the Core Knowledge Curriculum coupled with the commitment of TeamCFA to support academically challenging schools, Shining Rock Classical Academy's academic programs will meet the Common Core State Standards and exceed the standards set by the North Carolina Accountability Model. Using Core Knowledge within a classical model and promoting reading and writing across the curriculum will allow students to build their base knowledge and give them the tools to develop sophisticated connections between ideas and convey those ideas persuasively and effectively.

As in the younger grades, Core Knowledge teaching techniques at all TeamCFA schools use fiction and non-fiction texts, teacher read-alouds, and independent reading to guide students into the Logic Stage of the Trivium. In addition, Singapore Math, which will be instituted in grades K-7, exceeds the math requirements for the state of North Carolina and prepares all students to take Algebra I in the 8th grade.

Latin, too, is important to achieve the goals in our mission statement. Research indicates that Latin education at all grade levels, particularly at

the elementary and intermediate grade levels, is associated with improved general English comprehension (including reading, vocabulary, grammar and comprehension for both native and non-native speakers) and in facilitating the acquisition of a second foreign language (Holliday, 2012; Rasinski, Padak, Newton, & Newton, 2011). At the secondary level, some studies indicate that the "length of time students spent studying a language (three or more years) was positively correlated with SAT scores" (Holliday, 2012, p. 8). SRCA - CFA strongly supports the study of foreign language, as evidenced by the foreign language requirements at the high school level; thus, the study of Latin in grades 6-8 bolsters students' immediate studies as well as courses taken in high school.

SRCA - CFA will teach students to serve others, as well as encourage ethical behavior by incorporating the mission statements core values into the day-to-day curriculum. Students will be taught to treat others with respect and civility. They will study the history of their nation and their world, and learn about the contributions and struggles of various peoples and groups. They will accumulate shared knowledge and ideals, such as Integrity, Responsibility, and Wisdom, which are indispensable ingredients for effective citizenship and for the perpetuation of our democratic institutions.

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

It is crucial that teachers in the middle grades recognize that their work is the culmination of the Core Knowledge Sequence, and as such, requires that they are familiar with students' prior knowledge. However, Core Knowledge in the middle grades continues to bolster the foundation of the more sophisticated intellectual work that these students will perform in high school and beyond. Teachers will understand the philosophy behind the curriculum and know its content. Curricular components such as grade teams, curriculum maps, domain maps, and lesson plans are still central to a middle grade teachers work, but there is an added expectation that the teachers will be able to apply Core Knowledge's content-rich curriculum with even greater sophistication and depth.

Teachers at all grade levels must realize that students need to grasp concepts and be able to apply them to new circumstances. Students who have mastered concepts along with learning facts will be better able to retain what they learn and move on to the next level of knowledge and understanding. The optimism of our teachers for their subject matter and for all of their students, regardless of background, is crucial to academic success. Teacher training and workshops will promote this value and allow teachers to share with one another their best practices.

Teachers are expected to model the academic and character traits that we want to develop in our students. Society tends to value talent over effort, and students are often taught to think this way. However, this is a misplaced value. Helping students to value effort is key to teaching a strong work ethic, and in all cases, a strong work ethic is the only way to develop students who can master a subject. We learn more from failures than from successes. Teachers will praise students' efforts when they succeed.

When they struggle or fail, teachers will give feedback about effort, strategies, and how students can proceed.

As is true for instructors at all grades, differentiation strategies are essential to ensure that teachers reach their students, regardless of their intellectual background and gifts. Teachers will receive grade-appropriate training in these areas as offered by the Department of Public Instruction and through in-house workshops. Teachers will be familiar with Dorothy Sayers' essay "The Lost Tools of Learning." They will receive training in Socratic questioning from peers at SCRA - CFA and other classical schools. Teachers will be invested in the classical model of learning and will reflect this in their work with students and peers, which will provide a model for students to emulate in their academic endeavors.

NWEA MAP testing shall be instituted in the middle school grades as well, and teachers will work with their peers and with testing experts to consider these data when determining how to work with individual students and shape whole-group lessons.

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

See Appendix C for the schools calendars for year 2015-2016.

SRCA - CFA will follow a year-round school schedule for all grades; however, we may have a regular schedule the first year due to concerns about when state funding arrives. For that reason, we have included our predicted modified or "year-round" calendar and a first year calendar that reflects a traditional start. Studies indicate that ELL, at-risk, and advanced students who attend year round schools show an increase in learning, performance, and engagement (Lyttle, 2011; McFadden & McMahan, 2013). The choice of using a year-round school calendar is also highly supported by prospective parents. Almost 88% of parents who completed our School Information Survey reported that they would send their child to a school that offered this type of modified schedule.

9-12 Curriculum and Instructional Design:

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

Graduates of Shining Rock Classical Academy: A Challenge Foundation Academy who have a strong knowledge base, coupled with the ability to reason, learn, and communicate, will be prepared for college, future careers, and active citizenship.

SRCA - CFA's high school is a mix of classroom-based and out-of-class learning experiences similar to the basic learning environment of the K-8 program. Classes will average 22 students, although class size will vary based on student course selection. In addition to the four core subjects, which will meet daily, students will have a choice of electives, such as foreign language, fitness, and the arts. The high school curriculum at SRCA - CFA exceeds the graduation requirements for the state of North Carolina

because our philosophy is to deliver students a rigorous, progressively challenging, curriculum that provides them with exceptional skills no matter what endeavors they choose to pursue after high school. We want our graduates to be the best students in their colleges and the best workers in their workplaces.

All students will take a two-class logic sequence and rhetoric in high school, and all will complete a senior thesis or an approved internship. Additionally, students must complete:

* three years of a language in high school, which must be Latin, unless completed in grades 6-8.

* four years each of honors English, history, science, and math.

Seniors will have two electives, and they will be advised to take additional science and math courses. All courses at grades 9-12 will begin at the honors level and advanced placement (AP) courses will be offered in grades 11-12 (pre-AP may be offered in select courses in grade 10).

In the upper grades, the work that students completed in Core Knowledge to achieve their base of learning will allow more sophisticated levels of critical thinking. Just as at the elementary and middle school level, teachers will emphasize effort over talent, and students will be encouraged to put forth their best effort to achieve goals they may not have thought possible.

The senior rhetoric course will guide each student's work on a thesis or internship. The capstone of the classical education at SRCA - CFA will be a senior thesis project for which students will research, write, present, and orally defend a paper on a topic of choice. Alternatively, as a senior project, some students may choose an internship in which they are mentored by an expert who currently works in a field that the student would like to pursue beyond high school.

As in the elementary school, in-class instruction will be supported and enhanced by regular, structured, out-of-classroom sessions. In addition, may participate in tutoring and academically-oriented clubs. After-school programs will be designed to support the interests of teenagers. Additionally, high school students will be able to work with younger grade clubs under faculty supervision. Student assistants will submit a resume and interview for the positions, which will provide valuable experience to help them as they make their way into the workforce.

The high school grades are the culmination of SRCA-CFA's efforts to prepare students for active citizenship and service. As such, we plan for our out-of-classroom components to challenge our students with new responsibilities and experiences. The focus of field trips, lab days, and service will be to realize activities that in many cases are student-planned and led. The independence needed to organize and execute a group camping trip in our local national forest or a service day for a local daycare will empower students to take the next adult step into the world beyond high school, whether that step is college, the military, or the workplace.

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 high school curriculum and course sequence exceed NC Future-Ready Core graduation requirements. SRCA - CFA's academically rigorous program, combined with inquiry-based instructional strategies and out-of-classroom experiences, is specifically designed to fulfill our mission of engaging and challenging all students to be critical thinkers and local and global citizens by assuring each student has mastered the requisite content and developed the necessary skills and attributes. Our academic approach and extra-curricular programs address the expectations outlined by parents in our Prospective Parent Form and our School Information Survey. Alignment with Common Core and NC Essential State Standards ensures students are prepared for testing under the NC Accountability Model. Core subjects are taught in discrete classes and are integrated into multidisciplinary learning expeditions out of the classroom to allow both the development of a foundation of knowledge and its relevant application.

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.*

In some subjects at the high school level, such as foreign language, teachers will use recitation. However, all instructors must be skilled at using the Socratic method. This will be the primary tool at a teacher's disposal. SRCA - CFA plans to hire teachers with experience or knowledge of this technique, and veteran teachers from other TeamCFA schools will lead seminars and exercises for the first year staff. As the staff grows and improves, they will pass on their skills to new hires.

Using Socratic questioning, teachers incorporate thoughtful questions to arouse student curiosity and help students think critically about complex topics through an incremental process, often modeling the teacher's own thinking. Answers to questions generate further questions, allowing for a richer, deeper, subtler understanding of the subject.

Teachers in the high school will be familiar with the purpose and design of Core Knowledge to an extent that allows them to build upon the students' base of knowledge. Instructors must demonstrate a deep understanding of their field and will collaborate with their peers across the curriculum in order to assist students in making connections.

Whether students fall into the normal range of learning or struggle in their classes, teachers will work to differentiate instruction with the goal of helping each student achieve and grow. All students will find themselves challenged intellectually, regardless of their particular abilities.

Much of the best learning follows effective critique. Teachers at SRCA - CFA will be encouraged to allow students the opportunity for self-critique and

peer review as well as to receive feedback from the teacher. Feedback to students, both formal and informal, is regular, supportive, and designed to help students grow and be successful.

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).*

SRCA - CFA's graduation requirements will meet and surpass the Common Core State Standards and college entrance requirements. The overwhelming majority of potential parents (89%) responding to a SRCA - CFA School Information Survey said that college preparation was an important aspect of their children's education. Classical schools like TJCA - CFA have built excellent reputations for producing college-ready graduates. Using the same classical model and Core Knowledge components, SRCA - CFA will produce exemplary students who will set the standard in their college classrooms. However, our culture has created an artificial hierarchy with college above all other post-secondary pursuits and careers. As demonstrated by college dropout rates, the university setting is not for all students, and many of our graduates will choose to enter the military or pursue some form of technical training. Our graduates' classical education will afford them the skills to be a leader regardless of the vocation they choose. Our instructional program is designed to help students develop needed academic skills and positive character traits. All courses will integrate essential skills for career-readiness, including speaking and writing, acquiring technological, cultural, and global skills, and building personal habits employers seek.

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?*

To graduate, students must meet the following standards, which exceed North Carolina's graduation standards. Many courses will have an AP section available for students who wish to pursue college credit.

In grade 9, students are minimally required to take:

- *Honors English I
- *Honors World History
- *Honors Biology
- *Foreign Language (Latin I if this was not taken in grades 6-8)
- *Honors Mathematics (Algebra I or Geometry)
- *PE and Health
- *Freshman Seminar (SAT prep, first aid, CPR, music)

In grade 10, students are required to take:

- *Honors English II
- *Honors European History
- *Honors Chemistry or Physical Science
- *Foreign Language (Latin II if not taken in grades 6-8)
- *Logic I
- *Honors Mathematics (typically Geometry or Algebra II)
- *Fine Arts
- *One study hall

In grade 11, students are required to take:

- *Honors English III

- *Honors US History
- *Science (typically Environmental Science)
- *Logic II
- *Honors Mathematics (Algebra II or pre-Calculus)
- *Foreign Language (Latin III if not taken in grades 6-8)
- *One study hall and one elective or two electives

In grade 12, students are required to take:

- *Honors English IV
- *Honors Civics and Economics
- *Honors Science (typically Physics)
- *Honors Classical Rhetoric
- *Honors Mathematics (pre-Calculus or an elective math)
- *No more than one study hall
- *Two electives

Grades will be computed on a numeric scale with a seven-point, letter-grade ranges, which means failing begins at a 69% and not a 59% like state standards. Transcripts will include weighted and unweighted grade point averages, class rank, course codes and names, units earned toward graduation, credits earned for college admission, and end-of-course test scores.

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.*

While the Core Knowledge Sequence does not extend into the high school, the educational philosophy and mission will be coordinated between the primary, middle, and high school grades. As we move toward opening a high school in the school's fourth year, we will survey our stakeholders to determine whether to coordinate our high school calendar with the K-8 calendar.

For SRCA - CFA's calendar, see Appendix C.

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.*

Good teachers teach with enthusiasm. Teachers at SRCA - CFA will develop engaging lessons in order to involve students who are perhaps not drawn to a particular subject matter. Crucial to helping students who struggle with performing in an institutional educational environment is cooperation between the student, teacher, parents, and administration. This cooperation allows faculty to identify the nature of problems that students struggle with whether they be related to a long-term learning disability or some temporary circumstance. The solutions for student problems should begin at the level of the student, but if greater interventions are needed, then teachers will follow a structured process to refer students for intervention based on a review of all available information.

Ideally, swift contact with and involvement from the parents/guardians will mitigate academic issues. In most cases this holds true; however, teachers will also offer additional, after-school tutoring, which is available to any student and required for students who meet any of the following criteria:

- a. The wish of the parents
- b. MAP scores in the 45th percentile or below.
- c. Classroom average of a D or below on any given mid-term or report card.
- d. Teacher recommendation

Tutoring will be a requirement for those students who are failing or at risk of failing. Parents will be made aware of this when they register their children at SRCA - CFA.

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.*

English Language Learners who transfer in from other schools and are already identified as ELL students will qualify for ELL services at SRCA - CFA.

ELL students who are new to the area will be identified through Home Language Surveys. These surveys are a part of the student registration packet. All students will be required to return a completed Home Language Survey before starting class. Those who list a language other than English on their Home Language Survey will be required to take the WIDA ACCESS Placement Test (W-APT).

Once a student has qualified for ELL services, the school LEP (Limited English Proficiency) team will meet to discuss which services the student would benefit from. The team may include the student's classroom teacher, the ELL instructor, the parent(s), SRCA - CFA's Core Knowledge curriculum coordinator (if student is in K-8), and others, such as EC, who may also work with the student. The services that will be discussed at the meeting are the:

1. amount and level of in-class and out-of-class tutoring per week by ELL instructors,
2. amount and level of accommodations and/or modifications for class work and testing, and
3. amount and type of assistive technology devices (such as native language dictionaries, etc.) the student will use.

Based on the LEP team's recommendations, the ELL instructor will either work in class with the student or out-of-class in small groups or one-on-one. Vocabulary and content will be generated by the regular classroom instructor. The instructor will ensure that students understand the key vocabulary being presented in each unit as well as incidental vocabulary necessary for understanding. In addition, the ELL instructor will teach English grammar patterns that are unfamiliar to the student. The ELL

instructor will also be available to help with content testing during the year and during EOG based on accommodations that were determined by the LEP team.

All ELL students will be tested annually during the W-APT window, typically February through mid-March. Students who receive Level 4.0 (Expanding) or below on the W-APT would qualify to continue receiving ELL services. Those who test out would continue to receive ELL services only if the team deems it necessary and funding is available. Students who have become proficient in English but are struggling academically would qualify for other services offered by SRCA - CFA, such as weekly teacher tutoring, at-risk tutoring services, and the after school study group. ELL instructor(s) will monitor all ELL students' achievement by keeping daily records of lessons taught and the students' accomplishments. Evaluations will take place during regular meetings between the ELL instructor and the classroom teacher. Parents will be informed of progress during parent/teacher conferences and on progress reports.

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.*

The purpose of SRCA - CFA is to provide a rigorous curriculum that challenges students and promotes a strong sense of self and a superior work ethic. SRCA - CFA chose to institute Core Knowledge in grades K-8 because it is content-based and creates depth of understanding through the spiraling effect of the curriculum; it is already more rigorous by its nature. To that end, the classical model offers a highly structured and intellectually challenging academic framework which promotes skills that lead to sophisticated intellectual inquiry.

All high school courses will begin at the honors level, and will require a high intellectual standard, intense engagement, and effort. In grades 11 and 12, AP courses will be offered in which students can opt for an even more rigorous experience and possibly receive college credit for some of their courses. Because of this already stimulating and demanding baseline for all high school classes, SRCA - CFA will meet the needs of intellectually-gifted students.

As at other TeamCFA schools, such as TJCA - CFA, enrichment programs help ensure growth for intellectually gifted students. Borrowing from such models, SRCA - CFA may include enrichment programs such as academic teams, chess club, Science Olympiad, Latin National Honor Society, Mu Alpha Theta (math honor society), MathCounts, Drama Club, SPICE, National Honor Society, and National Junior Honor Society. As our school develops, stakeholders will determine which enrichment programs will best fit the student community. Further, parents and other family members who have special skills and expertise will be brought in for enrichment activities.

Growth and proficiency for all students, including intellectually gifted students, will be monitored as described in the student performance

standards section.

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)*

SRCA - CFA honors the laws of North Carolina, which state that public charter schools cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities.

The administrative assistant who is responsible for enrolling students coming into SRCA - CFA will check all incoming records for IEPs or Section 504 plans. The EC teacher will attain documentation on IEPs or 504 plans from the students previous schools in order to be in compliance. It will be important to have an initial IEP or 504 meeting involving the EC teacher, classroom teachers, and the parents to determine the adequacy of the plan currently serving the student or determine if plan modifications are necessary. Any student entering SRCA - CFA will be given the appropriate services as required by the existing or updated IEP or 504 plan.

The process for identifying students who may be eligible for special education services begins with testing materials, such as the Woodcock Johnson Assessment of Basic Skills and or the use of NWEA MAP testing at the beginning of the school year to determine the ability level of the student. Students who are struggling with the curriculum will be given additional support both within the classroom and outside of the classroom. Teachers will provide tutoring for struggling students either before or after school. Their academic progress will be monitored on an ongoing basis. If there is a need to investigate the students' progress with the curriculum further, the parents will be asked to attend a meeting with the classroom teacher. At this time, the teacher may request that the parents allow the student to be

presented to the Student Support Team (SST). If the parents consent, the SST will meet to discuss the student and offer suggestions for interventions. These interventions will be implemented by the teacher and after a minimum of six weeks the teacher will report results of the interventions to the team. At that time, if necessary, the team may discuss the need for testing. The parents always have the right to request their child be evaluated if they feel it is necessary. This request should be made in writing and will be honored. Once the initial DEC1 (Department of Exceptional Children) form is signed, SRCA - CFA will ensure that the 90 day timeline required by the state of North Carolina is met.

Once a student is enrolled in SRCA - CFA, the administrative assistant will send a written request to the previous school asking for any school records. This letter will include a request for any existing IEP or 504 plans for the student. The administrative assistant will inform the EC teacher of any students with a previous IEP or 504 Plan in place. The EC teacher will be responsible to contact the previous EC teacher or coordinator to gather more information regarding the student if possible. The EC teacher will keep any records in a locked file cabinet or drawer where only those personnel working with the student will have access. A copy of the accommodation sheets and academic goal sheets will be given to the general education teacher and will also be locked to prevent access from unauthorized personnel. In order to ensure compliance with all federal and state guidelines, staff will receive professional development training based on serving students in the EC program. This training will include differentiating as necessary for those students, setting appropriate goals, and working as a team to develop an IEP in the student's best interest.

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.*

Our staffing and budget for EC are based upon a projected population of 15 percent.

1. A primary strategy at SRCA - CFA is true differentiated teaching; when done well, students with a wide range of ability can learn effectively together and enrich each other's learning with their varied gifts. SRCA - CFA will provide each student with education in the least restrictive environment with their non-disabled peers. All accommodations and special education services deemed necessary for any exceptional child will be provided by the school. There will be an EC room to allow for pull-out time for those students to work with a highly qualified, certified EC teacher and any necessary support staff.

2. EC staff will review the records of all incoming students with IEPs to be sure that the school will be compliant in following the requirements set forth in those current documents. IEPs and 504 Plans will be reviewed as required by law by a multidisciplinary team. Parents will receive

information on the plans and notice of meetings; students will be guided in their participation so that they may become self-advocates. The IEP team will evaluate the interventions. If adequate progress is not found, the IEP team will call a meeting to review appropriateness of goals and services and recommend adjustments.

The certified EC teacher will offer training to all teachers in identifying and referring students for evaluation. There will be procedures in place for teachers to refer students to the Student Support Team (SST). Through teacher evaluation and MAP testing, the school will be able to identify individual student strengths and needs which will help school personnel identify at-risk students. With the help of the EC teacher, classroom teachers will design pedagogical approaches to meet students' needs.

The IEP for a student will be written and revised by a multi-disciplinary team that includes the parents and, where appropriate, the student. It will include:

- * a statement of the students present levels of educational performance;
- * annual goals;
- * measurable short-term instructional objectives;
- * the specific special education and related services to be provided to the student;
- * a description of the extent to which the student will be able to participate in general education program and the extent to which the student will be able to participate with non-disabled students in nonacademic and extracurricular activities;
- * the projected dates for initiation and the anticipated duration of services; and,
- * objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

3. The student's EC teacher will monitor progress using data obtained across settings and report to the student, parents, and relevant staff as outlined in the IEP.

It will be the EC teacher's responsibility to see that all providers of services to EC students have access to records protected by the Family Educational Rights and Privacy Act (FERPA) and that they are providing the appropriate service according to the documents in the IEP. SRCA - CFA will ensure that EC children and their parents are guaranteed procedural safeguards as required by law including access records, notice of meetings, the opportunity for mediation of disputes, and the right to a due process hearing as provided by the parents' rights handbook provided by the state of North Carolina and the federal government.

4. SRCA - CFA will provide related educational services, as specified under IDEA and as outlined in a student's IEP. These services will be provided by certified/licensed staff or by contracting with professionals in the community. The school will ensure that these professionals meet all required licensure and/or certification requirements pertaining to their area of service. Funds are set aside for contracted services in the SRCA - CFA 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. The key to SRCA - CFA's curriculum and student performance standards is rigor. SRCA - CFA is a school that demands high performance from all students at all grade levels. Students who attend SRCA - CFA will find they are continually challenged in all subject areas and that they will have to work diligently to meet academic expectations. The types of challenges students will face are progressive complexity and competency in all subject areas, active participation in all areas of their education, including in-class and out-of-classroom experiences, and problem-solving. Through self-assessment and teacher evaluation, along with the results from standard assessment, students will be challenged to excel beyond state standards in all academic areas. They will be given the tools to meet the demands of SRCA - CFA's rigorous standards, and they will be held to those standards. At the high school level, all classes begin at the honors level, and all students are expected to perform at that level of engagement or higher.

2. In addition to any state or federally-mandated tests, SRCA - CFA's goal will be that every student will achieve at least a year of growth each year and will be proficient in grade level standards. We will use NWEA MAP in grades K-8 to follow student growth. MAP Testing coupled with Compass Learning has met with success in other TeamCFA schools. For high school students, SRCA - CFA will use the PSAT/SAT or similar tests to monitor and evaluate growth and performance. SRCA - CFA is committed to meeting or exceeding Common Core State Standards and the NC Accountability Model standards.

3. Students will be promoted to the next grade through a mix of assessments that includes teacher evaluation, classroom performance, and at times, director decisions. For students with special needs, promotion will also depend on fulfillment of the child's IEP. The academic expectations at Shining Rock Classical Academy will be made clear to potential parents. Additionally, as stated above, teachers and the administration will be diligent in their efforts to keep parents up to date on their children's performance. When a child is in danger of failing, teachers will reach out to parents to discuss the child's circumstances and develop strategies that the child, parents, and teachers can implement to afford the child opportunities to succeed.

SRCA - CFA will give all state-mandated End of Grade (EOG) and End of Course (EOC) tests. The EOC test results currently count as 25 percent of a

students final grade in each high school course for which an EOC test is available.

In addition, SRCA - CFA students must successfully complete, with a passing grade in each, all Future-Ready Core course requirements, four classes in each core subject, two logic classes, rhetoric, a senior thesis project, and three years of a language.

These formal expectations are important; however, they capture neither the intent nor the sentiments of the founders of SRCA - CFA. The spirit of the school is well expressed by Nancy East, SRCA - CFA's board secretary:

"My goal is for our students to not only become well-educated children, but just as importantly I want them to have a love for learning and an ongoing curiosity in whatever topics interest them the most. My hope is that by the end of their high school education, they have a better sense of self than the average kid with more global and community awareness, problem solving skills, and maturity.

Outdoor learning and recreation is also very important to me. I have personally learned more about myself and our world in the woods than in any other place, and I think the teaching opportunities in this arena are endless. I am much more interested in non-traditional sports/recreational activities than I am traditional ones for our school. Given the paradise that surrounds us, it truly amazes me that hardly any schools in this area focus on this aspect of education.

I also hope that Shining Rock's students will leave high school with more clarity about where their professional interests may lie. I know this is a tall order for any 18-year-old child, even with the best education and upbringing, and it may be impossible to narrow down what they want to do with their life at that point; however, I think when given a broad spectrum of educational opportunities and a setting that facilitates this, they're probably more apt to know their strengths and interests and how they might build on that going forward."

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.*

Aristotle defined virtue as knowing the good, desiring the good, and doing

the good. SRCA - CFA will be a school that demands virtuous behavior that results in exemplary citizenship at all levels. The six values that are part of SRCA - CFA's mission statement will be reinforced in the classroom and through expectations of behavior outside of the classroom. Students will constantly be reminded that their hard work is what allows them to succeed and that they should always apply the principle of universality -- that we should apply the same or a more rigorous standard of behavior and performance to ourselves as the standard that we apply to others.

Disciplinary measures will include suspension and expulsion on an as-needed basis. Such measures are always a worst-case outcome, but they are sometimes necessary for offenses outlined by North Carolina state laws, such as causing injury to another person, or possession, sale, or use of a firearm or controlled substance. Students will have appeal and grievance processes in place as mandated by the state.

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: Shining Rock Classical Academy: CFA, Inc

Mailing Address: 320 Howell St.

City/State/Zip: Waynesville NC 28786

Street Address:

Phone: 828-429-9381

Fax:

Name of registered agent and address: Anna Eason
320 Howell St.
Waynesville, NC 28786

FEDERAL TAX ID: 46-3524987

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Melissa Peterson	Member	HAYWOOD	Office/Membershi

			p Coordinator - Haywood Chamber of
Michael Mehaffey	Member	HAYWOOD	Engineer
Julia Bonomo	Member	HAYWOOD	Family Physician
Nancy East	Secretary	HAYWOOD	Veterinarian
Torry Pinter	Treasurer	HAYWOOD	Church Director - Long's Chapel
Anna Eason	Vice-Chair	HAYWOOD	Marketing and HR Director, Sunburst Trout Farms
Tara Keilberg	Chair	HAYWOOD	Paralegal
Diane Martinez	Member	JACKSON	Assistant Professor - Western Carolina University
Joan Lange	CFA Member	Out of State	TeamCFA Director of School Leadership

Please provide the following in this location of the APPLICATION:

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

The board has three essential responsibilities:

- a. ensure the school runs in a fiscally sound and solvent manner
- b. ensure that students meet or exceed expected growth and proficiency through various testing metrics
- c. ensure that the school is a safe environment and that nothing illegal, unethical, or imprudent occurs in the school.

The board hires the school director, who in turn has direct responsibility for the hiring and supervision of the rest of the school's employees. All hiring takes place with the oversight and approval of the board.

The following list of specific board duties:

- * Keep the mission statement in mind as they determine the school's course.
- * Promote the school through a clear articulation of the school's mission, accomplishments, and goals.
- * Establish the school administrator's job description, recruit, and select the most qualified candidate.
- * Support the school administrator, and review his or her performance.
- * Determine and monitor the school's educational programs and services to ensure consistency with the school's mission and to assess effectiveness.
- * Manage fiscal and material resources effectively, approve the annual budget, and ensure that proper financial controls are in place.
- * Perform an annual self-assessment.

- * Recruit, orient, and train new board members.
- * Perform other such duties as required by state law.

Upon being granted a charter by the State of North Carolina, Shining Rock Classical Academy: A Challenge Foundation Academy, Inc. will apply for 501 (c) 3 non-profit status. We anticipate applying for non-profit status by July 2014.

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.*

SRCA - CFA's board will consist of no fewer than seven and no more than 13 members who accurately reflect the demographics of the communities the school serves. The members of the board offer a broad cross-section of skills that are necessary to the success of the school. These areas of expertise include law, electrical and mechanical engineering, personnel, public relations, fundraising, real estate, local business, finance, and education (representing the realms of private, home school, traditional public middle and high school, post-secondary institutions, and instructional technology). In addition, several of the founding board members will be parents of SRCA - CFA students.

The board will hire a director to serve as the executive of day-to-day operations of the school and to serve as the chief educational overseer. The local board has partnered with TeamCFA and identified a proposed school director. Currently a TeamCFA fellow helping the SRCA - CFA board coordinate it's efforts, the proposed school director is a veteran teacher with 10 years of experience at Thomas Jefferson Classical Academy. Prior to his teaching career, the proposed director had careers in print journalism and commercial photography.

The school's success depends upon effective relationships between and among board members and with the school director. The board, at minimum, will offer a formal, annual evaluation of the director, but ideally, there will be ongoing and regular feedback between the board and director. Like all effective critiques, these evaluations are designed to help the director improve weaknesses and avoid mistakes evaluations are tools for construction, not destruction. SRCA - CFA is developing evaluation metrics for the board's self-evaluation and for the evaluation of the director.

The board will set clear academic goals based upon student performance and growth as determined by NWEA MAP Testing or a similar placement metric and competence on North Carolina state testing measures and other nationally-normed tests such as the PSAT, SAT, PLAN, and ACT.

Fiscal goals and planning will be part of the budget process each year. The Finance Committee in particular and the board in general will offer close oversight and regulation on fiscal matters. The board will receive monthly updates from representatives of Acadia NorthStar who will supervise and monitor the budget.

Other important indicators of school success are enrollment demand and student retention. The board will monitor these indicators and the school will conduct regular parent surveys to determine why they have chosen SRCA - CFA and exit interviews to maintain awareness of why students leave.

In addition, the board will carefully track parent satisfaction and staff retention and performance through surveys in an effort to constantly improve the learning environment of the school.

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

The founding board was initially composed of parents of school-aged children who came together to investigate school choice options. The members of this group identified their strengths in the following areas: nonprofit leadership, business, public relations, traditional public education, homeschooling principles, research and professional writing. This group quickly realized they needed to add members with diverse skill sets and soon added a TeamCFA board representative, an engineer to help identify and develop a school facility, a college rhetoric professor to assist with the charter application and governance documents, and a finance executive to lead the finance committee. While there are not any open positions on the board at this time, the board does wish to develop a strong fundraising program once the charter is granted and will seek a candidate at that time to assist the school and engage the community through fundraising. If SRCA - CFA receives its charter, we will add a second TeamCFA board representative.

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

Monthly meetings, except December. Annual meeting - May. Board retreat - July.

- 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).*

Shining Rock Classical Academy: A Challenge Foundation Academy has adapted a board handbook (Appendix J) from a sister school. This handbook will serve as a primer for all board members. In addition, TeamCFA offers a suite of free support services through its operating committees and its system of schools. Each TeamCFA representative receives training in NC open meeting laws; charter school governance best practices; good fiscal oversight; strategic planning; and TeamCFA Academic, Governance, and Business Committee practices. The representative, in turn, imparts these skills and knowledge to the local board members. TeamCFA's established schools actively reach out to fledgling schools like Shining Rock Classical Academy: A Challenge Foundation Academy to offer assistance. For example, a founding board member of Lake Lure Classical Academy facilitated SRCA - CFA's Vision and Purpose Retreat in July 2013, and our board members and proposed school director are in constant contact with teachers, administrators, and schools in the area as well. TeamCFA also offers board training at its annual conference in June and the governance committee is developing a board training program which will be instituted throughout the network of schools. TeamCFA also sponsors board dinners and staff/board luncheons for the purpose of furthering the "community" culture of the TeamCFA Network.

In addition, the NC Office of Charter Schools (OCS) offers the Charter School Governance Series, which is a monthly webinar series (Sept. 2013 - Mar. 2014) covering a comprehensive set of topics pertinent to charter school leadership. Various board members and the proposed school director have participated in the first three webinars this year and will participate in as many of the subsequent training sessions as possible.

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.*

One board member is a licensed realtor whose help we have requested in identifying a school site. This person has offered to use his membership with the NC Board of Realtors to help the school, and he has further agreed to neither charge a commission nor accept any payment for his work on behalf of Shining Rock Classical Academy: CFA, Inc.

Board members must sign a Conflict of Interest Statement disclosing or disclaiming any conflict (see Appendix H). If board members find themselves in a conflict of interest, they shall: 1. disclose the conflict, and 2. recuse themselves from any votes and will refrain from any discussion of the matter. Article 5.7 of the bylaws addresses conflict of interest (See also Appendix H).

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

Policy development will occur primarily at the committee level, but direction may originate with the full board. Final policy decisions rest solely with the board, and all policies will be voted upon in board meetings. However, the board will consider input from stakeholder groups as needed, including the school director, faculty, students, parents, administration, community members, and TeamCFA. As SRCA - CFA grows, there may be a need to add permanent or ad hoc committees. The board shall add a fundraising committee and a grievance committee once the school has earned its charter.

Current standing committees are:

- Publicity
- Finance
- Facilities
- Curriculum
- Governance

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.*

Faculty Advisory Committee

During the first year of the school's operation, the school director will institute a faculty advisory committee to provide another means of feedback. It will consist of no more than five faculty members chosen by anonymous vote of the faculty. The faculty shall invite no more than two parents to participate as members. The school director and a board member may participate with the committee, but will not lead it.

The committee does not have executive authority, but such a group will help to maintain open lines of communication between parents, faculty, board

members and the school director and will promote healthy, productive discourse.

The Faculty Advisory Committee will take a broad view of the schools needs, but its areas of focus shall be:

- a. School Improvement: listening to colleagues' suggestions, seeking ways to make SRCA - CFA better
- b. Improving Communication: upward to the school director, committees, and board; and outward to staff and parents
- c. Daily Operations: offering advice and troubleshooting topics that deal with day to day operation and do not require board approval (e.g., policies related to carpool procedures, class changes, computer lab rules, etc.)

Parent/Teacher Organization

Shining Rock Classical Academy: A Challenge Foundation Academy will have strong ties with parents. Traditionally, a Parent/Teacher Organization (PTO) has a strong parent focus. We will seek to create a PTO that engages parents and teachers in the process of school support and improvement. Teacher representatives will report to the faculty and staff of SRCA - CFA and parents in the PTO will reach out to other parents to encourage involvement. The board hopes to focus the efforts of some of the parents currently involved with the founding of the school to facilitate the development of SRCA - CFA's Parent Teacher Organization.

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

Formal Parent Grievances

SRCA - CFA's parent grievance policy is covered extensively on page 14 of the student handbook. In brief, the aggrieved party shall approach the school director who will make a determination in each case. The director may enlist the help of any parties he/she deems necessary or seek to involve the Parent Grievance Committee. The grievance committee consisting of a board member, a faculty member, and at least one but not more than three parents, who will hear all formal written grievances passed on by the school director. If the aggrieved party feels the director's decision violates procedure or existing policy, the aggrieved may appeal to the Parent Grievance Committee. The committee will give an opinion to the director and the board and has the prerogative to return the grievance to the school director for further consideration based on that opinion.

Formal Staff Grievances

A formal grievance is any violation of a school policy or of a law. SRCA - CFA is committed to fair and speedy resolution of all such complaints between staff. Wherever possible, they will be resolved at the local level and with the maximum of confidentiality. It is intended that procedures laid out in the staff handbook (Appendix N) will resolve most complaints; however, should there be a failure to resolve the matter at the level of the director, the matter may be elevated to the Grievance Committee as appointed annually by the SRCA - CFA Board of Directors to render an opinion. The committee will give an opinion to the director and the board and has the prerogative to return the grievance to the school director for further consideration based on that opinion. The school's staff grievance policy can be found in the staff handbook on page 25.

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 will hire the school director, who will be responsible for recruitment and retention of high-performing teachers and staff. SRCA - CFA will hire teachers who are collaborative, flexible, and creative; they will have an educational philosophy consistent with SRCA - CFA's mission, and these expectations will be explicitly covered during the interview process. Projected staff positions are listed in Appendix M.

The board will offer competitive pay based upon the state scale. The board intends to provide incentive teacher pay based on student achievement and effective teaching practices. While most elementary school teachers come equipped with training from schools of education, at the upper grade levels, the board will seek out highly qualified candidates with advanced degrees and/or skill sets in their fields of study. The emphasis will always be on excellence in teaching at Shining Rock Classical Academy: CFA.

- 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.*

SRCA - CFA's employee handbook (see Appendix N) sets out the policies and expectations of the board with regard to the school's employees. This handbook will provide a framework for employees, but will also change with time as the employees of the school and members of the board learn and grow.

The board must approve all contracts for employees and it is the employer of the school director and the rest of the staff. However, the board will not manage the school's day-to-day functions. The board will provide policies and oversight for the school and will actively seek the input of stakeholders.

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

Employment at SRCA-CFA will be at-will. The school director will be responsible for the logistics of hiring and dismissal, but in the first year members of the board will be involved in the interviewing process.

SRCA - CFA will obtain a criminal record history check on all new employees from the State Bureau of Investigation or from other qualified sources.

Any misrepresentations, falsifications, or material omissions in any information or data in an application may result in the exclusion of an applicant from consideration for employment by SRCA - CFA or, if the person has been hired, termination of employment.

Employment references of all applicants will be checked. Where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon or prior to employment with SRCA - CFA. Teachers must be designated highly qualified.

It is the responsibility of the individual employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to the school. Failure to maintain a current teaching license may result in termination of employment. SRCA - CFA may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law.

SRCA - CFA will not discriminate in employment opportunities, advancement opportunities, or practices on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, or any other characteristic protected by law. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline,

termination, and access to benefits and training.

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

SRCA - CFA will use the state salary ranges as a general guideline, but intends to provide incentive pay based on student achievement and effective teaching practices. The school will provide worker's compensation. We will provide health benefits and a retirement benefits option for all full-time employees.

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

A formal grievance is any violation of a school policy or of a law. SRCA - CFA is committed to fair and speedy resolution of all such complaints between staff. Wherever possible, they will be resolved at the local level and with the maximum of confidentiality. It is intended that procedures laid out in the staff handbook (Appendix N) will resolve most complaints; however, should there be a failure to resolve the matter at the local level, the matter may be elevated to the Grievance Committee as appointed annually by the SRCA - CFA Board of Directors for resolution.

Policies related to employee discipline and termination are covered extensively in the staff handbook (Appendix N) beginning on page 27.

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

Almost every charter school employee has multiple responsibilities within the organization. Faculty and staff may be licensed to drive buses. Teachers may be department chairs, grade team leaders, coaches, or mentors. In the future, we will budget stipends for these positions as well.

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.

SRCA - CFA plans to hire two full-time EC teachers who will oversee EC and ELL services, and the budget will reflect the flexibility we will need until we are able to determine the actual needs of the student population.

Because SRCA - CFA offers a rich and rigorous classical curriculum coupled with the Core Knowledge Curriculum, the intent is that all classes will be taught as honors-level classes or above. Teaching will be differentiated to allow gifted students to grow and be challenged academically. Teachers will provide enrichment in the regular classroom and in extracurricular activities.

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).

SRCA - CFA intends to hire highly effective teachers who are grounded in their discipline, experts in their content area, and love teaching. We will comply with NC law regarding licensure of teachers in charter schools as well as with applicable NCLB Highly Qualified requirements. All personnel must demonstrate a commitment to SRCA - CFA's mission and educational model. The school will employ the following positions the first year, but as the school expands, so will its staffing needs. The director and board will address these needs as they arise.

School Director:

The director is responsible and accountable for all aspects of the school's daily operation. Specific responsibilities include, but are not limited to:

board reports, budget planning, instructional leadership, evaluating the teaching staff, discipline, conflict resolution, and community outreach. At least five years of teaching experience and/or some form of leadership or management experience are desirable.

Administrative Assistant:

Responsibilities include answering the phone, greeting visitors, maintaining attendance/late arrival/early departure records, student information management, and general office duties. The administrative assistant will maintain school business and human resources records including teacher licensure records, accurately maintain financial records, and keep abreast of policies and regulations. Associate's or bachelor's degree or appropriate experience preferred. General computer skills and knowledge of Excel and other office/business programs. Strong organizational skills. Demonstrated dependability. Clerical or customer service experience a plus.

Business Manager:

Maintains school business and human resources records, accurately maintains financial records, keeps abreast of policies and regulations, works with all contractors. Associate's or bachelor's degree or appropriate experience required. General computer skills and knowledge of Excel and other office/business programs. Strong organizational skills.

Curriculum/Testing Coordinator:

Responsibilities include beginning teacher support, licensure, curriculum coordination, and assisting the director with evaluations of teachers and with discipline. Coordinator will have a strong grounding in the classical model of learning and the Core Knowledge Curriculum. Teaching experience is required. Strong organizational skills.

K-8 teachers:

Will be responsible to implement the Core Knowledge Curriculum for their grades and teach students to master the skills. Grade teams will plan together, and specialty teachers will collaborate with grade teams. Teachers must work with EC staff to ensure compliance in services and accommodations. Classroom teachers must be licensed or eligible for licensure in elementary education or middle-grades education. Licensure preferred for specialty teachers as well. All must be highly qualified in the areas in which they teach.

Teacher assistants:

Assist teachers with instructional duties. Two year degree or equivalent hours of course work preferred. Experience working with children preferred.

EC teachers:

The EC teachers will oversee services for Exceptional Children, work with regular education teachers, and provide training in EC practices. Must be licensed or eligible for licensure in Exceptional Children and must be highly qualified. Experience preferred.

As Shining Rock Classical Academy: A Challenge Foundation Academy grows and adds upper-level grades, we will add the following positions.

High school teachers:

Must be highly qualified in teaching area. Preferably holds appropriate teaching license or is eligible to apply.

School Counselor:

Provide individual and group counseling, college and career exploration, and help with student schedules. Master's degree and license in school counseling, counseling, social work, or psychology required. License in school counseling preferred.

Staff Evaluation and Professional Development

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

Each teacher is responsible for maintaining his or her licensure. SRCA - CFA's curriculum coordinator will assist teachers with maintaining these records.

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.*

SRCA - CFA will hire, retain and develop highly effective teachers through a program of professional development and evaluation, through professional learning communities offered through TeamCFA, by affording opportunities for leadership and professional growth, and by creating a culture that recognizes and rewards excellence.

The director will seek teachers who meet certification and Highly Qualified status requirements. Evaluation is an ongoing and evolving process. As required, teachers seeking initial licensure or license renewal will receive evaluations using the state's current metric. In addition, SRCA - CFA will implement evaluation processes that reflect current research and incorporate multiple measures of effectiveness, including classroom observations and teacher reflections, student and peer perceptions of the classroom instructional environment, and teacher self-assessment and perceptions of the school's instructional support. Classroom observations and teacher reflections will be based on established rubrics, which may include, but are not limited to, North Carolina's required teacher evaluation program for probationary teacher certification and career teacher recertification.

SRCA - CFA will also incorporate measures of student achievement, as well as evaluation of teachers' pedagogical content knowledge. We will work to develop these latter measures as both the school and research in these areas continue to develop. The purpose of our teacher evaluation process is to provide a measure of individual teacher performance and identify areas for professional growth, identify and focus the school's ongoing professional development efforts, and ensure that Core Knowledge and the classical model are implemented with fidelity.

Our in-house evaluation program will include, but not be limited to, the following components:

1. An established standard and a clear rubric
2. A self-assessment component
3. A collaborative support network of teachers and administrators to provide feedback and advice. Initially, primary responsibility for mentoring will

fall upon the director, who may delegate some mentoring responsibilities to capable teachers. As the school grows, SRCA - CFA will implement a more formalized teacher mentor program.

All teachers will receive formal classroom evaluations at least twice per year. Following the evaluation, the evaluator and teacher will review performance based on factors including student performance data, student and parent satisfaction, results of observations, input from peers, and the teacher's self-reflection and personal assessment. While these reviews will be considered in determination of contract renewals and potential performance bonuses, they are designed as a collaborative process of reflection and feedback with the goal of helping all teachers improve their performance.

- 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.*

All teachers of grades K-8 will receive training from the Core Knowledge Foundation in Core Knowledge implementation. We will send teachers to Core Knowledge workshops using grant money from TeamCFA and will also have in-house professional development to train and support teachers. Some of these sessions may be in partnership with other TeamCFA schools around the state.

Teachers of grades 9-12 will receive in-house training to teach them about the principles behind Core Knowledge and provide a general overview of the program.

Teachers in all grades will receive in-house training about the Trivium and Socratic questioning. All teachers will have in-house training in classroom management and positive discipline. We will provide training in data-driven instruction and creating and using meaningful assessments. These sessions may be differentiated by lower (K-8) and upper (9-12) school. Training will be led by in-house experts or by staff from other TeamCFA schools. Teachers will also receive training in differentiated instruction.

Our EC teachers will conduct training sessions on EC procedures at least once a year.

We will solicit input from teachers about desired professional development topics and SRCA - CFA's teachers will facilitate as much of the professional development as they can. As SRCA - CFA's staff matures, we will increase this aspect of our training. Hopefully, we will be able to offer our teachers to other burgeoning charter schools as we have relied upon established charter schools such as Brevard Academy: A Challenge Foundation Academy and TJCA - CFA. Some professional development courses will be content-related and will be attended by teachers in specific departments. Some will be grade-level specific.

- 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.*

We have scheduled ten days at the beginning of the first year for orientation, training, and professional development. New employees in the

second year and beyond may be required to attend additional training days added onto the beginning of regular teacher training. Since all teachers will be new to the school the first year, all teachers will go through new teacher orientation to fill out paperwork and learn about policies and procedures (1/2 day).

Teachers will read Dorothy Sayers' essay "The Lost Tools of Learning" and will be introduced to Socratic questioning techniques. (1/2 day)

Shining Rock Classical Academy: A Challenge Foundation Academy will provide professional development for the staff specifically for implementing the Core Knowledge Curriculum (2-3 days). Professionals from the Core Knowledge Foundation and from TeamCFA will come to the school site to train staff members. We will also have training in using the Singapore Math Curriculum as the school opens. We will enlist the help of teachers, administrators, and board members from other TeamCFA schools to lead sessions on best practices in classroom management, documentation, and the means by which charter schools can distinguish themselves within a community. Teachers will learn about differentiating instruction to accommodate all students. Our EC specialist will also train classroom and special area teachers in inclusion, EC protocol, and referrals. Teachers will also learn about cross-cultural understanding, hidden biases, and setting high expectations for all students (ongoing).

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.

To ensure a smooth start to the first year of operations, SRCA - CFA will provide professional development for the staff specifically for implementing the Core Knowledge Curriculum. In the first year, there will be ten days before the start of school for orientation, training, and professional development so that the new staff can be brought up to speed. There will be at least two full or half days set aside for professional development in the first semester and at least two days in the second semester. There will also be two days at the end of the year for reflection, teacher surveys, and year-end housekeeping.

During pre-planning, professionals from the Core Knowledge Foundation and from area TeamCFA schools will come to the school site to train staff members in this first year. We will initially use Singapore Math and will provide training for teachers.

In subsequent years, any new teachers will be required to be trained in these curricula and returning faculty will be offered refresher courses and chances to discuss best practices to refine their skills. These sessions will be led by in-house staff when possible.

In a typical year, there will be a minimum of five teacher work days for professional development the last full week before school starts. There will be four workdays scheduled during the year and two after the last day of school. We will also have a half-day for students at the end of each quarter, allowing teachers a half-day to work on completing and submitting grades.

Enrollment and Marketing:

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

- 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)).

We understand and agree with the charter school state statute. Already, the members of the SRCA - CFA board members and close supporters of the endeavor are reaching out to the community through the following media:

Website: <http://shiningrockclassicalacademy.com/>

Facebook: <https://www.facebook.com/ShiningRockClassicalAcademy>

Twitter: <https://twitter.com/ShiningRockCFA>

Flyers: Posted at grocery stores, churches libraries, and other public locations

A monthly email newsletter distributed to a list of over 235 parents and community members with an "open rate" of over 40%

Public meetings in October 2012; May, September, and October 2013

Participation in local festivals (e.g., Waynesville's "Church Street Arts and Crafts Festival," Oct. 12, 2013)

A newspaper article on April 19, 2013, in the local newspaper, "The Mountaineer."

Also, TeamCFA provides marketing guidance:

Create School Identity

- * School Colors

- * School Logo bundle all versions of final logo including: full color logo, black/white, reversed out, single color, and "text only" in a variety of file formats

- * School Mascot

- * Complete Brand Guidelines outlining: use of logos, Pantone color palettes, typography specs

Create Stationery System

- * Letterhead

- * Envelopes

- * In-house memo - Word Template

- * Business Cards

Brochures

- * Tri-Fold Brochure - create

- * FAQ brochure - create

Signage

- * School Site signage as needed

- * Banner-up portable signage - create

* Billboards as needed

Website: On National Level

- * Develop/launch
- * Provide staff training
- * Maintain /update

School Website Upgrade

- * Maintained by onsite Super User with login permissions to update site
- * School Calendar
- * Current News Events
- * Teacher Websites
- * Link to entire TeamCFA network activity
- * Streaming photos
- * Thorough school info: mission statement, academic plan, enrollment, location, activities, contact, extracurricular, volunteering, parent/student info and more

Supply Email Accounts for school staff: e.g., bbutler@srca.teamcfa.org

Supporting Materials

- * Postcards
- * Flyers
- * Door hangers
- * ConnectCFA Magazine (advertising as a member of TeamCFA)

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. In addition to the ongoing efforts listed in the response to the previous question, SRCA - CFA's board is considering means of local advertising and promotion that will gradually increase as our projected July 2015 opening approaches. These include, but are not limited to billboards, local radio and newspaper advertising, magnetic automobile signs, meetings with community groups, and social media.

2. Education of children must be a collaborative effort between parents and teachers. This is particularly true of charter schools and arguably the extra efforts at involving parents are instrumental in the success of charters. SRCA - CFA will partner with parents and other community stakeholders by all standard means, such as:

Board or committee member, mentor/tutor, community expert, field trip chaperone, audience member for student projects, theatre/dance participant, coach or club sponsor, school celebrations, fundraisers, homeroom parent, parent appreciation breakfasts, lunch visits, etc.

For too many families, public education is seen as a requirement and a chore rather than a choice. The SRCA - CFA family will make every effort to engage all parents in a partnership designed to make learning a central and ongoing

part of everyone's life. Students are not the only learners on-hand when the school day begins at Shining Rock Classical Academy. Teachers, parents, and staff alike should pursue learning as a life-long endeavor. By living and demonstrating a life of learning, parents, faculty, and staff can provide a model that students might admire and emulate.

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.*

The application period begins January 1 annually. The application deadline will be in mid-March each year. During each period of enrollment, SRCA - CFA will admit any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the school. We reserve the right to refuse admission to a student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.

Currently enrolled students at SRCA - CFA should complete a Letter of Intent by the last day of January each year to indicate whether or not they intend to return. Returning students do not have to submit a new application or go through the lottery process. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

A lottery will be held if more students apply than we can accommodate. The lottery will take place in a public forum within two weeks of the application deadline. Notices of the lottery will be posted, published, and advertised. No applicant is required to be present at the lottery to receive a spot. After all open spots are filled, students will be placed on waiting lists by grade in the order the names are drawn. Students who are admitted or are in the first 20 wait-list spots per grade will be notified by email, phone, or mail. If admitted or enrolled students give up their places, names will be selected in order from the waiting list to fill the vacancies. Each family should accept or decline admittance in writing within five business days of notification. The family will provide further information about their child as well as sign a records release form if they accept the seat.

As per state statute, SRCA - CFA will give priority enrollment to children of the school's principal, teachers, and teacher assistants. Siblings of students enrolled and attending the previous year will also be given priority for enrollment. If a lottery is needed, one surname will be entered into the lottery to represent all multiple-birth siblings. If that surname

is selected, all of the multiple-birth siblings will be admitted.

The charter school may give enrollment priority to any of the following:

a. Siblings of currently enrolled students admitted in a previous year. The term "siblings" includes any of the following who reside in the same household: half-siblings, step-siblings, and children residing in a family foster home.

b. Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

c. Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:

1. Children of the school's principal, teachers, and teacher assistants, full-time employees.

2. For its first year of operation, the children of founding board members.

There will be no pre-admission activities.

Students may withdraw or transfer at any time with written notice from parent or guardian. If the parent or guardian does not give notice and another school sends a written request for records transfer signed by the parent or guardian, this will serve as written notice.

To transfer or withdraw from SRCA - CFA the following steps will need to be followed:

1. The student and parent shall sign an official Withdrawal Form.

2. The student or parent shall return all library and course books.

3. The school shall provide to the student copies of the most current report card, a transcript, interim reports, a signed withdrawal form, and attendance summaries. These will be provided in an enclosed, sealed envelope.

4. A Withdrawal Form will be completed by teachers for most current completed grade term.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Haywood County Schools
- LEA #2 Buncombe County Schools
- LEA #3 Jackson County Schools

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 440	LEA 110	LEA 500	LEA 440	LEA 110	LEA 500	LEA 440	LEA 110	LEA 500	LEA 440	LEA 110	LEA 500	LEA 440	LEA 110	LEA 500
Kindergarten	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 01	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 02	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 03	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 04	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 05	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 06	31	6	7	31	6	7	31	6	7	31	6	7	31	6	7
Grade 07	0	0	0	31	6	7	31	6	7	31	6	7	31	6	7
Grade 08	0	0	0	0	0	0	31	6	7	31	6	7	31	6	7
Grade 09	0	0	0	0	0	0	0	0	0	31	6	7	31	6	7
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	31	6	7
	217	42	49	248	48	56	279	54	63	310	60	70	341	66	77
	308			352			396			440			484		

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.

Shining Rock Classical Academy: A Challenge Foundation Academy intends to find a location in or near Waynesville, Haywood County's population center. Because the community demand supports the idea of frequent field trips and experiences outside the classroom, buses will be necessary.

Our intention is to begin with two bus routes, which will also allow SRCA - CFA to set up morning and afternoon bus routes to Canton in eastern Haywood County and to a pickup/dropoff point in Jackson County to the west. Pick-up locations will be determined based on student enrollment and family need. To support this need, we will initially purchase four used buses and have budgeted for an additional used bus each year after. However, as early as year-two, we will consider enrolling in the state's bus plan, which would allow us to purchase and maintain new buses, which the state would replace as they aged. We are in the early stages of studying this option, but feel that our budget surplus, especially in year-two, will cover this need.

As part of the enrollment process, we will survey parents about transportation needs. SRCA - CFA's transportation services will constantly evolve and change based upon what best serves the students. Our administrative staff will also work with parents who would like to organize carpools to facilitate a plan. As the school grows to serve high school grades, SRCA - CFA will develop standards to address the needs and responsibilities of student drivers.

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.

It will be a priority at Shining Rock Classical Academy: A Challenge Foundation Academy that no students ever go hungry. To that end, we have made initial contact with Brandon Anderson, a local businessman and entrepreneur who works with a Waynesville Rotary initiative called Haywood's Hungry Kids. This organization, with the help of our PTO, will ensure that we can provide meals for any children who need them. Students at Shining Rock Classical Academy: A Challenge Foundation Academy will be able to bring meals from home, but we have also budgeted \$3000 per year to provide meals for students in need or students who forget to bring their lunches. We also intend to contact local vendors to determine the feasibility of providing inexpensive, healthy meals to students who wish to purchase them. The demand for this service will be determined as part of the enrollment process, which will begin in January, 2015.

In addition, board vice-chair Anna Eason is determining the feasibility of developing a farm-to-school program, which would allow students to build

relationships with local food providers and farmers while potentially providing healthy food choices for our students.

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		\$4,971.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$350,000		\$525.00
Motor Vehicle Liability	\$1,000,000		\$2,250.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$6,689.00
Total Cost			\$14,767.00

*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.

benbutler 12/03/2013

(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).

Board member Michael Mehaffey is a life-long resident of Haywood County and holds a realtor's license. He has agreed to lead our search for a facility and to act as the Agent for Shining Rock Classical Academy: CFA, Inc. In addition, he will waive any fee or payment for his services. Mr. Mehaffey is pursuing several possibilities regarding property and facility lease options. Due to the depressed real estate market, land for purchase is plentiful, and we feel strongly that by Spring 2015, we might identify a property owner willing to offer a lease to purchase agreement. That, however, is highly speculative. We also have three fairly solid property options in the Waynesville Area that we are considering:

1. We are in early discussions with a local church that might be willing to lease at least three acres of land for 3-5 years. We have received a budgetary quote from Vanguard Modular Building Systems in Charlotte for the lease of modular units. While Vanguard has quoted the cost to deliver, set up, and finish the modular units, according to a local contractor, we can realize a 17-26% savings by using local providers for those services. Vanguard has higher costs because they use their own, out-of-town help, who have housing and per diem costs while the job is being completed. We have based our setup costs on the more conservative 17% savings expectation for the purposes of the application budget. In year three, we speculate that we would need to add a third modular unit, equal in size to each of the first two, which would allow us to meet our space needs. We have adjusted our facilities, utilities, materials, and staffing cost expectations accordingly to account for the additional modular unit. All facilities costs in Section V are based upon this first scenario, which is our preferred option. The SRCA - CFA board is excited about this opportunity because of the excellent working relationship between the parties and because it would allow the school a five-year window to grow before considering whether to purchase land and build its own, more permanent facilities.

After consultation with the Shining Rock Classical Academy: CFA Founding Board and the church administrator, both agree that a lease arrangement would benefit the church and school and be a great collaboration. The church currently runs one of the largest preschools in the county, serving about 90 children. There would be no need for the school to make any improvements on the property other than the installation and setup of the modular units. Parking is plentiful, and the church property has access to municipal water and sewer. This option would easily allow for five years of growth, but would also be appropriate if we fall short of our enrollment goal of 308 in the first year.

2. In addition, Mr. Mehaffey has located several properties which may be available for lease or lease to purchase. One, located at 73 Frazier Street, contains 7200 square feet of warehouse space. With some renovation, and the addition of modular units on the property, we estimate that our facility costs would be a lease arrangement for \$3-8 per square foot.

3. A third option would be to lease or lease/purchase the senior high campus of Haywood Christian Academy, located at 1400 Clyde Road, in Clyde. The

church that runs the school currently has two campuses and hopes to consolidate on their main campus. The senior high campus is roughly 9000 square feet and would be a good option if the other two fall through and if we fall short of our enrollment goal of 308 students.

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.*

Choosing to use modular units means that SRCA - CFA will maintain flexibility and limit the possibility of facility complications, since the modular units we plan to use are built to a very rigorous general specification. It is, of course, challenging to speculate on real estate possibilities almost two years in advance; however, given the prevalence of commercial property and the extended time that some of the lots have been listed, we feel confident that placing leased modular units on leased land will remain likely final solution. Based upon the experience of schools of similar size, such as Brevard Academy: CFA and Lake Lure Classical Academy: CFA, we anticipate the need for 16-20 classrooms for our July 2015 opening. This would represent a spatial need of roughly 12,000-15,000 square feet.

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 1st 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 #1 440 - Haywood County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,765.33	217	\$1,034,076.61
Local Funds	\$1,693.08	217	\$367,398.36
Federal EC Funds	\$3,299.22	33	\$108,874.26
Totals			\$1,510,349.23

LEA #2 110 - Buncombe County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,694.21	42	\$197,156.82
Local Funds	\$1,837.56	42	\$77,177.52
Federal EC Funds	\$3,598.33	6	\$21,589.98
Totals			\$295,924.32

LEA #3 500 - Jackson County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,015.45	49	\$245,757.05
Local Funds	\$1,820.76	49	\$89,217.24
Federal EC Funds	\$3,342.15	7	\$23,395.05
Totals			\$358,369.34

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

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,476,990	\$1,687,989	\$1,898,988	\$2,109,986	\$2,320,985
-Local Per Pupil Funds	\$533,793	\$610,049	\$686,305	\$762,562	\$838,818
-Exceptional Children Federal Funds	\$149,024	\$168,559	\$191,261	\$217,272	\$236,807
-Other Funds*	\$100,000	\$100,000	\$100,000	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,259,807	\$2,566,597	\$2,876,554	\$3,089,820	\$3,396,610

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
School Director	1	\$60,000	\$60,000	1	\$60,600	\$60,600	1	\$61,206	\$61,206	1	\$61,818	\$61,818	1	\$62,436	\$62,436
Business Manager	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,703	\$35,703	1	\$36,060	\$36,060	1	\$36,420	\$36,420
Guidance Counselor	0	\$0	\$0	0	\$0	\$0	1	\$38,000	\$38,000	1	\$38,380	\$38,380	1	\$38,763	\$38,763
Administrative Assistant	1	\$26,000	\$26,000	1	\$26,260	\$26,260	2	\$26,522	\$53,044	2	\$26,787	\$53,574	2	\$27,155	\$54,310
Custodians	1	\$30,000	\$30,000	1	\$30,300	\$30,300	2	\$30,603	\$61,206	2	\$30,909	\$61,818	2	\$31,218	\$62,436
A - Total Admin and Support:	4	\$151,000	\$151,000	4	\$152,510	\$152,510	7	\$192,034	\$249,159	7	\$193,954	\$251,650	7	\$195,992	\$254,365
Instructional Personnel:															
Curriculum/Testing Coordinator	1	\$40,000	\$40,000	1	\$40,400	\$40,400	1	\$40,804	\$40,804	1	\$41,212	\$41,212	1	\$41,624	\$41,624
Core Content Teacher(s)	14	\$36,000	\$504,000	17	\$36,360	\$618,120	21	\$36,723	\$771,183	25	\$37,090	\$927,250	30	\$37,461	\$1,123,830
Teacher Assistants	3	\$22,000	\$66,000	4	\$22,220	\$88,880	4	\$22,442	\$89,768	4	\$22,666	\$90,664	4	\$22,893	\$91,572
Electives/Specialty Teacher(s)	3	\$36,000	\$108,000	4	\$36,360	\$145,440	4	\$36,723	\$146,892	4	\$37,090	\$148,360	4	\$37,461	\$149,844
Exceptional Children Teacher(s)	2	\$40,000	\$80,000	2	\$40,440	\$80,880	2	\$40,844	\$81,688	2	\$41,252	\$82,504	2	\$41,665	\$83,330
Ec Assistant	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$22,000	\$22,000	1	\$22,220	\$22,220
Transportation Staff	2	\$5,500	\$11,000	2	\$5,500	\$11,000	3	\$5,500	\$16,500	4	\$5,500	\$22,000	4	\$5,500	\$22,000
B - Total Instructional Personnel:	25	\$179,500	\$809,000	30	\$181,280	\$984,720	35	\$183,036	\$1,146,835	41	\$206,810	\$1,333,990	46	\$208,824	\$1,534,420
A+B = C - Total Admin, Support and Instructional	29	\$330,500	\$960,000	34	\$333,790	\$1,137,230	42	\$375,070	\$1,395,994	48	\$400,764	\$1,585,640	53	\$404,816	\$1,788,785

Shining Rock Classical Academy: CFA

Personnel:															
Administrative & Support Benefits															
Health Insurance	4	\$5,285	\$21,140	4	\$5,305	\$21,220	7	\$5,325	\$37,275	7	\$5,345	\$37,415	7	\$5,365	\$37,555
Retirement Plan--Other	4	\$2,265	\$9,060	4	\$2,265	\$9,060	7	\$2,265	\$15,855	7	\$2,265	\$15,855	7	\$2,265	\$15,855
Medicare	4	\$478	\$1,912	4	\$478	\$1,912	7	\$478	\$3,346	7	\$478	\$3,346	7	\$478	\$3,346
Social Security	4	\$2,042	\$8,168	4	\$2,042	\$8,168	7	\$2,042	\$14,294	7	\$2,042	\$14,294	7	\$2,042	\$14,294
Unemployment	4	\$251	\$1,004	4	\$251	\$1,004	7	\$251	\$1,757	7	\$251	\$1,757	7	\$251	\$1,757
D - Total Admin and Support Benefits:	20	\$10,321	\$41,284	20	\$10,341	\$41,364	35	\$10,361	\$72,527	35	\$10,381	\$72,667	35	\$10,401	\$72,807
Instructional Personnel Benefits:															
Health Insurance	23	\$5,285	\$121,555	28	\$5,305	\$148,540	32	\$5,325	\$170,400	37	\$5,345	\$197,765	42	\$5,365	\$225,330
Retirement Plan--Other	25	\$2,265	\$56,625	30	\$2,265	\$67,950	35	\$2,265	\$79,275	41	\$2,265	\$92,865	46	\$2,265	\$104,190
Medicare	25	\$478	\$11,950	30	\$478	\$14,340	35	\$478	\$16,730	41	\$478	\$19,598	46	\$478	\$21,988
Social Security	25	\$2,042	\$51,050	30	\$2,042	\$61,260	35	\$2,042	\$71,470	41	\$2,042	\$83,722	46	\$2,042	\$93,932
Unemployment	25	\$251	\$6,275	30	\$251	\$7,530	35	\$251	\$8,785	41	\$251	\$10,291	46	\$251	\$11,546
E - Total Instructional Personnel Benefits:	123	\$10,321	\$247,455	148	\$10,341	\$299,620	172	\$10,361	\$346,660	201	\$10,381	\$404,241	226	\$10,401	\$456,986
D+E = F - Total Personnel Benefits	143	\$20,642	\$288,739	168	\$20,682	\$340,984	207	\$20,722	\$419,187	236	\$20,762	\$476,908	261	\$20,802	\$529,793
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	24	\$827,163	\$192,284	24	\$693,179	\$193,874	42	\$875,752	\$321,686	42	\$833,274	\$324,317	42	\$853,227	\$327,172
B+E = H - Total Instructional Personnel (Salary & Benefits)	148	\$446,361	\$1,056,455	178	\$396,893	\$1,284,340	207	\$415,962	\$1,493,495	242	\$422,114	\$1,738,231	272	\$426,575	\$1,991,406
G+H = J - TOTAL PERSONNEL	172	\$1,273,524	\$1,248,739	202	\$1,090,072	\$1,478,214	249	\$1,291,714	\$1,815,181	284	\$1,255,388	\$2,062,548	314	\$1,279,802	\$2,318,578

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Facilities	Instructional Equipment	\$46,200	\$36,200	\$26,200	\$13,100	\$13,100
	Office Equipment	\$34,800	\$14,800	\$14,800	\$7,400	\$7,400
	Facility Lease/Mortgage	\$139,200	\$139,200	\$206,400	\$206,400	\$206,400
	Set Up Costs	\$90,000	\$0	\$45,000	\$0	\$0
	Rent Of Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Maintenance	\$11,136	\$11,136	\$16,512	\$16,512	\$16,512
	Security And Fire	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Custodial Supplies	\$6,000	\$6,000	\$9,000	\$9,000	\$9,000
Professional Contract	Special Services	\$38,808	\$44,352	\$49,896	\$55,440	\$60,984
Office:	Professional Development	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Advertising	\$10,000	\$10,000	\$5,000	\$5,000	\$5,000
	Office Software	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Office Supplies	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Copier leases	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Financial Services	\$33,880	\$38,720	\$43,560	\$48,400	\$53,240
	Powerschool Services	\$10,780	\$12,320	\$13,860	\$15,400	\$16,940
	Audit Fees	\$0	\$8,500	\$9,000	\$9,500	\$10,000
	Legal Fees	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Board Expenses	\$250	\$250	\$250	\$250	\$250
Utilities	Telephone	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Electric	\$40,440	\$43,015	\$64,500	\$69,040	\$73,000
	Water/Sewer	\$5,055	\$5,745	\$6,465	\$7,170	\$7,860
	Waste Management	\$3,370	\$3,830	\$4,310	\$4,780	\$5,240
Transportation	Buses	\$60,000	\$15,000	\$15,000	\$15,000	\$15,000
	Gas	\$15,000	\$15,000	\$17,000	\$17,000	\$17,000
	Vehicle Repair	\$40,000	\$45,000	\$45,000	\$47,500	\$47,500
Other	Food Supplies	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Liability Insurance	\$7,358	\$7,505	\$7,655	\$7,808	\$7,964
	Auto Insurance	\$2,250	\$2,295	\$2,340	\$2,387	\$2,435
	Property Insurance	\$525	\$535	\$546	\$557	\$568
	Workers Compensation	\$4,302	\$4,388	\$4,475	\$4,656	\$4,749
	Scholastic Accident	\$2,156	\$2,199	\$2,243	\$2,287	\$2,333
	Fidelity Bond	\$332	\$338	\$345	\$352	\$359

Shining Rock Classical Academy: CFA

	Field Trips	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	K - TOTAL Administrative & Support Operations	\$665,842	\$530,328	\$673,357	\$628,939	\$646,834
	Instructional:					
Books and Supplies	Instructional Materials	\$24,640	\$25,872	\$27,165	\$28,523	\$29,950
Books And Supplies	Textbooks	\$55,500	\$30,000	\$40,000	\$40,000	\$40,000
Classroom Technology	Technology Equipment	\$29,000	\$15,000	\$20,000	\$10,000	\$10,000
	Technology Hardware And Maintenance	\$44,000	\$30,000	\$30,000	\$20,000	\$20,000
	Network/Internet	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400
Other	Core Knowledge Staff Training/Site Visit	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Books And Supplies	Core Knowledge Grade Level Resources K-8	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Nationally-Normed Testing Materials And Training	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
Classroom Technology	Curricular Hardware And Software	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Books And Supplies	Additional Instructional Resources	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Other	Teamcfa Conference Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	L - TOTAL Instructional Operations	\$256,540	\$205,272	\$222,565	\$204,923	\$207,350
	K+L = M - TOTAL OPERATIONS	\$922,382	\$735,600	\$895,922	\$833,862	\$854,184

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,248,739	\$1,478,214	\$1,815,181	\$2,062,548	\$2,318,578
M - TOTAL OPERATIONS	\$922,382	\$735,600	\$895,922	\$833,862	\$854,184
J+ M =N TOTAL EXPENDITURES	\$2,171,121	\$2,213,814	\$2,711,103	\$2,896,410	\$3,172,762
Z - TOTAL REVENUE	\$2,259,807	\$2,566,597	\$2,876,554	\$3,089,820	\$3,396,610
Z - N = SURPLUS / (DEFICIT)	\$88,686	\$352,783	\$165,451	\$193,410	\$223,848

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 following factors were considered when making initial enrollment projections for Shining Rock Classical Academy:

Location

Currently, there are no charter schools in Haywood County and SRCA - CFA is the only letter of intent submitted for the Dec. 6, 2013 deadline. Jackson County has one charter school in the town of Cashiers in the south; however, the county's population is centered in the north of the county, near the county seat of Sylva and the university town of Cullowhee, which are more easily accessed from Haywood County than from Cashiers. The nearest charter schools to the town of Canton in eastern Haywood County are in the Asheville area. The nearest of the Buncombe County schools is 15 miles from Canton and 25 miles from Waynesville. All three of the charter schools currently open in Buncombe County have waiting lists.

Demand

As of the submission of this application, SRCA - CFA has received parent interest surveys representing 150 children eligible to enroll in 2015. This represents significant interest, considering promotion so far has been word of mouth, and Internet-based and we have yet to begin the process of promoting enrollment.

Serving a Need

Shining Rock Classical Academy seeks to serve a specific niche through its application of the classical learning model of the Trivium, Core Knowledge Curriculum, and experiential learning.

Break-Even Point

Based upon the idea of our costs being fixed at levels to support 308 students, our break-even point is about 270 students. This, of course, does not take into consideration the fact that some costs will fall with decreasing enrollment. If we hit our target for full enrollment, we stand to see a surplus of over \$88,000 in the first year.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not

received or are lower than estimated.

Assuming SRCA - CFA receives a charter, we will aggressively pursue fundraising and loan opportunities with the intention of having a facility and a certificate of occupancy in the Spring of 2015 in order to be eligible for our first drop of state dollars in July 2015.

In the event that SRCA - CFA's revenue stream is less than expected as a result of under-enrollment, we will adjust accordingly. We will be more conservative in our hiring initially (as reflected in our first-year staff projections) in the hopes that we would not be forced to lay off employees. With fewer students, it would be possible to hire even fewer staff initially and consolidate sections within a grade if numbers dictated that we do so. In addition, we could delay hiring a business manager and curriculum/testing coordinator.

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

TeamCFA offers three forgivable \$100,000 loans in the school's first three years. See Appendix R for TeamCFA's assurance document. Our projections conservatively anticipate no federal funds, although the likelihood is that we may qualify for federal programs.

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

Student to Teacher Ratio is 22:1 in year one.

- 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.*

SRCA - CFA plans to contract with Acadia NorthStar for student accounting and financial services. ANS has a very successful track record with service to charter schools.

SRCA - CFA will provide related educational services, as specified under IDEA and as outlined in a student's IEP. These services will be provided by certified/licensed staff or by contracting with professionals in the community. The school will ensure that these professionals meet all required licensure and/or certification requirements pertaining to their area of service. Funds are set aside for contracted services in the SRCA - CFA budget.

Shining Rock will compare the expense of hiring a staff member for custodial services versus contracting such services with an outside vendor.

Regarding large purchases, SRCA - CFA's board represents a broad cross-section of the community and are well-connected to business and service providers. Always careful to avoid conflicts of interest, the board and school director will attempt to meet the school's material needs locally when cost-effective and practical. The board's finance committee will develop policies governing the selection of contractors and large purchases (e.g., formal bid requirements for large purchases).

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

plans, and facility needs.

The board of Shining Rock Classical Academy, the school's proposed director, Acadia NorthStar, and a plethora of CFA board members, administrators, and TeamCFA corporate officers have contributed to the structuring of this charter application. We have studied the budgets of other TeamCFA schools in North Carolina, particularly in their first few years and built Shining Rock's application accordingly. We have taken into account our unique program objectives, geography, marketplace, and community needs. We have structured the budget to be initially very conservative in its hiring and operating expenditures. Our intent is to grow the school slowly and deliberately and not over-extend ourselves fiscally.

Curriculum: Students will benefit from the well-established Core Knowledge Curriculum, and the budget will allow the school to buy needed curricular materials and expand our elective offerings in response to demand.

Transportation: We realize that in order to reach our enrollment targets, families may require help getting to and from school. Our transportation plan calls for the purchase of at least two buses to be used for bus routes and frequent field trips, a common request from our prospective parents.

Facilities: From the inception of the school, SRCA - CFA must provide safe facilities that are conducive to learning. We are pursuing several options for leasing land and modular units for the first 3-5 years. Doing so will allow us to keep facilities costs around 13% of our total budget for the first few years and give us time to carefully plan for a more 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.

Our long term goal for a fund balance will be 20% of one year's operating budget, which we hope to achieve within 5-10 years of the school's existence. Acadia NorthStar recommends that schools reach and maintain a minimum 10% contingency fund. In our proposed budget, we show an annual surplus of 4% in the first year, growing to an annual surplus of almost 7% by year five. Without sacrificing our mission or the quality of instruction, we aim to manage our funds so that we will yield a surplus every year with the intent of reaching an annual 10% surplus by year 10.

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

Our plan for the first five years is to lease land and facilities. Lease payments will be funded using ADM dollars and TeamCFA forgivable loans (See Appendix R).

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*

Other TeamCFA schools have had great success in sharing and repurposing physical assets, such as furniture and textbooks. We will participate in this network.

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

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

The board's Finance Committee will develop financial management and internal control policies for SRCA - CFA, drawing heavily on policies in place at other TeamCFA affiliates. Control and oversight are the responsibilities of the board members, school director, and business manager, who will work in close concert with Acadia NorthStar to manage the school's assets responsibly.

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

One board member is a licensed realtor whose help we have requested in identifying a school site. This person has offered to use his membership with the NC Board of Realtors to help the school, and he has further agreed to neither charge a commission nor accept any payment for his work on behalf of Shining Rock Classical Academy: A Challenge Foundation Academy, Inc.

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
PO Box 1028
Kings Mountain, NC 28086
P: 704-739-0771
F: 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).

benbutler

Date: 12/02/2013

Applicant Signature:

The foregoing application is submitted on behalf of Shining Rock Classical Academy: CFA (*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: benbutler

Board Position: Proposed School Director

Signature: _____

Date: 12/03/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

