



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Southpoint Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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: Southpoint Academy

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

Name of non-profit organization under which charter will be organized or operated: *Southpoint Academy*

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: *Mildred Brown*

Title/Relationship to nonprofit: *Administrator*

Mailing address: 7415 Fayetteville Rd
Durham NC 27713

Primary telephone: 919-323-3246 Alternative telephone: 919-544-5652

E-Mail address: *brownspa@ncrrbiz.com*

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

County: DURHAM

LEA: 320-Durham Public Schools

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

No:

Yes:

If so, Public or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted: Southpoint Academy

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Southpoint Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	80
Second Year	K,01,02,03	120
Third Year	K,01,02,03,04	160
Fourth Year	K,01,02,03,04,05	200
Fifth Year	K,01,02,03,04,05	220
Sixth Year	K,01,02,03,04,05	240
Seventh Year	K,01,02,03,04,05	240
Eight Year	K,01,02,03,04,05	240
Ninth Year	K,01,02,03,04,05	240
Tenth Year	K,01,02,03,04,05	240

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.

southpoint2013

Mildred Brown, Administrator

Signature

Title

southpoint2013

11/27/2013

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of Southpoint Academy is to provide students in kindergarten through fifth grade a challenging, nurturing, safe, and diverse learning environment. With the commitment of dedicated educators, parents, students, and the community, students will thrive academically and socially. This will be accomplished through an innovative blend of project-based, character, and STEM focused learning strategies.

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

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

The targeted population will be Durham County residents and residents of surrounding counties. We are reaching out to families interested in an innovative blend of experiential / project-based, traditional, character based education with STEM focused curriculum where students will have an opportunity to demonstrate high standards of achievement academically as they develop into good citizens.

The target population will reflect the same racial and ethnic composition as the public school system in Durham. Southpoint will be deliberate in ensuring racial composition as close as possible to the Local Education Agency (LEA) in Durham. Southpoint Academy will not discriminate on the basis of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. We will actively seek applications from different populations within Durham County and surrounding areas which will reflect the diverse make-up of the county. Our marketing will be targeted to a diverse population, both ethnically and economically.

This location was selected, because there is a need in South Durham for a diverse, safe and nurturing environment offering a curriculum that integrates innovative learning strategies with STEM focus. Based on survey results from the community, 98% indicate that they would send their children to Southpoint Academy if it was not fee based. As a result, community and parental feedback have been instrumental in the decision to apply for a charter.

According to U.S. Census Bureau, 2010 Census of Population, persons under 18 years of age have increased 22.7% since 2010 in Durham, North Carolina. There is evidence of a growing number of families that desire the kind of school choice that Southpoint Academy offers. Currently, there are lengthy

wait lists at four Durham based N.C. Charter Schools: Central Park School for Children (CPCS), Kestral Heights, Maureen Joy, and Voyager Academy. The closest charter school is Kestral Heights which is approximately 5 miles from Southpoint Academy.

There is strong evidence that suggests Southpoint Academy will succeed in Durham County, because Voyager and CPCS offer an approach similar to Southpoint Academy: integrated curriculum with a focus on project-based, character and community. Voyager Academy has a wait list of over 2,400 students, CPSC has a wait list of over 300, and Kestral Heights has a wait list of over 700 students. At present, Durham County does not have an elementary public school near the Southpoint area that offers a STEM curriculum focus with an experiential approach. Based on the knowledge of wait lists at similar schools and feedback from the local community, the Board has determined that experiential/project based learning and a STEM education is desired in Durham County and surrounding communities.

According to the National Science Foundations report, "Science and Engineering indicators, 2010", the science and engineering workforce continues to grow at a faster rate than the total workforce. The report stated that STEM occupations were projected to grow over a ten year period (2008-2018) by 17% compared to only 9.8% for non-STEM occupations. A recent Executive Summary released by the US Department of Commerce's Economic and Statistics Administration concluded the following about jobs in STEM fields: (Kronig, David, 2011).

Providing a child-centered STEM focused program will prepare students early for success as they progress to middle, high school, and college. Southpoint has a mission to provide students with an innovative blend of traditional, experiential, and character based education. Southpoint Academy will build a solid foundation starting in kindergarten in order prepare students to be productive citizens.

- 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 at full capacity will be 240 students which represents approximately 1.5% of the ADM for Durham Public Schools.

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

Southpoint Academy recognizes that there is a desire for additional diverse educational opportunities outside the public school realm based on feedback from local parents and community members (see Surveys)and waiting lists of charter schools in Durham. Our school offers smaller teacher to student ratio, child-centered program, project-based approach, STEM focus, character based education, and a strong commitment to the community. Southpoint Academy offers free tutoring for the students who are in need of extra support.

Our teachers will participate in our teacher mentor program either as mentors or mentees. Weekly support and quarterly professional development meetings will be provided. Each teacher candidate is observed and interviewed through peer review and by administrators during a full day visit. Candidates teach a lesson, observe throughout the school to ensure a

great match. This type of school is currently not available in the South Durham public school system. All parents should be able to choose this educational philosophy if it is best for their child. Southpoint Academy will provide parents and students with a choice that is distinctly different from the current available public school options.

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.*

2. Southpoint Academy is an accountable institution; we are accountable to parents, students, the community, and to the State Board of Education. Southpoint will comply fully with all state and mandated academic testing and reporting requirements. We will also use formative, summative, authentic, and ongoing assessments to confirm our progress in meeting the learning goals of individual students and to inform our decisions regarding our instructional program. Being accountable to the parents is just as important; Southpoint Academy will provide regular reports to all parents providing updates of the students academic and social progress.

4. Southpoint Academy will improve student learning by:

1. Hiring highly qualified staff who support the schools mission and philosophy.
2. Presenting material in multiple ways in order to reach different types of learners.
3. Providing students sufficient and regular hands-on, meaningful learning tasks where students are connecting what they are learning to the real world.
4. Providing students with a STEM focus in order to build a strong base in these subjects.
5. Differentiating instruction and array of teaching methods, such as

Direct Instruction, small/whole

group instruction, technology-based methods, etc ,to meet the learning needs of all students.

6. Integrating curriculum through project-based learning to allow for a deeper level of learning.

7. Using comprehensive assessment (portfolios, formative assessments, authentic methods)

8. Being child-centered

9. Offer free tutoring to students as necessary

10. Creating a community where all parties are respected.

5. Southpoint Academy will provide all needed interventions and enrichment activities for our students to thrive in their learning environments. Five aspects of our educational program that specifically address these identified students are as follows: (1) low student to teacher ratio (20:2) and differentiated instruction (in which students deficits are targeted early and often, providing individualized instruction on each students instructional level), (2) hands on, integrated learning which address the Common Core Standards through experiential learning experiences (3) offer free tutoring to students who are in need of extra support. This will occur after school at least 3 days a week. Teachers will provide the tutoring. (4) the use of technology (computers, iPads, Smartboards, etc.) to increase learning opportunities for students identified as academically at risk or academically gifted. (5) teachers will work collaboratively to discuss the design and implementation of appropriate early interventions based on students specific needs. Successful implementation of enrichment activities for academically gifted students will also be discussed and evaluated often.

Goals for the Proposed Charter School:

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

Goal 1. Students will demonstrate competency in grade level academics.

a. At least 70% of students enrolled for two or more years in the Academy will score at proficiency level or above on the Reading/Language Arts and Mathematics End of Grade Tests.

b, At least 70% of fifth grade students enrolled for two or more years in the Academy at proficiency level or above on the Science End of Grade Test.

Goal 2. Students families will work with the school to improve student performance.

a. For each year of the first five years of the schools existence, at least 90% of students will have at least one parent/family member attend three parent conferences per year. (Such conferences will be scheduled around a parents schedule and transportation provided as needed.)

b. For each year of the first three years of the schools existence, at least 80% of students will have no unexcused absences per year. For each year of the fourth and fifth years of the schools existence, at least 90% of students will have no unexcused absences per year.

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

The school will continuously assess student progress. Standardized benchmarks will be given three times a year for grades 3 through 5, focusing on reading, math, and science skills. The benchmark assessments will be aligned to the state common core curriculum and will assist teachers in determining the degree to which students are achieving mastery of the objectives in the curriculum. Regular reports of these assessments will be made available to the board by the school director. Second, a diagnostic assessment in reading (the Diagnostic Assessment of Reading) will be conducted for all entering students. These assessments will serve as a universal screening system for students who may need additional help and will help guide instruction. Initial average DAR assessment scores by grade level will be provided to the board at the beginning of each school year so that the board is aware of the challenges that must be met in producing student achievement gains. Third, teacher-developed formative assessments will be used continuously in all classrooms so that teachers have frequent feedback on what students are learning and how to adjust the delivery of instruction. The school leader will be responsible for monitoring the development of these formative assessments and reporting regularly to the board on their use and their utility.

The board will ensure that regular professional development is provided for all teachers in order that teachers are highly competent in utilizing project-based, STEM-focused instructional strategies. All professional development that is provided must meet the criteria of having the ability to produce student achievement gains and/or providing a more nurturing and safe learning environment.

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.

The hallmark of Southpoint Academics (SPA) instructional program will be an innovative blend of project-based, character-based, and STEM-focused learning strategies.

First, SPA intends for project-based learning to shift away from teacher-centered instruction and emphasize student-centered projects. The school will use multiple methods of instruction, but we intend for project-based learning to offer rich educational experiences in which children are engaged in meaningful work that matters to them and that is designed to meet educational standards. This philosophy is based on research that indicates project-based learning can increase student interest in science, technology, engineering, and math (STEM) because the projects involve students in solving authentic problems, working with others, and building real solutions. The model to be used will include several key components: 1. Open-ended and "real-world" authentic problems that integrate content, 2. Finding and optimizing solutions using the scientific inquiry process, 3. Student choice, 4. 21st century skills including collaboration, critical thinking and technology, 5. Inquiry and innovation, 6. Feedback, revision and reflection about work with goal setting, 7. Communication of project results to authentic audiences, and 8. The regular integration of STEM disciplines with other subject matters through project-based and experiential learning.

A second essential component of the instructional program is based on the tenet that character development, discipline, and learning how to become self-regulated and independent are vital to classroom instruction and success as a person. The school proposes to use the Responsive Classroom approach to directly teach and reinforce appropriate social skills. The Responsive Classroom Approach, an intervention developed by the Northeast Foundation for Children, is designed to integrate social and academic learning. This model has resulted in improving math and reading achievement for elementary students, with a greater effect on low-achieving students. To build community, teach and model positive social behavior, and set a positive tone for the day, each class will begin with a morning meeting. In this meeting, students learn to greet and speak politely to each other and to adults, learn about one another, learn about and discuss positive character traits, and set goals for themselves and for the day. The set of social skills that students will learn and practice is intended to increase academic achievement, decrease problem behaviors, improve social skills, and create an environment for learning and instruction to take place. Social and behavioral learning and character development will not be

isolated to the morning meeting, but will continue throughout the day, integrated into daily activities. Students will be encouraged to practice the skills outside of the school environment.

Student growth in social skills, character development, responsibility and independence will be communicated to families at least three times a year during parent teacher conferences. As a part of our responsive classrooms, older students will be trained in peer mediation. Training students as role models of positive behavior who are able to help others is empowering to both the peer mediator and the students receiving the help.

Finally, STEM-focused learning will be integrated into a rigorous core academic curriculum. The Academy will provide training and support to teachers so that all teachers demonstrate expertise in the use of technology and tying science and math in with other curricular areas. The Board intends for this component of the program to introduce awareness of STEM fields and occupations, stimulate student interest in further STEM-related courses, and to provide problem-based learning opportunities that interconnect STEM subjects.

K-5 Curriculum and Instructional Design:

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

Instruction at the Academy will be classroom-based with small class size (a maximum of 20 students per teacher and assistant) and small groups within the classroom. With the underlying philosophy that students learn best when material is presented in engaging and interesting ways, the school will base the learning environment on research that has shown successful classrooms are those that are student-oriented, experiential, reflective, collaborative, developmental, and challenging (Daniels, H. & Bizar, M., 1998). As Daniels and Bizar remind us, research indicates students produce more when they have choice, opportunities for collaboration, and ownership of their work.

The principles of the research-supported "Responsive Classroom" will be utilized in all classrooms, which include Guided Discovery (introducing classroom materials using a format that encourages independence, creativity, and responsibility); Academic Choice (increasing student learning by allowing students teacher structured choices in their work); and Classroom Organization (setting up the physical room in ways that encourage students independence, cooperation, and productivity).

The learning environment will provide more extensive and intensive student-student and student-teacher interaction than does a typical traditional classroom. Students will often engage in small group activities that will include collaborative pairs, groups, and teams that decentralize the classroom and individualize the curriculum. In addition, while direct instruction will be used, for older students (grades 3-5) a studio-apprenticeship method with teacher modeling and coaching, student choice, responsibility, and exhibition also will be utilized. Public speaking and presentations will be utilized in the classroom to enable students to practice skills early in their school lives that are essential to success in the 21st century.

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.*

Reading, language arts, math, science and social studies will be the central components of the K-5 curriculum and will be aligned with the Common Core Standards. The curriculum will also be aligned with the Essential Standards for English as a Second Language, Arts Education, and Healthful Living. While the curriculum is aimed at infusing science, technology, engineering, math, and problem solving into the curriculum, art, music, and healthful living will also be important parts of the K-5 program. The visual arts and music components will include not only production of art and music but also the social and historical perspectives that are important to a comprehensive appreciation of the arts. The Healthful Living curriculum will include the study of health and nutrition and will be aligned with the states essential standards.

The Common Core Standards require students to demonstrate high-order thinking through problem solving and essay writing, which is highly consistent with the tenets of the Academy. The founding board believes that all teaching at the Academy must encourage students to apply what they have learned and that students must be taught to develop critical thinking skills in all subject areas. The academy also believes it is critical to build these skills for all students, including at-risk students, students with disabilities, and English Language Learners.

The founding board also believes that it is imperative to conduct regular formative assessment for all students so that any student experiencing reading difficulty will be identified and provided with intervention early. All interventions will be research-based and the foundation of the interventions will be the Response to Intervention (RTI) model.

Art and music instruction will be a part of the instructional program for all students. Art classes will include production of art with a variety of media as well as social and historical perspectives with the goal of developing an appreciation of a variety of art. Likewise, music classes will explore music using grade level appropriate activities and instruments with the goal of developing an appreciation and understanding of a variety of music.

The Board anticipates that at least 10% of the school population will be English Language Learners and that many will speak Spanish at home. As discussed below, the curriculum will meet the needs of ELL students. In addition, the founders plan to provide instruction in the fundamentals of Spanish to English-speaking students.

The Academy will also emphasize teaching healthy living habits to students and plans to utilize the Walking Classroom Program for fifth graders (an in-school obesity intervention that promotes health literacy and develops and supports lifelong fitness habits for all students while addressing different

learning styles).

- 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.*

Southpoint Academy will use strong vertical and horizontal integration of curriculum in a small school setting where teachers have the planning time necessary to work together and present a consistent and logical progression of material to ensure student success. The school will also provide all teachers with the opportunity to observe students and modify instructional strategies, so that teachers can make adjustments ensure that students are being challenged and supported. Teachers will work in collaborative teams that will regularly evaluate and assess teaching styles and share best practices. In addition, students who need additional supports and interventions will be identified early.

Students will participate in peer tutoring, one of the most effective methods for producing higher academic achievement, improved relationships with peers, and increased motivation. After school tutoring and mentoring will also be provided by teachers and community volunteers.

The principles of Universal Design for Learning (UDL) are of critical importance in designing instruction at the school. The term "Universal Design for Learning" means a scientifically valid framework for guiding educational practice "that reduces barriers in instruction and maintains high achievement expectations for all students." Curricula that is created using UDL is designed to meet the needs of all learners and it is not a "one size fits all" way of delivering instruction. The instruction utilizing UDL will facilitate all students progressing from where they are and not where the "average" student is. Teachers and staff will participate in weekly on-going staff development to learn about UDL, best practices in STEM education, and best practices in assessment.

- 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.*

Southpoint Academy will provide educational programming for 1,080 school hours and operate on a traditional schedule from August to June. The calendar includes 10 days of professional development for teachers. All teachers and education staff will be expected to attend all professional development activities, and the goals of the activities will be focused on supporting teachers in meeting the needs of all students.

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.

Southpoint Academy will use the RTI model school wide to provide students with evidence-based interventions, progress monitoring, and adjustment of interventions. The founders believe that this model is imperative to prevent over-identification or inappropriate identification of students with disabilities and to accurately identify those students who are in need of special education services. The school will administer universal brief assessments for all students at the beginning of the school year and for students who score below the cut point on the universal screen, a second stage of screening will be conducted to more accurately predict which students are truly at risk.

If a student fails to respond to intervention implemented with fidelity, further evaluation will take place in compliance with NC Procedures Governing Programs for Children with Disabilities. The data collected over the course of the provided intervention will be a part of the information examined during the evaluation process.

On-going professional development related to the RTI model will be provided to all teachers and staff. The schools director will initially be responsible for monitoring implementation. As mentioned in an earlier section, peer tutoring, Universal Design for Learning, teacher tutoring, and volunteers will be employed to provide assistance to students who are having challenges performing at expected levels.

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.*

Southpoint Academy expects that at least 10% of the students will be ELL. Recent statistics reveal that 8.2% of residents in Durham County speak Spanish at home (35% speak English very well, 18% speak English well, 29% speak English not well, 17% don't speak English at all). The school will initially screen students by identifying the family's primary language by collecting that information through the Home Language Questionnaire. For those students whose family speaks a language other than English at home, staff will administer the WIDA ACCESS placement test (W-APT) to determine if the student is Limited English Proficient. If so, a personalized instruction plan will be developed, including strategies for progressing in English language proficiency. The plan will include measurable objectives for the various interventions that align with core curriculum and a method to evaluate the plan and the progress made. Teachers will use the NC ESL Essential Standards to guide instruction and the ACCESS for ELLs will be utilized to measure progress learning English. All teachers at Southpoint Academy will be considered teachers of ELL students. Students will exit the program when he/she scores at the state-approved level set by state Board Policy. Students will be monitored throughout their education at Southpoint after exiting from the ELL program to ensure that students are not experiencing particular challenges due to language barriers. At any time, a

student who has exited may be re-assessed and may re-enter the program.

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.*

Southpoint Academy (SPA) will develop formal student identification procedures for Academically-Intellectually gifted students that are clear, equitable, and comprehensive. This will include information that explains the identification process and service options for individual AIG students, which will be reviewed annually with parents/families.

The AIG Identification process will begin as students near the end of third grade. Formal placement will occur when students are in fourth grade or higher. The steps to identification will be: 1) Screening-The teacher identified for the AIG program will work with faculty to identify gifted students based on classroom performance, student achievement, and recommendation by school personnel, parents, and/or the student. 2) Referral-Parents will be asked to grant or deny permission in writing to begin the identification process. 3) Identification-Teachers knowledgeable about the student complete the Gifted Evaluation Scale-Third Edition (GES-3). The teacher responsible for the program will administer the Otis Lennon School Ability Test (OLSAT 8). Other evaluation instruments may be administered, if necessary. No single criterion will be sufficient to identify a student and no single piece of information can prevent a student from being identified. Indicators of AIG include a minimum score in the 90th percentile on an aptitude test, and/or a minimum score in the 93rd percentile for an achievement test. The decision to identify a student as AIG will be made by a team comprised of a teacher experienced in the area of AIG, students classroom teacher, guidance counselor, principal, and/or other school personnel. For identified students, the services will be documented on a written Gifted Education Plan. The plan will describe the differentiated curriculum and instruction services that match the identified needs of the student. Parents will be informed in writing of school procedures to resolve disagreements when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the AIG student. Services for AIG students will enrich, extend, and accelerate the curriculum as appropriate. Instruction for all students at SPA will address a range of learning needs, so designing appropriate services for AIG students will be a component of the way in which the school addresses all students needs. The appropriate differentiation of instruction and the selection of research-based supplemental resources for AIG students will be crafted to meet the needs of AIG students. AIG students will also have the opportunity to participate in extended school day activities that enrich and enhance the needs and interests of the student.

SPA will analyze and share student performance growth for AIG students, as well as monitor the representation and retention of under-represented populations identified as AIG, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. Parents and families will be surveyed annually regarding quality and effectiveness of services for AIG

students.

Each AIG students individual plan will be evaluated annually through a team meeting that includes the parent/guardian. Each plan shall include the following components: 1) Identification of the students specific educational needs. 2) Assignment of time and staff that is required to supplement and support the student 3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the progress made. The evaluation shall focus on improved student performance. 4) A plan to involve the school community, parents, in the ongoing implementation of the strategies outlined, and description of monitoring activities. 5) The name and position of the person responsible for implementation of the plan.

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)*

Southpoint Academy (SPA) will request and review student records prior to school opening each year and upon enrollment of new students. The enrollment process (NOT the application process) will ask parents if the student has been previously identified as in need of special education services or Section 504 accommodations. SPA will also make use of confidential electronic records data (e.g., CECAS) to locate and identify students previously eligible for Section 504 or special education services.

SPA shall ensure that adequate universal screening in the areas of general health and well-being, language proficiency status, and academic levels of proficiency are completed for each student. If, through universal screening, a referral from a parent, school staff, or other information available suggests that a student needs educational support for learning or behavior, the student shall be referred to the schools RtI team. The RtI process includes a team (student's parents and student, as appropriate). This team shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. When it is determined that a student has an obvious disability or a serious/urgent problem, the team shall address the

student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation to determine possible eligibility for special education and related services. A parent may request an initial special education evaluation at any time during the implementation of tiers 1 and 2 of the RtI process.

After a formal referral, SPA shall conduct an appropriate evaluation/assessment (guided by state and federal procedures) within 90 days and convene the IEP Team to determine eligibility. If eligible, an IEP will be developed by the team, and placement will occur in the least restrictive environment. The goal for SPA is to have highly trained teachers to provide services in the general education classroom with co-teaching by a licensed EC teacher, as needed. However, each students services will be determined individually and the full range of services will be available. All related services such as Speech-Language, Occupational Therapy, Physical Therapy, and psychological services will be available. Evaluation services will be provided by licensed psychologists and other related services providers employed on a contractual basis.

Records requests shall be made in writing to previous schools upon enrollment of a student. Follow up shall be made by telephone and electronic mail. In addition, electronic data bases provided by the state will be used. All student documentation at SPA is confidential. All academic records, including individual plans for students with disabilities and 504 accommodation plans, will be properly managed and stored securely, with controlled access, in SPAs School Directors office. Student records will only be released upon receipt of written request from competent authority, and with parental/guardian consent when required by law.

A students records shall be open to review by the students parents/legal guardians and/or the student and shall be treated as prescribed by the Family Educational Rights and Privacy Act of 1974 as amended, state statute and state regulation.

SPA shall maintain official records for each student. The cumulative file shall include administrative records, such as name, date of birth, emergency information, and educational records. Discipline records will be maintained separately, which include any suspension records and health records. Exceptional Children records will be maintained separately, which include parent notification, evaluations, consent forms, and IEPs. Section 504 records shall also be maintained separately. Regulations related to access to records shall be posted conspicuously and communicated to faculty and staff regularly.

Exceptional Children's Education Programming

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

1. Southpoint Academy shall ensure that a continuum of placements is available to meet the needs of children with disabilities for special education and related services. The Academys continuum includes: Instruction in regular classes; provision for supplementary services such as resource room or itinerant instruction, to be provided in conjunction with

regular class placement; instruction in special classes; and home instruction. There is no requirement that each of the placements on the continuum be utilized. Instead, the Academy shall ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The home instruction placement is most likely to be used only when a child is medically unable to attend school for an extended period of time.

All teachers will be skilled in appropriate differentiation of instruction and awareness of characteristics of children with disabilities. The utilization of the RtI model and Universal Design for Learning means that we expect the "default" placement to be the general education classroom. A licensed exceptional children (EC) teacher will be on staff who will co-teach in classrooms to provide an even smaller student/teacher ratio, provide special education consultative services when needed, and will assist with transition planning and services. The EC teacher will plan with the general education teacher and will assist the classroom teacher in making necessary accommodations and adjusting the presentation of curriculum so all students can be successful.

The EC teacher may provide any of the following, as examples: multiple testing sessions; individual pull-out instruction; collaboration with general education teacher; small group instruction. Also, the school will provide extended day activities for all students, at which time students who are struggling with any part of the curriculum can be provided tutoring in addition. Tutoring can be accessed by any student, not only EC students.

2. Southpoint Academy will not discriminate against any student or deny him/her equal access to school services on the basis of ethnicity, national origin, gender, or disability. Southpoint Academy will provide and guarantee that students with disabilities receive a FAPE by having clear written policies and procedures related to special education, having a full time highly qualified EC teacher on staff, providing regular professional development to general and special education staff regarding FAPE and children with disabilities, communicating regularly and often with families of all children, and communicating with local preschools and public schools which Academy students previously attended. Compliance monitoring will be conducted by an expert in special education designated by the school director. If necessary, a contractual expert will be employed to monitor compliance at least twice annually.

3. The IEP will be reviewed on a formal basis annually, as required by law. However, the school also will have individual parent conferences at least three times per year, at which time interim reviews of progress will take place. The IEP team can convene at any time during the year to make amendments. Parents will be informed quarterly of progress toward meeting IEP annual goals concurrent with the issuance of report cards. All of the students teachers will be informed of the IEP goals by the EC teacher and will be involved in both formal and informal meetings. The founding board believes it is imperative for all staff who works with a student with disabilities to be regularly informed of progress, successes, and challenges.

4. Related

services such as speech-language pathology, counseling, physical therapy,

etc. will be provided through contractual services and are accounted for in the school 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 founding board operates with the belief that high expectations, along with necessary supports, will result in excellent student performance. The school believes that it is critical to communicate expectations and to have highly trained educators who can assist students in successfully accessing the curriculum and achieving at high standards academically, intellectually, and socially.

2. The Academy will utilize standardized benchmark assessments, diagnostic assessments, and teacher developed formative assessments.

Standardized benchmarks will be given three times a year for grades 3 through 5, focusing on reading, math, and science skills. The goal of these benchmark assessments is to provide information on the academic areas in which students need the most assistance. The benchmark assessments are aligned to the state common core curriculum and will assist teachers in determining the degree to which students are achieving mastery of the objectives in the curriculum.

Teacher developed formative assessments will be used continuously in all classrooms so that teachers have frequent feedback on what students are learning and how to adjust the delivery of instruction. A diagnostic assessment in reading (the Diagnostic Assessment of Reading) will be conducted for all entering students. These assessments will serve as a universal screening system for students who may need additional help or who may be considered for referral to the RtI team.

3. The Academy will utilize State accountability standards for promotion or retention. The School Director has the authority to promote and retain pupils based on the policies of the State Board of Education. When a student is not making expected academic progress, the school will communicate with parents and interventions will be implemented. Any and all concerns about possible retention shall be discussed during parent/teacher conferences. Parents of students being considered for retention shall be notified in writing as early as possible, but not later than 45 days before the end of the school year. Lights Retention Scale will be used to help make any retention decisions, and parents will be involved in the process.

If a student with disabilities is being considered for retention, the decision shall be made by the Director in consultation with the students

Individual Education Plan (IEP) Team. To the extent possible, students with disabilities will be held to the same standards as other students. For students who take alternative assessments, promotion decisions shall be based on criteria as recommended by the IEP team. All interventions/remediation and other opportunities and resources made available to students without disabilities shall be made available to students with disabilities. All services offered are in addition to the special education services provided to the student. Limited English Proficient (LEP) students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor to determine a student has not met performance standards at each gateway.

4. To be promoted to the sixth grade, fifth grade students must demonstrate proficiency by having a passing grade in reading and math, test scores at Level III or above on end-of-grade tests in both reading and math, and meet attendance standards that will be established in policy by the Board.

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.*

Southpoint Academy students will be expected to conduct themselves in an ethical and appropriate manner at all times, adhering to the standards of discipline set forth in the Southpoint Academy student handbook. We strongly believe in providing students with a highly-structured, safe, and caring school environment in which learning can take place without disruption.

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: Southpoint Academy

Mailing Address: 7415 Fayetteville Road

City/State/Zip: Durham NC 27713

Street Address:

Phone: 919-544-5652

Fax: 919-544-3050

Name of registered agent and address: Southpoint Academy, 7415 Fayetteville Road, Durham, NC 27713

FEDERAL TAX ID: 71-1043062

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
McPherson, Michelle	Non-voting Member	DURHAM	Elementary Teacher

Brown, Mildred	Non-voting Member	DURHAM	Elementary School Principal
Wroton, John	Treasurer	DURHAM	Vice President, Harrington Bank
Steppe-Jones, Cecilia	President	DURHAM	Retired Dean of NCCU Education
Jacobs, Patricia	Member	DURHAM	Associate Director, SHODOR
Hart, Jared	Vice-President	DURHAM	Financial Service Representative
Green, Lee	Member	DURHAM	Vice Chair, Durham County GOP
Dyer, Francis	Member	DURHAM	Retired Attorney
Cook, Bridget	Secretary	DURHAM	Sales & Marketing
Butler, Vertina	Member	DURHAM	Communications Manager
Berry, Demetrius	Member	GUILFORD	Attorney

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 governing boards job is to govern the school through oversight, making sure all federal and state requirements are being met. The board is responsible for student learning, fiscal responsibility, community relations, adopting policies, approving procedures and plans, approving school-wide goals, and evaluating School Director. The board will focus on implementing the schools vision through policy making that clarifies roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. The board will conduct strategic planning, financial management, selection and hiring of the School Director.

The Board will hire, supervise, and evaluate School Director. They will appoint the School Director by entering into a contract with a person to serve in that capacity. The contract will specify the period of time for which the person will be employed as School Director, as well as, his or her authority and duties. The School Director will generally be responsible for the business and affairs of the school and will make recommendations to the board regarding hiring and firing of school staff, and have control over its employees. The School Director is responsible for the management of day-to-day operations of Southpoint Academy and will perform other duties as are assigned by the Board. The Board is responsible for evaluating how well the school is performing.

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

of key stakeholders, including parents.

The business of the Southpoint Academy will be conducted by the Board of Directors who have voting authority and will be no less than five (5), nor more than nine (9) members. The actual number is to be determined by the Board and may be changed from time to time.

The initial Board will consist of nine (9) members and two (2) ex officio nonvoting members. The Board will be diverse enough to have a good "balance" of members with differing skills, perspectives, and backgrounds. Board members key skills or areas of expertise may include finance, marketing, fundraising, legal counseling, education, governance, facilities, human resources, and public relations. The Board will consist of a diverse set of skills and talents of differing backgrounds which will guide the school in educational and operational success. Southpoint Academy's bylaws, policies, and procedures include clear, precise guidelines, metrics for monitoring and evaluating the success of the school, and the school leader.

Parents may serve as Board members. The board will actively work to recruit parents and community members to fill positions as they open. A Parent Teacher Organization (PTO) will be established at the school. This association will have a non-voting advisory representative who will report parent views and ideas to the board for consideration and act as a liaison between the board and parents.

- 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 current board members were selected as a result of a Recruiting Task Force. A description of the available board positions was posted on Craigslist. In addition, key individuals drew up a list of well-connected people in the community with a passion for education and / or a specific area of expertise. The proposed members demonstrated characteristics of an effective board member. Each individual was contacted by a member of the Recruiting Task Force. The nominees were told more about Southpoint Academy, their roles, and general expectations of board members. Members immediately began working and were instrumental in finalizing the mission statement. All board members are required to attend a Meet and Greet Session to receive detailed information about Southpoint Academy and the role of a board member.

Any vacancies on the Board will be filled by a majority vote of the remaining Directors at any meeting. The vacancy will be filled for the unexpired portion of the term of such office in the manner for regular appointments or elections to such offices. The Board may also reassign some or all of the duties of an absent officer to any other officer or to any member of the Board as necessary until the position is filled.

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

The Board of Directors will hold regular monthly meetings.

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

All Board Members will attend all Leadership and Governance Training conducted by the Office of Charter Schools (OSC). Other trainings will be provided as a courtesy by individuals with previous experience on Southpoint Academy's board and from other nonprofit Boards.

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

The bylaws address conflicts of interest among board members at Article VI, Section 14. If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 491 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. There are no existing relationships that could pose actual or perceived conflicts if this application is approved. Board members will follow the bylaws and are required to sign a conflict of interest statement (See Appendix S).

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

The board will use a majority vote decision making process. The board will vote on all school policy decisions in accordance with the mission and philosophy of the school, acting in the best interest of students in keeping with state and federal laws. Every decision made by the majority of board of directors present at a meeting held in which a quorum is present is the act of the board of directors. Committees will be formed such as Marketing Committee, Volunteer Committee, etc. Members of the committees will provide reports to the board prior to the Board making a final decision on processes and policies.

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.*

Southpoint Academy plans to have an active Parent/ Teacher organization (PTO) that will allow parents to set up committees and participate in activities that enhance the learning environment of the school and support its mission. The Parent Teacher Organization members will be comprised of teachers, parents, and volunteers. The PTO will report to the School Director and will provide committee updates to the Board Directors at monthly meetings.

Southpoint Academy will form a Marketing Committee to communicate and engage parents and the community. A Grievance Committee consisting of board members will handle employee grievances. A Partnership Team will, in cooperation with the School Director, help direct extracurricular, afterschool, and supplemental activities. The Partnership Team will consist of PTO officers, committee chairmen, teacher representatives, and administrators. The Partnership Team will be responsible for getting the community and businesses involved in executing Southpoint Academy's mission.

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

Southpoint Academy uses The North Carolina Department of Public Instruction (DPI) policy as a basis for handling employee grievances. The policy encourages and supports a prompt, fair, and orderly resolution of employee grievances arising out of employment without fear of interference, restraint, coercion, or retaliation. In order to resolve workplace issues and problems efficiently and effectively, Southpoint Academy models the DPI

adopted Grievance and Mediation Policy and Procedure in accordance with Article 8 of Chapter 126 of the North Carolina General Statutes. This policy in full is available on the DPI website and in the Human Resources Division offices. Grievance overview: The first step in handling employee grievances is to have an informal meeting with the School Director to resolve the situation. The next step is the grievance process. Employees may submit grievances in writing to a grievance committee consisting of board members appointed for the purpose of receiving and considering grievances. If the grievance is resolved to the satisfaction of both parties, a mediation agreement is signed. If no agreement reached, the board will reach final resolution.

The School retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the School: verbal warning, written warning, final warning and/or probation and termination.

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.

Not Applicable

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Southpoint Academy offered summer camp each year which has been successful in improving youth academically and socially within a ten week period.

Based on feedback from parent surveys each year, there is a strong interest in the school's program. The last two summers, an average of ninety percent (90%) of the parents indicated that if finances were not a factor, they would enroll their children in our school. Based on data collected, sixty percent (60%) of the student population attending summer camp are from Durham and Wake County, Title I Schools and fall within the low to middle income category. Another factor considered for converting is the growth of the school. We have not achieved our strategic plan for enrollment over the past two years due to the faltering local economy. After careful consideration, the board feels that Southpoint Academy can positively impact the surrounding communities and the city of Durham by converting to a public school. The conversion will provide parents with options and students an opportunity to thrive academically and socially.

The school will have open enrollment and follow charter school lottery guidelines which will ensure that all applicants are treated fairly. Families with children currently enrolled at Southpoint Academy must follow the same admission procedures as all other families who are seeking enrollment, including participation in a lottery if one is needed. All curriculum materials will be nonsectarian in nature, and there will be no reference or sectarian teaching materials at Southpoint Academy after the conversion.

2. *Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix S.*

Southpoint Academy has operated in the past and currently with a positive cash flow in all years. Funds have been generated through scholarships, donations, summer camp, and fundraising. Southpoint Academy has been successful with in-kind donations and volunteers which impacts the bottom line positively. The school was originally established as a 501(c) 3 nonprofit entity. Therefore, all assets owned by Southpoint Academy at the time of the conversion will remain with the school once all outstanding debts have been cleared.

3. *Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.*

Enrollment Trends

Years	Male	Female	Total	African American	Other
2009 - 10	11	15	26	85%	15%
2010 - 11	13	6	19	79%	21%
2011 - 12	11	6	17	76%	24%
2012 - 13	13	2	15	87%	13%
2013 - 14	9	8	17	71%	29%

4. *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.*

Each year all students in all grades take the national Stanford Achievement Test Series, Tenth Edition (Stanford 10).

5. *Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

All teachers currently teaching at Southpoint Academy who wish to continue teaching at Southpoint after the conversion must fill out an application and submit a resume along with all other interested candidates. Currently, all teachers at Southpoint Academy have four year degrees and/or masters degree, NC teaching credentials, and/or experience teaching. Teachers not meeting highly qualified standards are working towards credentials as a part of personal development plans. All teachers currently teaching at Southpoint have expressed an interest in continuing employment at the academy and will be considered along with other candidates as long as they meet the standards set forth by NC Law for teachers in a NC Charter school. Southpoint Academy will ensure that at least 50% of teachers in grades K-5 are licensed to teach by the state of North Carolina. We are not anticipating staff turnover to begin, but will be adding teachers and one EC teacher in year one as necessary.

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:

At Southpoint Academy, we believe having a qualified and dedicated teaching staff is vital to the success of our students and school; the school will follow the Federal standards for Highly Qualified teachers for recruiting. A Baccalaureate degree or higher and proven experience/aptitude in the subject(s) being taught will be required. Teachers will be required to meet the standards set forth by NC law for teachers in a NC charter school (50% licensed in grades K-5), as well as those set by No Child Left Behind (NCLB) legislation. As positions are available, the school will advertise on the websites (school, teacher hiring sites, etc.), job fairs, newspapers, and parenting magazines. Southpoint Academy will practice non-sectarian employment practices and will require background checks of its employees as required by the applicable laws to ensure the safety of the school and all students.

Southpoint Academy will retain high-performing staff by offering support from leadership, manageable class size, rewarding high performers, mentoring

program and training opportunities. The school believes in a strong culture where teachers work in an atmosphere of mutual respect as professionals. We have budgeted to set aside some money for incentive pay for teachers. This money is budgeted to pay teachers extra for certification such as National Board Certification or for extra leadership duties such as primary "lead teacher" and tutoring. This incentive money will help us meet our goal of attracting and retaining the best teachers.

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

The Board will hire, supervise, and evaluate the School Director; this is the only position directly reporting to the Board. They will appoint the School Director by entering into a contract with a person to serve in that capacity. The School Director will generally be responsible for the business and affairs of the school and will be authorized to make recommendations to hire/fire and have control over its employees. The School Director is responsible for the management of day-to-day operations of Southpoint Academy and will perform other duties as are assigned by the Board. The Board is responsible for evaluating how well the school is performing.

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

Employment at Southpoint Academy is voluntary and the employee is free to resign at will at any time, with or without cause. The school 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. However, employees are requested to give a minimum of two (2) weeks notice. Below is a summary of hiring and dismissal procedures:

-Hiring: Employment Application & Screening, Interview Applicants, Check References, Criminal Background Checks.

-Dismissal: Steps of discipline may occur at the discretion of the Schools Director:

Verbal warning. Written warning, Final warning and/or probation, Termination

Criminal background checks of all personnel are required by law and will be conducted on all applicants for faculty, administrative, staff, and volunteer positions.

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

Southpoint Academy will use the North Carolina teacher salary schedule as a guide. The salary range and employment benefits will be based on credentials and experience. Southpoint Academy will provide incentive pay for teachers. This money is to pay teachers extra for certification such as National Board Certification or for extra leadership duties such as primary "lead teacher" and tutoring. This incentive money will help Southpoint Academy meet the goal of attracting and retaining the best teachers.

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

Southpoint Academy uses The North Carolina Department of Public Instruction (DPI) policy as a basis for handling employee grievances. The policy encourages and supports a prompt, fair, and orderly resolution of employee grievances arising out of employment without fear of interference,

restraint, coercion, or retaliation. In order to resolve workplace issues and problems efficiently and effectively, Southpoint Academy models the DPI adopted Grievance and Mediation Policy and Procedure in accordance with Article 8 of Chapter 126 of the North Carolina General Statutes. This policy in full is available on the DPI website and in the Human Resources Division offices. Grievance overview: The first step in handling employee grievances is to have an informal meeting with the School Director to resolve the situation. The next step is the grievance process. Employees may submit grievances in writing to a grievance committee consisting of board members appointed for the purpose of receiving and considering grievances. If the grievance is resolved to the satisfaction of both parties, a mediation agreement is signed. If no agreement reached, the board will reach final resolution.

The School retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the School: verbal warning, written warning, final warning and/or probation and termination.

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

The School Director will serve as the Director of Curriculum and Professional Development until funding is available in the budget for a separate position as the school grows.

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.

Southpoint Academy will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. SPA will hire special education teachers as needed to help manage the above process, and work with students. As stated in the lottery procedures, "No student will be denied based on academic performance or special needs." Students who apply will be polled to see if they currently have an IEP or 504 plan; this information will be used to help plan positions hired. It will NOT be used to determine enrollment.

If specific needs arise that the schools staff is not able to serve, the school will contract with qualified personnel to meet students needs until the school builds capacity to hire more full-time staff. All students needs will be addressed, ELL and gifted.

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).

School Director will be required to have a proven, experiential background in successful school and/or business management. Three or more years of successful school administrative experience is preferred. A Masters Degree in Business Administration and/or School Administration will be a minimum requirement for the School Director

The Director of Curriculum and Professional Development will supervise, support and train teachers to achieve the schools goals. This position requires a bachelors degree.

Lead Teachers will be required to be licensed to teach in North Carolina, or working toward licensure. All teaching staff will meet the federal definition of a "highly qualified" teacher. At all times, at least 50% of the teachers will be licensed. The school will use any and all measures approved by NC SBE to assist teaching candidates to become NC licensed and highly qualified. These measures will include, but not be limited to, reciprocity agreements, lateral entry, and alternative national licensure programs.

Exceptional Children Director will hold the appropriate licensure for teaching or administrating special ED programs and will be highly qualified.

Teacher Assistants Prior teaching assistant experience and/or education course work would be optimal for these positions without specific certificates or licenses required. A passion for children is a necessity. Classroom assistants will be required to meet standards of NCLB legislation as it relates to their interaction with Title I students. Associates degree in a related field or at least 3 years of related experience or 2 years of college required.

School Clerical Office Manager clerical activities will include public reception, phone, administrative support, and other general office duties. The administrative assistant will have reasonable clerical experience in these areas.

School Nurse -Provides preventive health services to facilitate the students optimal physical, mental, emotional and social growth and development. With the school counselor, aids in the implementation of the schools social and emotional development program. Identifies problems and disabilities and provides such services as case finding, health education, referring and care in order to help prevent serious health problems which would later be more difficult and costly to address. Supports the education process by working to assure the health of the students. Minimum Requirements - B.S. Nursing or Registered Nurse with a Bachelors degree in related discipline, Min. 1 year experience in public nursing, pediatric nursing, community health nursing or school nursing, Certified CPR.

School Counselor

Southpoint Academy also offers an exceptional school environment program that focuses on students social/emotional development. This program utilizes morning meetings at all levels with focused work on students social/emotional growth. An important aspect of the schools environment is peer mediation. The school counselor will lead in the implementation of the social/emotional development program, and will lead the peer mediation program, training students as peer mediators. The counselor will also meet with individual or small groups of students as needed, and coordinate school testing efforts. Minimum Requirements - Bachelors degree in school counseling or related field.

School Maintenance and Custodian

This position may be filled by contracting with a maintenance and cleaning company.

Under general direction, performs schools custodial and general maintenance services by keeping assigned areas clean, orderly, and secure; performs

related duties as assigned.

Directly responsible to the School Director.

Staff Evaluation and Professional Development

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

School Director and Director of Curriculum and Professional Development

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

Southpoint Academy will mentor, retain, and evaluate staff by providing professional development opportunities led by the School Director or the Director of Curriculum and Professional Development or by contracted vendors. The trainings will focus on the teacher and student current needs and be aligned with the schools mission. Staff development plans will be reviewed yearly and adjusted based on staff, student, and school needs.

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.*

Classroom Preparation Training - Classroom Management, Communicating Effectively, Teaching strategies: Regular classroom teachers will participate in training to help better meet the needs of all students in their classrooms. All trainings will develop and prepare teachers to be successful with curriculum content and execution of lessons.

Differentiation Training - Differentiation training will not only help teachers serve gifted students in their classrooms, but will also provide teachers with the tools needed to differentiate the curriculum for all learners while focusing on students strengths. Differentiation strategies will prepare teachers for designing appropriate experiences for each level of learner. Differentiated instruction will provide teachers with strategies for designing projects that include all levels of students. Ongoing differentiation training will be tailored to specific teacher/grade level needs and projects. This will be provided by the Director of Curriculum and Professional Development or a contracted vendor.

Responsive Classroom - Training teachers in to the Responsive Classroom model will help strengthen the schools community atmosphere and move forward towards achieving its character building goals. At a minimum, teachers will learn the basics of the classroom "morning meeting," positive teacher language, and the CARES character traits. This will be provided by the Director of Curriculum and Professional Development or a contracted vendor.

Project Based Learning The schools mission statement includes using project-based learning with a STEM focus. Teachers will benefit from support and development in this area to become expert teachers using project-based learning. This training will be available online and instructor lead group sessions.

Common Core Training - Our school will use the Common Core Standards. Teachers will need to know these standards in order to develop integrated projects that address each one.

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.*

April 2015 Communicating Effectively, Classroom Management, Teaching Strategies

May 2015 Differentiation Training

June 2015 Responsive Classroom, Project Based Learning

July 2015 Common Core Refresher

August 2015 Roles, Responsibilities, Expectations

The training sessions above will give teachers the competitive edge that they need to be successful in accomplishing Southpoint Academy's mission and goals. Training and orientation sessions will be scheduled for newly hired staff in August, facilitated by the teachers already trained in the April, May, June, and July sessions.

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.

The school has ten (10) full designated professional development days and 4 early release days (half day for students) scheduled on the calendar for training. All teachers and staff will be required to attend the trainings. Students will not be on sight during the trainings.

Enrollment and Marketing:

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

Marketing Plan

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

The Board of Directors will appoint a marketing committee to implement policy and procedures to ensure the school is properly marketed to all areas. The marketing plan will include:

- Hold open houses at the school to provide families with information on the school's mission, purposes and philosophy of the school.
- Advertise in local neighborhood newsletters, magazines, newspapers and social media (website, Facebook and Twitter).
- Direct contact with local organizations and community centers to reach at risk and diverse ethnic populations.

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.

Southpoint Academy will use the Marketing Committee to communicate and engage parents and the community through methods mentioned in the previous section.

At Southpoint Academy, teachers and parents work together to create an inclusive community of learning; we believe that parents are a child's first and best teacher. Teachers communicate with parents and weekly inform them of student progress and the specifics of educational goals being addressed in the classroom. Therefore, to build stronger teacher, parent, and school relationships, we will communicate with parents through workshops, conferences, school events, and newsletters. We enthusiastically welcome parents to volunteer in many capacities to fulfill their roles as crucial members of our school community including activities such as chaperoning field trips, helping in the library, reading to Kindergarteners, supervising lunch and reading time, coaching athletic teams, filing and copying. Parents are also encouraged to attend learning sessions that will help them better understand our school philosophy and instructional processes. Southpoint Academy will have a Parent Teacher Organization that will be run by parent volunteers; the organization will involve other parents in projects supporting the school's mission.

The school welcomes local businesses and community members to support the school. Southpoint Academy will solicit area businesses and community members to aid in providing authentic feedback and work-related exposure to students to enhance project-based learning. Staff and students will be encouraged to connect with the community by finding ways to get involved to make the community a better place. Southpoint Academy will have a volunteer as a Community and Volunteer Coordinator who will be responsible for reaching out to community organizations to solicit their involvement and support.

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 withdrawals and transfers.*

1. The school will open the application submission process, based upon final SBE approval, on or about March 15, 2015 and will close applications on April 15, 2015. If necessary, an open, public lottery will be held on April 20th. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12. The lottery will be conducted in a public forum. 2. Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to Southpoint

Academy. Per charter law, Southpoint Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, Southpoint Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

Each student must complete an application by the due date to be placed in the admissions lottery. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of residence, e-mail address, parents name and address, birthday, present school, grade attending. Process for Admission: a. Parent or legal guardian complete and submit the student application by due date b. Applications will be reviewed for completeness. Lottery cards will be assigned to each applicant. c. Applicants will receive confirmation of the date, time and place for the lottery. If the number of applicants for a grade level exceeds the openings at that grade level, a public lottery will be held to determine the admissions for that grade. d. A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. e. Lottery Exemptions - Current faculty members children are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), SPA shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. 3. Once all available slots are full, SPA will keep drawing names and put them on a waiting list for each grade level in the order drawn to fill slots that become available at a later date. After the open enrollment period, applications will be time and date stamped; students will either be accepted or added to the end of the waiting list for the appropriate grade as slots become available during the current academic year.

Students/families requesting transfer or withdrawal to another educational institution, for reasons of discipline or personal preference, will be processed immediately upon written request to the School Director, and records will be sent to the transferring institution in a timely manner. If a student withdraws or transfers to another institution, then wishes to return to SPA, they must apply as a new student and go through the lottery process. 4. Open House sessions will be held. 5. Students/families requesting withdrawal or transfer to another educational institution, will be processed immediately upon written request to the School Director; records will be sent to the transferring institution within a timely manner.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Durham Public Schools
 LEA #2
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000
Kindergarten	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 01	20	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 02	20	0	0	20	0	0	40	0	0	40	0	0	40	0	0
Grade 03	0	0	0	20	0	0	20	0	0	40	0	0	40	0	0
Grade 04	0	0	0	0	0	0	20	0	0	20	0	0	40	0	0
Grade 05	0	0	0	0	0	0	0	0	0	20	0	0	20	0	0
	80			120			160			200			220		

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.

In order to make sure that transportation is not a barrier to students attending Southpoint Academy, the school will actively assist parents to find transportation solutions. Funds permitting, these solutions may include school provided transportation. The school will facilitate the arranging of carpooling to and from school. Southpoint Academy will also work with local afterschool care facilities to help coordinate transportation from the school to the other care facilities as necessary.

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.

Southpoint Academy will not have a cafeteria that conducts food preparation at the school. Students will bring lunch boxes or will participate in a catered hot lunch option at a cost of \$5.00 per day. The school will provide free and reduced lunches to families in financial need.

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	\$2,000,000		\$3,049.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$200,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$100,000		\$3,730.00
Total Cost			\$7,742.00

*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.

southpoint2013

11/05/2013

(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).

Southpoint Academy is converting from a private school to a charter school. The facility has already been identified and is being used.

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.*

Southpoint Academy is converting from a private school to a charter school. The facility has already been identified and is being used. The organization providing the lease has provided a MOA for future use as a charter school

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 #1320 - Durham Public Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,770.36	80	\$381,628.80
Local Funds	\$3,005.00	80	\$240,400.00
Federal EC Funds	\$3,743.48	10	\$37,434.80
Totals			\$659,463.60

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	\$381,629	\$572,400	\$763,200	\$954,000	\$1,049,400
-Local Per Pupil Funds	\$240,400	\$360,600	\$480,800	\$601,000	\$661,100
-Exceptional Children Federal Funds	\$37,435	\$52,402	\$71,117	\$89,832	\$97,318
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$659,464	\$985,402	\$1,315,117	\$1,644,832	\$1,807,818

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$70,000	\$70,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$17,500	\$17,500	1	\$17,500	\$17,500	1	\$17,500	\$17,500	1	\$17,500	\$17,500	1	\$17,500	\$17,500
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$17,000	\$17,000	1	\$17,000	\$17,000	1	\$17,000	\$17,000	1	\$17,000	\$17,000	1	\$17,000	\$17,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Director Of Curriculum & Professional Development	0	\$0	\$0	0	\$0	\$0	1	\$30,000	\$30,000	1	\$31,000	\$31,000	1	\$31,000	\$31,000
Guidance Counselor	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Nurse	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Other (Bonus Incentives)	1	\$7,800	\$7,800	1	\$7,800	\$7,800	2	\$5,700	\$11,400	2	\$5,760	\$11,520	2	\$6,060	\$12,120
A - Total Admin and Support:	4	\$107,300	\$107,300	4	\$107,300	\$107,300	6	\$135,200	\$140,900	8	\$191,260	\$197,020	8	\$196,560	\$202,620
Instructional Personnel:															
Core Content Teacher(s)	4	\$30,000	\$120,000	6	\$31,000	\$186,000	8	\$32,000	\$256,000	10	\$33,000	\$330,000	11	\$34,000	\$374,000
Electives/Specialty Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	1	\$31,000	\$31,000	1	\$31,000	\$31,000	1	\$31,000	\$31,000	2	\$33,000	\$66,000	2	\$33,000	\$66,000

Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Other (Bonus Incentives)	5	\$3,624	\$18,120	7	\$3,720	\$26,040	9	\$3,827	\$34,443	12	\$3,960	\$47,520	13	\$4,062	\$52,806
B - Total Instructional Personnel:	10	\$64,624	\$169,120	14	\$65,720	\$243,040	18	\$66,827	\$321,443	24	\$69,960	\$443,520	26	\$71,062	\$492,806
A+B = C - Total Admin, Support and Instructional Personnel:	14	\$171,924	\$276,420	18	\$173,020	\$350,340	24	\$202,027	\$462,343	32	\$261,220	\$640,540	34	\$267,622	\$695,426
Administrative & Support Benefits															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	3	\$519	\$1,557	3	\$519	\$1,557	4	\$511	\$2,044	6	\$476	\$2,856	6	\$490	\$2,940
Social Security	3	\$2,218	\$6,654	3	\$2,218	\$6,654	4	\$2,184	\$8,736	6	\$2,036	\$12,216	6	\$2,094	\$12,564
941 Tax Nc	3	\$2,218	\$6,654	3	\$2,218	\$6,654	4	\$2,184	\$8,736	6	\$2,036	\$12,216	6	\$2,094	\$12,564
Employee Benefits	3	\$4,347	\$13,041	3	\$5,509	\$16,527	4	\$5,453	\$21,812	6	\$5,036	\$30,216	6	\$5,468	\$32,808
D - Total Admin and Support Benefits:	12	\$9,302	\$27,906	12	\$10,464	\$31,392	16	\$10,332	\$41,328	24	\$9,584	\$57,504	24	\$10,146	\$60,876
Instructional Personnel Benefits:															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	5	\$2,097	\$10,485	7	\$2,153	\$15,071	9	\$2,214	\$19,926	12	\$2,292	\$27,504	13	\$2,350	\$30,550
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	5	\$490	\$2,450	7	\$503	\$3,521	9	\$518	\$4,662	12	\$536	\$6,432	13	\$550	\$7,150

Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
941 Tax Nc	5	\$2,097	\$10,485	7	\$2,153	\$15,071	9	\$2,214	\$19,926	12	\$2,292	\$27,504	13	\$2,350	\$30,550
Employee Benefits	5	\$5,767	\$28,835	7	\$5,221	\$36,547	9	\$5,359	\$48,231	12	\$5,569	\$66,828	13	\$5,581	\$72,553
E - Total Instructional Personnel Benefits:	20	\$10,451	\$52,255	28	\$10,030	\$70,210	36	\$10,305	\$92,745	48	\$10,689	\$128,268	52	\$10,831	\$140,803
D+E = F - Total Personnel Benefits	32	\$19,753	\$80,161	40	\$20,494	\$101,602	52	\$20,637	\$134,073	72	\$20,273	\$185,772	76	\$20,977	\$201,679
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	16	\$363,852	\$135,206	16	\$381,434	\$138,692	22	\$486,476	\$182,228	32	\$553,477	\$254,524	32	\$580,805	\$263,496
B+E = H - Total Instructional Personnel (Salary & Benefits)	30	\$102,575	\$221,375	42	\$125,250	\$313,250	54	\$141,132	\$414,188	72	\$157,649	\$571,788	78	\$164,893	\$633,609
G+H = J - TOTAL PERSONNEL	46	\$466,427	\$356,581	58	\$506,684	\$451,942	76	\$627,608	\$596,416	104	\$711,126	\$826,312	110	\$745,698	\$897,105

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$600	\$1,000	\$1,200	\$1,500	\$2,000
	Paper	\$0	\$0	\$0	\$0	\$0
	Computers & Software	\$500	\$2,500	\$2,800	\$3,000	\$3,200
	Communications & Telephone	\$0	\$0	\$0	\$0	\$0
	Copier leases	\$0	\$0	\$0	\$0	\$0
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other Professional	\$15,000	\$17,000	\$19,000	\$20,000	\$21,000
Facilities	Facility Lease/Mortgage	\$150,000	\$150,000	\$218,600	\$222,900	\$239,700
	Maintenance	\$12,000	\$13,000	\$14,000	\$14,500	\$15,000
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$7,800	\$10,000	\$10,000	\$10,000	\$10,000
	Other	\$0	\$5,300	\$7,900	\$7,900	\$7,900
Utilities	Electric	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$500	\$750	\$1,000	\$1,000	\$1,000
	Child nutrition	\$1,350	\$1,620	\$1,944	\$2,333	\$2,799
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$15,000	\$18,000	\$20,000	\$25,000	\$27,000
	K - TOTAL Administrative & Support Operations	\$247,250	\$263,670	\$340,944	\$352,633	\$374,099
	Instructional:					
Instructional Contract	Staff Development	\$3,000	\$4,000	\$5,000	\$6,500	\$7,000
Classroom Technology	Software	\$0	\$0	\$0	\$0	\$0
Books and Supplies	Instructional Materials	\$20,000	\$30,000	\$40,000	\$50,000	\$55,000

	Curriculum/Texts	\$0	\$0	\$0	\$0	\$0
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$2,000	\$3,000	\$4,000	\$5,000	\$5,500
	Other	\$2,500	\$12,500	\$15,000	\$15,500	\$15,500
	L - TOTAL Instructional Operations	\$27,500	\$49,500	\$64,000	\$77,000	\$83,000
	K+L = M - TOTAL OPERATIONS	\$274,750	\$313,170	\$404,944	\$429,633	\$457,099

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$356,581	\$451,942	\$596,416	\$826,312	\$897,105
M - TOTAL OPERATIONS	\$274,750	\$313,170	\$404,944	\$429,633	\$457,099
J+ M =N TOTAL EXPENDITURES	\$631,331	\$765,112	\$1,001,360	\$1,255,945	\$1,354,204
Z - TOTAL REVENUE	\$659,464	\$985,402	\$1,315,117	\$1,644,832	\$1,807,818
Z - N = SURPLUS / (DEFICIT)	\$28,133	\$220,290	\$313,757	\$388,887	\$453,614

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.

Southpoint Academy will open with eighty (80) students and will add 40 students a year. We believe the small enrollment will both fulfill our mission and be a realizable target enrollment. The students are expected to come from the Durham Public School (DPS) LEA. We used the updated ADM from the NC Public Schools website, \$4,770 per student. The DPS local allotment was \$3,005. We also estimated a 12% EC enrollment and used \$3,743 as the allotment.

A breakeven point in number of students is 68. We calculated fixed costs to be \$167,500 and the revenue less variable cost per student to be \$2,445, so fixed cost divided by \$2,445 is 68 students.

We would attempt to get rent concessions, which we believe are available, if we are unable to reach 68 students, an unlikely proposition considering that the closest charter school is Kestrel Heights which is at least 5 miles away.

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

The school's contingency plan consists of seeking other funding sources. Southpoint Academy has applied for grants and will continue to do so. The school will also conduct fundraisers and solicit corporate sponsors from local businesses.

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

At this time the budget does not rely on sources of funds other than state, county, federal allocations. The board has learned how to be frugal with resources as a result of managing a private school. SPA will use volunteers when possible and solicit assistance from volunteering parents. SPA will also conduct fundraisers and solicit donations from local businesses as conducted in the past as necessary. The board actively seeks grants and other funding sources to support the school.

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

1:20

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.*

The administrative assistant will coordinate the financial and student information activities with the ISIS and PowerSchool provider. That provider will be chosen from among those submitting proposals and the choice will be made subsequent to our approval.

Southpoint Academy has contracted with an ISIS and PowerSchool provider to provide both NC Wise data reporting as well as financial record keeping. Southpoint board made the decision to contract with the organization due to their successful record providing charter schools fiscal management. The School Director and Board will use fiscal reports from the provider to make decisions to best carry out the mission and philosophy of the school. Contracting with NC Public Charter Schools Association to oversee the budget and NC Wise reporting will allow the school staff and administrators more time to concentrate on providing a quality instructional program.

SPA follow fiscal management competitive process for selection of contractors and large purchases over \$5,000. The School Director will seek to obtain three proposals from authorized vendors. Suppliers will be evaluated on technical merit and cost. All purchases over \$5,000 must be approved by the board.

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

Southpoint Academy's spending priorities align with the mission and curricular offerings, because it projects that instructional salaries, instructional materials, technology, and facility costs comprise approximately 80% percent of the budget. The remaining 20% would be spent on utilities, insurance, audits, legal fees, office support, and other activities.

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

The chart below depicts the contingency reserve that Southpoint has in place based on the budget. This reserve will remain in a Savings type account unless needed. The School Director and Board may use the reserve funds if the use of these savings is deemed necessary.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Previous Contingency	10,000	25,000	75,000	130,000	190,000
Planned Contingency	15,000	50,000	55,000	60,000	70,000
Running Balance	25,000	75,000	130,000	190,000	260,000

The beginning contingency balance is based on Southpoint Academy's forecast. The amount of estimated cash on hand remaining in SPA's checking account after all outstanding debt and contracts have been cleared as of August 2015 will be around \$10,000.

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

Southpoint Academy is not planning to finance facilities or other assets

during the first five years on a long-term basis. The school will operate from the state and local per student allocation.

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*

Southpoint Academy has classroom furniture (desk and chairs), 18 desktop computers, 4 laptops, and office equipment that will become the property of the charter school.

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

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

The school will follow the proposed Bylaws, Article VI, Procedures and Restrictions (Sections 1 - 4) and the Fiscal Management Policy approved by the board of directors to ensure adequate internal controls, segregation of duties safeguarding of assets and accurate and adequate record keeping.

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

There are no known possible related party transactions at this time.

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.

Southpoint Academy will use either of the following auditors:

Name: James E. (Ed) Roberson, CPA Jim Black
Roberson CPA Firm, LLP Batchelor, Tillery & Roberts, LLP, CPA
Address: 1904 Front Street, STE 420 3605 Glenwood Ave, Suite 350
Durham, NC 27705 Raleigh NC 27612
Phone Number: 919-383-0441 919-781-0217
Fax Number: 919-383-8388 919- 783-6724

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).

southpoint2013

Date: 11/27/2013

Applicant Signature:

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

Print/Type Name: southpoint2013

Board Position: Mildred Brown, Administrator

Signature: _____

Date: 11/27/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

