



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Deanna Townsend-Smith
Joe Maimone
Eric Sanchez
Helen Nance
Mike McLaughlin
Paige Hirsch
Marie Massengill
Sherry Reeves
Mary Carmichael
Tammi Sutton
Kevin Piacenza

Date of Review:

10/23/2014



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Central Wake Charter High School

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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
2014 Application Process
To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Central Wake Charter High School

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

Name of non-profit organization under which charter will be organized or operated: *NC HS for Accelerated Learning-Wake, Inc*

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

Name of contact person: *Wendell Bullard*

Title/Relationship to nonprofit: *President*

Mailing address: 1532 Pomona Drive
Durham NC 27707-4489

Primary telephone: 919-621-6953 Alternative telephone: 919-596-1856

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

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

County: *WAKE*

LEA: *920-Wake County Schools*

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

If so, provide the name of the third party person or group. *Accelerated Learning Solutions, Inc.*

List the fee provided to the third party person or group. **\$0**

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

After substantive discussions with the leadership staff of Accelerated

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

Learning Solutions, Inc. (ALS), including conversations about the educational program design at Commonwealth High School in Charlotte, and visits to existing ALS schools, the Board decided to replicate the ALS dropout prevention and recovery model and selected ALS as the education management organization for the proposed school. The Board has based its decision to replicate the ALS model based on the continued success of this instructional and program model currently being used at twenty-four dropout prevention and recovery schools operated by ALS for charter school boards in Florida and North Carolina, including Commonwealth and Stewart Creek High Schools, which were approved by the NC State Board of Education in 2013.

The Board of Directors of the North Carolina High School for Accelerated Learning - Wake, Inc. directed ALS to develop and submit a charter application for a high school designed to help at-risk students earn a standard high school diploma and prepare for post-secondary success. ALS staff drafted the application narrative, attachments, and budgets to fully describe a school model that successfully addresses the needs of high school students ages 16-21 in one of two target groups: students at-risk of dropping out of their traditional high school, or students who have already dropped out and are interested in returning to school to earn a high school diploma. The Board reviewed the drafts and approved this application for submission to the North Carolina Department of Public Instruction Office of Charter Schools.

The assistance will end upon approval of the application.

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school*
- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
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Is this application being submitted as a replication of a current charter school model?

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Chancery High School FL

What is the name of the nonprofit organization that governs this charter school? NC HS for Accelerated Learning-Wake, Inc

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10,11,12	200
Second Year	09,10,11,12	370
Third Year	09,10,11,12	420
Fourth Year	09,10,11,12	465
Fifth Year	09,10,11,12	480

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.

wendell.bullard
Signature

President
Title

wendell.bullard
Printed Name

09/26/2014
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Enrollment targets seem unrealistic and overly ambitious, especially given that opening year one with all four grades means pulling in 11th and 12th graders.</u>	<u>Paige Hirsch</u>	<u>Grade Levels</u>
<u>Based on schools opening in the area and for the grade levels served, the enrollment figures in are not realistic. Scaling down enrollment will ensure the proposed school meets the numbers proposed. Some of our more established schools in the Wake County area have not reached 100% of their proposed enrollment.</u>	<u>Deanna Townsend-Smith</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Deanna Townsend-Smith</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Eric Sanchez</u>	
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Paige Hirsch</u>	<u>Fail</u>
<u>Marie Massengill</u>	
<u>Sherry Reeves</u>	
<u>Mary Carmichael</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Kevin Piacenza</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five 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 the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

Clearly describe the mission of the proposed charter school:

The Mission is to provide a non-traditional high school graduation option to students who have either dropped out of high school or are likely to drop out due to low academic performance or other circumstances. The program will address their academic, social, and family needs within a supportive environment where they can focus on their learning, graduation, and postsecondary success. It is for these students that we, the Board, propose this alternative option.

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.*

a. Demographics: Any child qualified under the laws of the State of North Carolina for admission to a public school will be qualified for admission to the School. Notwithstanding, the Board of Directors of the School ("the Board") is specifically committed to establishing a dropout prevention and recovery program. Our focus is to address the unique needs of these at-risk students. Students who will enroll in the program will likely have the following characteristics: average age of 17-18 years old with 12 or fewer previously earned high school credits; reading at or below the 8th grade level; two to three years behind his/her 9th grade cohort; performing at the lowest 2 levels on standardized tests; and in need of special services. We estimate that 10-20% of our students will need special education and related services or other accommodations, that 12-20% will be English Language Learners, and that 8-12% will be parenting, pregnant, or caring for other children.

b. Reflecting the Local Population: Although the exact location of the School has not been determined, the School will likely be located in central Wake County (see map in Appendix A), an area with low median annual household income (less than \$45,000 per year) and a recent history of high dropout rates. We anticipate that over 85% of students will live within a 5-

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

8 mile radius of the proposed School and a current Wake County Public School System (WCPSS) high school. As a result, the School's population will reflect the local ethnic and racial mix of the community being served.

c. Rationale: The high school dropout crisis has been well documented in our nation's largest cities by numerous researchers. Diplomas Count 2014 projected that three-quarters of a million students from the 2012 high school class would not graduate with a diploma. North Carolina faces similar challenges. Approximately 37,000 students did not graduate with their 9th grade peers (dropped out or did not achieve a 4 year graduation rate) in the Classes of 2013 and 2014. Twenty-five percent (112 of 450) of high schools had 4 year graduation rates of less than 80% in school year 2013-14. 26,418 high school students repeated a grade in school year 2012-13, a key indicator of whether students will graduate with their peers.

The Board of Directors has selected the Raleigh area for this proposed school primarily because 29% of WCPSS high schools (7 of 24) had graduation rates below 80% compared to 25% of high schools statewide.

In addition, 4068 WCPSS students did not graduate with their 9th grade peers (dropped out or did not achieve graduation within 4 years) from the Classes of 2013 and 2014. This represents 1 of every 9 non-graduates statewide. Twenty-nine percent (7 of 24 reported) of WCPSS high schools had Class of 2014 graduation rates less than 80%. This is 4 percentage points higher than the percent of North Carolina high schools with low graduation rates. 3,751 (9%) of WCPSS high school students repeated a grade in 2012-13. High school grade repetition is a key indicator that students will not graduate on time.

A research-based summary of the need for our proposed school in the Raleigh area is presented in Appendix A. We plan to locate the school in the central-eastern Wake County area and to serve students primarily from the following WCPSS high schools: Broughton, Enloe, Knightdale, Millbrook and Sanderson. These 5 schools account for 1 of every 4 non-graduates in the district.

(Source: ALS)

- 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 Schools projected enrollment at full capacity will be 600 students. The projected enrollment is 1.4% of ADM in the Wake County Schools (600 divided by 42,738 = 1.4%). 42,738 is the NCDPI reported enrollment for grades 9-12 for this period. (Accessed on September 19, 2014: http://apps.schools.nc.gov/pls/apex/f?p=1:102:1499156017937201::NO::P102_SELECTLEA:920)

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

Many unique elements set our proposed school apart from the local educational options. The foundation of our unique educational program will be a teacher-directed, individualized, mastery-based, and technology-

enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances. The School will operate up to three sessions per day of 4 hours each. Students will be able to choose to regularly attend one or more of these sessions. The curriculum, delivered through a blended learning model, will be based on the Common Core State and North Carolina Essential Standards, but informed by each student's foundational skills in reading and math as determined through a standardized assessment completed during the student's orientation to the program. A unique academic plan will be designed to accelerate each student's progress toward the accumulation of course credits leading to a high school diploma. The plan will identify all of the required coursework, necessary interventions, and supplemental instruction needed to ensure that North Carolina course requirements and graduation standards are met. The School will also offer an online career and technology education course component for those students who want to develop skills that will prepare them for employment immediately after high school graduation.

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, child care, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success. Our Board understands that unless social, emotional, and behavioral needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. A key differentiator of this School will be the provision of social and crisis intervention services to students. Students will be provided with comprehensive social services, crisis intervention and behavioral health services.

Students will be surrounded by a climate of respect in which school leadership, faculty, and staff understand that the complex, often disruptive lives of these students frequently impede attendance and learning. The tone of the school campus will be generated through respect and care from all administrators and staff members for all students regardless of their circumstances. Underpinnings of this climate of respect will include significant adult connections, positive adult interactions, greeting of students by name and with a handshake at the door, celebrations of successes, and a spirit of hard work.

Each student will be provided with individual attention, foundational skills development, and the social, emotional, and behavioral support needed to address specific individual challenges and help him/her progress toward his/her age-appropriate grade level.

No other school in the local school district provides students with a similar educational model that includes multiple daily instructional session options, individualized curriculum and support, full integration of technology, and wraparound support services.

(Source: ALS)

4. *In the appendices (Appendix A1), 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.*

Our proposed charter school will achieve aspects of all six legislative purposes for charter schools in North Carolina.

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. Professional development will be extensive, ongoing, focused, and innovative; incorporating evidence-based strategies and resources proven to be successful with the School's target population.

The School's model will improve student learning and academic achievement by meeting students' academic, social, and behavioral needs. Our proposed school will open with an infrastructure that has the capacity to provide 1:1 learning in a blended learning model that supports the academic achievement of at-risk students and successful transition to post-secondary opportunities. A unique academic plan will be specifically designed to take each student where he/she is and outline all of the coursework and necessary interventions and supplemental instruction needed to ensure that course requirements and graduation standards are met. The academic plan will have as its base the means to accelerate each student's progress toward the accumulation of course credits, which will result in improved student performance, grade promotion, and a high school diploma.

The School will serve as a dropout recovery (retrieval) program along with serving students who are at risk of dropping out. The School will offer flexible scheduling of school hours, which will provide a great advantage for those young adults who have unique life challenges and circumstances that prevent them from attending school during a required time frame or traditional school day. The School is designed to meet the needs of students who need a non-traditional option, thus expanding the capacity of the School District to serve this student population who may not otherwise be served.

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

However, the School's emphasis will be on the use of innovative teaching methods and increased learning opportunities for at-risk students. A blended learning approach of direct instruction and technology enhancement will allow students to progress through coursework at their own pace while also receiving support for foundational gaps in any of the core areas. The School's blended learning model combines direct, small group, individual, and online technology-based instruction to join the best aspects of both direct and online instruction to form an integrated instructional approach. Technology will be used to individualize educational plans, address foundational gaps, and provide acceleration options for students. Successful instruction will include focused reading and writing activities, math remediation, foundational skills development, test-taking skills, self-esteem building, social skills development, and parenting skills.

The proposed School will also specifically meet the legislated purpose of increasing learning opportunities for all students, with a special emphasis on at-risk students. The foundation of our educational program is a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, provide schedule options that accommodate his/her life circumstances, and lead to a standard high school diploma.

The Board understands that unless social, emotional, and behavioral needs are effectively addressed for this population of students, learning can be difficult and academic growth can often be an unrealistic objective. The Family Support Specialist (FSS) and Career Coach will work with each student during enrollment and/or orientation to identify, address, and/or mitigate the personal, social, and behavioral barriers that prevent students from being successful. In addition, the FSS will work closely with other faculty and staff and/or an outside provider throughout the school year to identify students in need of ongoing support services, and will link with community resource providers to identify programs that will provide wraparound services to meet student's personal needs. The Career Coach will provide additional instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's Individual Success Plan (ISP).

(Source: ALS)

Goals for the Proposed Charter School:

- 1. Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Student performance goals aligned with the School mission and appropriate to the target population have been established in the areas of credit acceleration, graduation rate, higher expectations for student achievement, persistence in enrollment, and acceptance in post-secondary options. Detail on these goals is provided in the Student Performance Standards section. In addition, goals for School operation, finance, and governance have been established as below.

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

Operations Goals:

Leadership and highly-qualified teachers will be in place prior to School opening and will be maintained throughout the charter term. Monthly staffing reports will be provided to the Board by the management company.

The number of community members involved in the School (as measured by hours of service by community members, social service providers, and/or other organizations that are not paid vendors to the School) will increase each year of School operation as evidenced by sign-in sheets. and data recorded in the student services tracking system. Monthly reports by the Principal will be provided to the Board regarding community member involvement.

The percentage of student, parent and staff respondents expressing satisfaction with the School will increase each year as measured by an annual satisfaction survey. A report of satisfaction survey results will be provided to the Board by the Principal and posted on the School website.

Finance Goals:

The annual budget will be reviewed and approved by the Board by June 30 of each year as evidenced by Board minutes.

The monthly expenditures compared to budget will be reviewed and approved by the Board at each monthly meeting as evidenced by Board minutes.

The annual audit will be reviewed and approved by the Board by October 31 of each year as evidenced by Board minutes.

The actual budget will not exceed the approved budget by more than 20% as evidenced by School financial statements.

Governance Goals:

During the planning year, one hundred percent (100%) of Board members will participate in orientation and training on legal and fiduciary responsibilities conducted by the Board's legal counsel.

The charter board will execute or re-authorize agreements with an accountant, auditor, and legal counsel prior to the beginning of the school year.

Prior to the end of the first year of operation, the charter board will conduct a self-evaluation to assess its effectiveness as the governing body and ability to work as a team.

One hundred percent (100%) of board members will attend at least three of the NCDPI charter board member trainings.

(Source: ALS)

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

The metrics above will be reviewed regularly by School Administrators and the Board to assure progress toward and attainment of the School's mission. The Board of Directors will be accountable for the academic, financial, and operational performance of the School and will govern all operations of the School, but will delegate day-to-day management to the administrative staff.

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The Board expects the Principal and all vendors contracted by the Board, including the Educational Management Organization (EMO), to report on the School's progress to attain and sustain the School's mission.

Reports to the Board regarding student performance will be informed by data from Electronic Student Progress Reports (SPR) and reports from the School's instructional software. SPRs will track student mastery of the curriculum. Administrators and teachers will have the ability to run diagnostic summaries to track overall student and class performance for all technology-enhanced courses. SPRs will also help administrators identify the progress of individual students, classes, and the School as a whole.

The instructional software programs to be used by the School will also provide detailed reports of the performance for the School, an entire class, and individual students. These reports will provide substantive information on student, class, and School progress towards academic success and allow School administrators to regularly review instructional methods, curricular resources, and staff effectiveness.

(Source: ALS)

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Broughton and Enloe are in downtown Raleigh, Knightdale is in eastern Wake County, Sanderson and Millbrook are in north Raleigh. Why do you anticipate students primarily coming from these schools given stated desire to locate centrally? These schools are not consistent with the map presented in Appendix A. Needs described are identical to Capital City application including the list of likely schools that proposed charter will draw from and proposed eastern Wake location. Why are two separate schools with the identical missions needed to serve the same geographic area given the identical demographics and target population?	Kevin Piacenza	Educational
While proposing a location it appears the applicant proposes an alternate location if not available. How will an alternate location impact the targeted student population and ultimately the mission of the school?	Deanna Townsend-Smith	Educational
How does this charter provide expanded choices for parents given the identical charter model is being proposed by the same applicant for the same geographic area and target population?	Kevin Piacenza	Purposes of
The applicant has outlined the 6 legislative purposes they plan to accomplish. How will each of these be measured to ensure the success?	Deanna Townsend-Smith	Purposes of
This section needs more unique indicators in the goals. They reference the Student Performance Standards goals but no bigger overarching goals are set here with clear measures. Several of the finance or operations are either required by law or just common sense. Some, such as the first operations goal, are just items on a to do list - not SMART goals.	Mary Carmichael	Goals for th
Since the proposed school will be partnering with an EMO - no objectives have been set to measure the success of the EMO on the school's success. How and when will the BOD measure EMO effectiveness?	Deanna Townsend-Smith	Goals for th
Performance goals in this section for academics lack specific metrics, are not time specific, and are not presented in a measurable context.	Kevin Piacenza	Goals for th
Most of the goals do not include targets, are not measurable or time bound, and are focused on inputs vs. performance outputs or results.	Paige Hirsch	Goals for th
Without the academic goals, it's difficult to judge the overall quality of goals.		

Reviewer	Score
Deanna Townsend-Smith	Pass
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Pass
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Pass
Tammi Sutton	
Kevin Piacenza	Fail

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Our accelerated learning model provides an innovative option for high school students ages 16-21 in one of 2 target groups: students at-risk of dropping out of their traditional high school or students who have already dropped out and are interested in returning to school to earn a high school diploma. The instructional program has been designed to align with the School's mission (to help at-risk students earn a standard high school diploma and prepare for postsecondary success) and respond to the needs of the target population. The foundation of our educational program will be a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances. Our School will offer a blended learning program that will allow students to progress at an appropriate pace based on individual learning needs.

A blended learning approach combines face-to-face classroom methods and technology-based curriculum to form an integrated instructional approach. The program uses technology to individualize educational plans, address foundational gaps, and provide acceleration opportunities for students. The goal of this blended approach is to join the best aspects of both face-to-face and online instruction.

Key elements of the School's instructional program include the following:

A baseline academic assessment administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other similar diagnostic assessment.

An Individual Success Plan (ISP) created for each student based upon the results of the baseline entry assessment, past academic performance, previous school records, a career interest inventory and career plan, social/personal needs inventory, disciplinary records, and parent/student input.

Course Placement that matches student's skill levels as documented on the ISP.

Flexible Schedule Options provided where students can choose to regularly attend a morning afternoon, or evening instructional session (or more as space permits).

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Direct instruction, coaching, and guidance provided by licensed teachers. Targeted, face-to-face instruction will be conducted in large and small groups, or individually to assist struggling students with mastery of course content using supplemental reading and math resources. This targeted, face-to-face instruction will address identified gaps in student learning and provide appropriate interventions. Instruction will be differentiated according to student's individual needs.

Formative assessments will monitor progress and identify gaps in foundational skills and coursework. Summative assessments will determine content mastery.

Engagement in online learning experiences using Apex Curriculum supplemented with curriculum lessons from effective resources such as Reading Plus, MindPlay Virtual Reading Coach (MVRC), Math software, TestGEAR, School Connect, FDIC Money Smart, and the College Foundation of North Carolina (CFNC).

The provision of support services and focused college and career preparation. Students will be provided with on-site comprehensive social services, crisis intervention, and behavioral health services as they work through an academically rigorous curriculum that prepares them for graduation and a successful postsecondary transition. They will also receive instruction and support regarding employability skills, career and college readiness, and postsecondary options.

Outcomes for students will be enhanced in the following ways: 1) build foundational skills in reading and math; 2) accelerate the successful completion of courses and earning of credits; 3) pass required standardized assessments; and 4) provide a foundation for students to become successful members of their communities.

(Source: ALS)

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The School will offer up to 3 four-hour sessions for instruction, college and career preparation, and counseling. Students will choose to regularly attend one of the sessions. Thus, the learning environment, staffing, and facility design will be based on serving up to 200 students in each of 3 sessions at full enrollment.

Every effort will be made to make certain that the environment is conducive to learning. Students will be surrounded by a climate of respect in which school leadership and staff understand that the complex lives of these students frequently impede attendance and learning. The tone of the School campus will be generated through respect and care from all administrators and staff members for all students regardless of their circumstances. Underpinnings of this climate of respect will include significant adult connections, positive adult interactions, greeting of students by name and with a handshake at the door, celebrations of successes, and a spirit of

hard work.

The School's curriculum and instructional design, which combines face-to-face instruction with a technology-based curriculum, align with the direction in which NC is moving related to digital instruction. "North Carolina is committed to providing the personalized digital-age education K-12 students need to be successful in college, in careers, and as productive citizens" (Digital Learning Plan Policy Brief, 6-2014). Legislative action S.L. 2013-12 required a transition from funding textbooks to funding digital materials, and S.L. 2013-11 and S.L. 2013-226 required the development and implementation of digital teaching and learning standards for teachers and schools.

Following is a description of a typical day for students. Since this is an individualized program, not all students will participate in the same learning activities or counseling programs at the same time or in the same order.

Arrive at School, sign the classroom attendance roster, review MY SUCCESS Student and Parent Dashboard (Appendix U-1), an online, secured private portal available 24 hours a day, 7 days a week, and prepare for instruction. MY SUCCESS links with the School's student information system to provide up-to-date information on student attendance, grades, state assessment results, skills development, and academic performance.

Student accesses instructional software (e.g. Apex Learning, Reading Plus or math software such as Ascend Math) and works independently to make progress in assigned coursework.

Teachers facilitate learning, provide direct instruction, and monitor student progress. This may occur individually or in a large or small group as determined by the teacher to best meet students' needs.

Students requiring additional instructional support are assigned to intervention sessions.

Student may spend time with the Family Support Specialist or onsite service provider to address social/personal barriers to learning.

Student may spend time with the Career Coach in the College and Career Center to work on college and/or career planning, preparation, and postsecondary transition.

Student will have the option to remain on campus for an extra session to accelerate progress.

Depart School at end of learning session.

The Board is committed to operating a facility designed to attract students, and creating an environment that is conducive to effective teaching and learning. The specially-designed facility will be approximately 12-15,000 square feet, including space to accommodate students, instructional staff, and social service providers (See School Layout in Appendix U-2). The facility will be rich in technology, and retrofitted and equipped with new equipment and infrastructure for this purpose and to meet curricular

standards.

The School's student/teacher ratio will not exceed 25:1 in any of the daily sessions. The enrollment forecasts, tables, and budgets included with this application are all consistent with class size projections.

(Source: ALS)

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

a. Mission Alignment

The School's educational program will offer an individualized program that will allow each student to progress at an appropriate pace based on his/her learning needs. Accordingly, the major focus of the School's curriculum and instructional methods aligns directly with its mission to provide students who have dropped out of school or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

The School's primary curriculum, Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools), provides comprehensive online instructional content and assessments that help teachers individualize instruction, ensuring each student has the opportunity to achieve to his/her potential. Through utilization of the Apex curriculum, the School will be able to offer courses that can be aligned to individual student needs.

The School will use a variety of resources to support and enhance student learning and success. Apex Learning may be supplemented with curriculum lessons from effective resources such as Reading Plus, MindPlay's Virtual Reading Coach (MVRC), Ascend Math, TestGEAR, School Connect, FDIC Money Smart, and CFNC. Reading Plus, MVRC, and Ascend Math will help students achieve proficiency in reading and math through online and off-line lessons. TestGEAR provides online tutorials and practice tests for state assessments, EOCs, ACT, and SAT. School Connect is designed to help students develop social/personal skills. FDIC Money Smart is a comprehensive financial education curriculum designed to enhance financial literacy. CFNC will be used for career planning and preparation.

b. Student Alignment

Apex Learning will be effective for the target population through active learning experiences that keep students alert and engaged, which are critical to the success of our target population. Interactive, original subject material is presented in a step-by-step fashion designed

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specifically to appeal to students. Multimedia tutorials provide opportunities to explore and discover new material. Manipulative tools encourage hands-on interaction to master concepts. Interactive exercises and self-checks give frequent opportunities to confirm understanding and apply new concepts. Multiple representations help teachers reach each student.

Online diagnostic assessments embedded within the Apex courses pinpoint student strengths and weaknesses. Detailed reports provide teachers with performance information for an entire class and individual students. Study plans help teachers guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding. Apex Learning gives teachers the flexibility to determine how to most effectively use these online curriculum resources to enhance classroom instruction.

c. North Carolina Accountability Model Alignment

The READY Accountability Model will ensure a more accurate picture of how well students are learning, and where improvements must be made. The North Carolina READY Accountability Model will, in turn, prepare students to graduate and succeed in college and their careers. The mission and goals of the School and the measurement of student achievement closely align with the READY Accountability Model.

Apex Learning courses "in Math and English Language Arts fully align to and incorporate the instructional intent of the Common Core State Standards (CCSS) including rigorous instruction, active learning experiences, and meaningful assessment" (online at http://www.apexlearning.com/info/Common_Core.pdf). In order to ensure that students are on track for success on state assessments, assessment opportunities including diagnostic, formative, and summative assessments are integrated throughout Apex Learning's digital curriculum.

(Source: ALS)

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The School's major instructional method is a blended model of face-to-face and online instruction that takes into account the instructional and social/emotional needs of at-risk students. We know that the most important factor impacting student achievement is the teacher. While all teachers will be expected to be proficient in the use of myriad evidence- and research-based instructional strategies, the primary strategies used to implement blended learning will be technology-based instruction, small group and individual instruction, differentiated instruction, and embedded assessment and continuous progress monitoring.

Carefully selected and licensed, highly-qualified teachers will provide direct instruction, coaching, and guidance in order to ensure students are engaged, re-engaged, and making progress on their individual academic plan developed during the orientation program. Instructional strategies used during large and small group and individual instruction will incorporate effective strategies identified by Marzano, Pickering, and Pollock (2001) including, but not limited to: identifying similarities and differences,

summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

Responsibilities of the teachers will include: providing instruction that addresses each student's ISP; providing instruction aligned to the state standards; assisting students with setting daily goals; monitoring students' goals and academic progress; assisting students in course work; providing academic intervention when necessary; helping students daily to develop appropriate personal/social skills; assisting in planning for transition after high school; facilitating the use of student assessment results for future career decision making; helping students become independent learners; teaching skills necessary for success in postsecondary education and the workplace; and communicating with each student and his/her family about the student's progress.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student. The Learner Profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's graduation plan to show which state assessments the student is required to pass to graduate as per state regulations for the student's cohort year. The Learner Profile will identify the student's postsecondary pathway and profession, along with links to the Student Services page showing interventions provided to the student by faculty and outside service providers.

High-need students require a variety of instructional approaches, targeted resources, support services, and intervention strategies to motivate them, support their learning, and ensure both short-term and long-term success. The School's instructional program, support services, and facility design were developed based on the needs identified in the latest research on success with high need students. The National Dropout Prevention Center has identified that dropouts are not a homogeneous group and that dropping out of school is:

- related to a variety of factors across multiple domains;
- often the result of a long process of disengagement; and
- often described as a process, not an event.

Understanding who our student population is, why they are high need, and what their needs are enables the School to deliver accelerated learning in an individualized and customized learning environment to help our students succeed personally, socially, and academically.

(Source: ALS)

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

The primary purpose of the proposed school is to increase learning opportunities for all students, with a special emphasis on at-risk students. The educational program, instructional plan, and graduation requirements are specifically designed to successfully transition each student to a

postsecondary opportunity. The comprehensive curriculum plan will not only prepare students academically through the use of a rigorous and relevant curriculum, but will also ensure that students have appropriate personal/social skills, financial literacy skills, and knowledge and skills to engage in meaningful career planning. As stated earlier, one of the School's goals, in alignment with the School mission, is successful graduation and transition to postsecondary college or career.

An ISP will be created for each student based upon the results of a baseline entry assessment, past academic performance, previous school records, a career interest inventory and career plan, social/personal needs inventory, disciplinary records, and parent and student input. The ISP will be a comprehensive plan that serves as a "roadmap" to student success and will include the following essential components: 1) Individual Graduation Plan, 2) Personal Goals Statement, 3) Foundational Skills Assessment and Growth, 4) Social/Personal Needs Intervention Plan, 5) Career Interests Inventory, 6) Employment and Workforce Assistance, and 7) Individual Transition Plan. The ISP will outline all academic, social, and career needs and goals for each student, including graduation requirements.

The Career Coach will work closely with students to teach job skills, assist with finding employment, and prepare students for a successful postsecondary transition to college or career. The Career Coach will provide instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's ISP.

All students will have access to Career and Technology Education (CTE) courses designed to provide the workforce skills and certification necessary to compete for a local, high need job.

(Source: ALS)

6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

a. Future-Ready Core Requirements: The School will meet the Future-Ready Core requirements by focusing on strengthening foundational skills and planning with the end in mind for every student in support of college and career readiness. An ISP (as previously described) will be developed for each student to track and monitor individual student progress and outcomes, including meeting Future-Ready Core requirements.

The Graduation Committee comprised of but not limited to the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board of Directors, will review each student's ISP and confirm that all requirements have been met by completing the Graduation Checklist (in Appendix U-3) in order to deem the student ready for graduation.

b. Earning Credit Hours: To receive credit for a high school class, students must earn a passing average (70% or above) in the course. The Assistant Principal will verify all credits by reviewing the credit verification form, supporting documentation, and final assessment. Course completion information will be entered in the student information system (SIS) and management information system (MIS).

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c. Calculating Grade Point Averages: Grade Point averages (GPA) will be calculated on a weighted 4.0 scale with a .5 additional point awarded for an honors course and 1.0 additional point added for an Advanced Placement course. Class rank will be based on the weighted GPA.

d. Transcript Information: All course credit information will be recorded in the SIS and MIS. The School will produce and certify its own transcripts.

(Source: ALS)

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

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

The School will operate 205 student days each year and will mirror the local district calendar relating to holidays. The extended summer sessions will be for students to catch up on courses failed and for students who wish to accelerate their progress towards high school graduation or completion of a career certificate.

The School will provide the flexibility for students to regularly attend one of three daily sessions, each 4 hours in length, for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Our School will work on a tight "bell-to-bell" learning schedule. Without students changing classrooms, the four-hour day is similar in actual instructional time to that of a traditional high school.

School leaders will be creative in program delivery and programs that allow students to progress by demonstrating mastery in essential learning standards. The School will implement the schedule that best fits and accommodates its program and mission.

(Source: ALS)

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.*

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans. The School recognizes and respects the fact that not all students are alike and we understand that our students will bring with them a variety of learning styles. Therefore, the School will be flexible in the approaches to teaching. Instead of expecting students who are having difficulty to modify themselves to the curriculum, the School will differentiate the curriculum, as well as the presentation of information, until an approach is found that meets students' needs and leads to success.

The School's educational model will offer an individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional

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software aligned to the state standards, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the EOCs and/or other state assessments and comply with state graduation requirements to earn a high school diploma.

For students who are not performing at expected levels, the School will use the North Carolina Responsiveness to Instruction model (RtI) to streamline all initiatives, match quality interventions to student needs and ensure that all students are college and/or career ready. RtI is a multi-tiered framework which promotes school improvement through engaging, high quality instruction by using a team approach to guide educational practices, using a problem solving model based on data to address student needs and maximize growth for all.

Three tiers of intervention define the interventions for the RtI process. These tiers include increasing levels of intervention intensity. Tier 1 Intervention: Instruction for all students, prevention, and differentiation. High quality instruction and universal screening will be provided to all students in the general education classroom. Student needs are addressed through informal parent and teacher conferences. Tier 2 Interventions: Targeted interventions for students at-risk. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning during small group instruction. Tier 3 Interventions: Planned/Intense interventions by a Problem-Solving team for students with intensive needs. Students will be provided with individual intervention, one-on-one tutoring and ongoing analysis of progress.

The School's RtI team members will include, but are not limited to the following: homeroom teacher, administrator, reading specialist, special education teacher, Career Coach, and Family Support Specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs.

Significant to effective interventions is the use of data. The team will use the following process: 1) Define the problem; 2) Analyze the problem using available data; 3) Develop and implement a plan that includes one or more performance goals for the student; 4) Measure the student's response to the intervention by using data from progress monitoring; and 5) Continue or adjust the intervention based on the student's response and progress.

The main goal of RtI academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed.

Family and community partnerships are critical components of the RtI framework. Family members will be included in RtI meetings, and community providers will be recruited to provide behavioral or social/emotional interventions to students and families, as needed.

(Source: ALS)

- 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.*

a. Identification: A Home Language Survey will be administered to every student at enrollment. If the dominant home language is a language other than English, the student will be scheduled for the state-identified English language proficiency screener/test, the W-APT. If the student is identified as LEP based on performance on the W-APT, ESL staff will document the identification, appropriate language instructional program goals, and appropriate instructional and testing accommodations in the LEP plan.

b. Instruction: The purpose of the English for Speakers of Other Languages (ESOL) program will be to help ensure that English Language Learners (ELL) (including immigrant youth) attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards that all students are expected to meet. Faculty and the student's parents will plan the means for instruction in English and/or specific modifications or accommodations. ELL students shall have equal access to appropriate English language instruction and instruction in basic subject areas that is: 1) understandable to the students given their level of English proficiency, and 2) equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.

Our School will use the ESL co-teacher model that involves collaboration between the classroom teacher and ESL teacher. The ESL teacher will be certified and knowledgeable in ELL/SIOP strategies and will work with each classroom teacher to address student language needs. Classroom accommodations may include differentiated instruction, visuals and graphic organizers, simplified language of instruction without changing the content, and alternate assessment as necessary.

The instructional software to be used by the School offers courses with extensive scaffolding. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. Students will be able to listen to instructional text read aloud in English (and in Spanish for math courses), review rollover vocabulary supporting academic language proficiency, use media to observe and study multiple representations of concepts, and participate in interactive self-assessments with immediate feedback.

c. Monitoring, Evaluation, and Exit: In order to determine when students no longer need ESOL assistance, the School will determine the content knowledge and language skills necessary for successful functioning in the regular classroom. Multiple instruments as well as teacher judgment may be used to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. The students will not be maintained in alternative language programs longer than necessary based on program exit criteria, and will be monitored after exiting such programs for a minimum of 6 months. Additional academic, as well as English Language, support will be provided if students begin to have difficulty. If it is determined that a student is not making satisfactory

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progress, an ELL Committee meeting with parental participation will take place to review all pertinent information and recommend an appropriate plan.

State and federal law require ELL students to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs . The School will comply with State requirements for exiting students from ELL services. The criteria for exiting LEP status is known as the Comprehensive Objective Composite (COC), which requires minimum scores of 4.8 Composite, 4.0 Reading, and 4.0 Writing.

(Source: ALS)

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.*

a. *Instructional Programs, Practices, Strategies, and Opportunities:* Article 9B 115C-150.5 states that "Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program." All students at our School will have access to differentiated instruction to meet their individual needs. Our program model and curriculum resources will support gifted and high ability learners through access to Honors and Advanced Placement courses and technology-based individualized learning that allow students to complete coursework at their own pace. Differentiation for gifted learners will be designed to address the need for more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances. Alternative programs, resources, and textbooks may be utilized so that each student has the opportunity to successfully progress through the curriculum at an appropriate depth, complexity, abstractness, and pace.

b. *Monitoring and Evaluating:* The School will monitor and evaluate the progress and success of intellectually gifted students based on each student's course progress and completions, credit accumulation rate, successful grade promotion, graduation, and successful postsecondary transition.

(Source: ALS)

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)*

Enrolled Students with Disabilities, including Section 504: The School will comply with all federal and state authority concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students previously identified as eligible for special education services or protected under Section 504 will be identified either through self-report or upon receipt of the student's prior school records.

Child Find: The School will comply with the federal Child Find mandate to identify and evaluate students who either have, or are suspected of having, disabilities and need special education services. The School may attempt pre-referral interventions. When the School or parent suspects that a child may be a child with a disability, he/she will provide in writing the reason for referral, addressing the specific concerns and the child's current strengths and needs. This referral will be given to the principal, the child's teacher, or other school professional. Within 30 days of the receipt of written notification of concerns regarding a child, the School and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary.

a. Evaluation: The School will use evaluation procedures in accordance with NC 1503-2 through NC 1503-3 to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs. The School will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent.

A full, individualized evaluation will be conducted before the initial provision of special education and related services. The evaluation may include, but will not be limited to, observations, interviews, progress monitoring data, behavior checklists, structured interactions, criterion-referenced and norm-referenced instruments, and other procedures as deemed appropriate by qualified professionals conducting the evaluations.

Informed consent will be obtained before conducting an evaluation.

b. Determination of Eligibility: Qualified professionals and the parent will determine whether the student is a student with a disability based on documented information from a variety of sources. A copy of the evaluation

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report and the determination of eligibility will be provided at no cost to the parent.

If a determination is made that a student has a disability and needs special education and related services, and parental consent has been obtained, an individual education program (IEP) will be developed in accordance with federal and state law.

The initial evaluation, eligibility determination, and, for an eligible student, IEP development will be completed within 90 days of receipt of a written referral.

Records

a. Requests: Upon enrollment, the School will take reasonable steps to promptly obtain the student's prior records including the IEP and supporting documents from the previous LEA within 30 days of enrollment.

b. Confidentiality: All student records will be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and IDEA. The School will keep a record of parties obtaining access to education records in accordance with NC 1505-2.5.

c. Compliance: Student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Student records will be stored in fireproof cabinets or a fireproof room behind double locks. Records that have met their retention requirements, and are not subject to other legal or audit holds, will be destroyed in accordance with Chapters 121 and 132 of the North Carolina General Statutes.

(Source: ALS)

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.*

Continuum of Services: The School will ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. Service delivery options will include consultation, itinerant instruction in regular and special classes, and resource room in conjunction with regular class placement. Students who do not make educational progress may work directly with the Special Education teacher and/or content area teachers in individual and small group settings. Accommodations to the curriculum and/or pace of delivery may be provided. In cases where a greater disability is suspected, the IEP will be reviewed and may be revised by the IEP Team.

FAPE: Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment

(LRE) that will enable the student to progress in the general curriculum to the maximum extent possible. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, and/or modifications.

To the maximum extent appropriate, students with disabilities will be educated with non-disabled peers. Removal of students with disabilities from the regular educational environment will occur 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. In such cases, the School will consider the continuum of placements available.

The School will ensure that placement decisions are:

- Made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
- Made in accordance with LRE provisions.
- Determined at least annually and based on the student's IEP.

IEP: The School will ensure that IEPs meet the requirements of section 636(d) of IDEA, and are developed, reviewed, and revised for each student with a disability in accordance with NC 1503-4 through NC 1503-5.1. Students will receive instruction and support through specially designed instruction and related services as determined by the IEP process. The Special Education teacher will be responsible for monitoring the progress of students in achieving IEP goals. Parents will receive periodic reports on the progress the student is making toward the annual goals. IEP meetings will be held at least annually for each eligible student to determine whether the annual goals for the student have been achieved and to review and revise the IEP as appropriate. Each student with a disability will be re-evaluated every 3 years to determine if the student still qualifies as a student with a disability. If the student is no longer a student with a disability, the student will be dismissed from services.

Related Services will be provided in compliance with each student's IEP.

Transportation services documented on a student's IEP will be provided by the School through a contract with the school district or an approved private transportation provider.

Counseling and social work services will be available onsite through a referral by the Family Support Specialist (FSS). Highly qualified service providers will be available for individual, family, and group counseling, along with immediate crisis intervention services. The FSS will work with faculty and staff to identify students in need of wraparound services to meet students' personal needs.

Other related services (such as speech-language pathology, audiology services, interpreting services, psychological services, and physical and occupational therapy) will be provided as needed through contracts with qualified providers.

(Source: ALS)

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. Student Performance Standards:

Goal 1: Improve per semester credit earning rate among students compared to the credit earning rate at prior schools. Aligned with the mission to "earn a high school diploma" The annual baseline will be per semester credit earning rate at prior school for students who attend our school at least 1 semester.

2016-17: Baseline+0.0 credits/semester
2017-18: Baseline+0.5
2018-19: Baseline+0.6
2019-20: Baseline+0.7
2020-21: Baseline+0.7

Goal 2: Improve 4 year standard high school diploma graduation rate, as reported by the NCDPI, compared to the percent of on-track students who enrolled in the School. Aligned with the mission to "earn a high school diploma" The annual baseline will be the percent of students for the year's graduation cohort who enrolled already on-track to graduate.

Class of 2017: No goal proposed because very few Class of 2017 students are expected to enroll during the first academic year.
Class of 2018: Baseline+2 percentage points
Class of 2019: Baseline+3
Class of 2020: Baseline+4
Class of 2021: Baseline+5

Goal 3: Improve student grades, as measured by the % enrolling with a Grade Point Average (GPA) of 2.0+ from prior schools compared to the percent with a cumulative GPA of 2.0+ after attending this School for at least 1 semester. Aligned with the mission to "...earn a high school diploma" because passing more courses increases the likelihood to graduate. The annual baseline calculation is the % of students entering school with a cumulative GPA of 2.0+ who attend the School for at least 1 semester.

2016-17: Baseline+5 percentage points
2017-18: Baseline+10
2018-19: Baseline+15
2019-20: Baseline+20
2020-21: Baseline+20

Goal 4: Improve the persistence rate (continuing enrollment in school) among students. This goal is aligned with the School's mission in that continuing enrollment leads to graduation.

2016-17: 55% persistence rate

2017-18: 60%
2018-19: 65%
2019-20: 70%
2020-21: 75%

Goal 5: Improve the percentage of graduates accepted in 2- and 4-year postsecondary institutions, technical schools, and trade schools within 1 year of high school graduation. Directly aligns with the School's mission to "be prepared for postsecondary success."

Class of 2017: 50% acceptance rate
Class of 2018: 55%
Class of 2019: 65%
Class of 2020: 70%
Class of 2021: 75%

2. Evaluations in Addition to State Assessments: A variety of assessments, in addition to state assessments, have been selected to drive instruction and improve the curriculum. A baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other similar diagnostic assessment.

This initial assessment will allow the RtI Team to immediately begin to identify each individual student's academic strengths and needs, which will inform instructional decisions for that student. GAIN results will be used to place students in courses that match their skill levels. Students will be monitored at 120 days of attendance. Those not making sufficient progress will be referred to the RtI team to identify appropriate interventions.

Formative evaluations (e.g., classroom observations, quizzes, tests, and checklists) will be used to monitor progress in foundation skills and identify students in need of support. Summative evaluations of content mastery are embedded in each technology-based course.

The Principal will have access to a School Dashboard at any point in time (See Appendix U-4), an electronic "snapshot" of pertinent School data, such as enrollment, attendance, retention, courses passed, credits earned, number of eligible graduates, and number of students who have chosen a postsecondary pathway.

All of the assessment, evaluation, monitoring, and feedback tools and strategies will be used in a student-centric way to inform targeted instruction to: identify students' strengths and needs; determine starting points for instruction and appropriate pacing for on-schedule completion of courses; differentiate instruction; re-teach content and key concepts; identify immediate intensive interventions; determine mastery and grade promotion; modify instructional program at the classroom, school, and program levels; and develop targeted professional development.

3. Promotion: The principal will be responsible for making the decision to promote, retain, or accelerate a student. This decision will be based on the classroom teachers' and the principal's judgment of what best serves the educational welfare of the student. It is the expectation that the principal or his/her designee will confer with parents during the decision-making process regarding retention or acceleration and follow Promotion Standards

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for all students, including those with special needs. Promotion standards are as follows:

9th to 10th Grade: 6 credits during the 9th grade

10th to 11th Grade: 12 credits (must include English I and II, and Algebra I)

11th to 12th Grade: 18 credits

Credits to Graduate: 22 credits completed if 9th grade entry date is 2012-13 or after

4. Exit Standards: In order to receive a high school diploma from the School, a student must complete all graduation requirements of the School and the State of North Carolina.

Students will be required to: a) earn the required number of credits in an approved course of study based on 9th grade entry year; b) satisfy the state high school exit standards for EOC tests; and c) complete required exit activities, e.g., student satisfaction survey, postsecondary transition plan, and/or essay.

The entire educational program and focus at our School is designed to prepare all students to meet Future-Ready Core Course of Study state graduation requirements, including students with disabilities and those requiring ESOL services. Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the EOC Assessments.

To receive credit for a high school class, students must earn a passing average (70% or above) in the course. The Assistant Principal will verify all credits by reviewing the credit verification form, supporting documentation, and final assessment. Course completion information will be entered in the student information system (SIS) and management information system (MIS).

Grade point averages (GPA) will be calculated on a weighted 4.0 scale with a .5 additional point awarded for an honors course and 1.0 additional point added for an Advanced Placement course. Class rank will be based on the weighted GPA.

All course credit information will be recorded in the SIS and MIS. The School will produce and certify its own transcripts.

For 12th graders who have not earned a passing score on the required EOC assessments and are at-risk of not graduating, the School will conduct appropriate remediation activities:

- Retrieve and review individual student assessment results.

- Identify remediation areas.

- Ensure that student has a Progress Monitoring Plan focused on remediation needs.

- Problem-solve to determine intervention needs: attendance, schedule modification, content/focus of remediation, or instructional strategies used.

- Schedule an appointment with the student and parents to discuss assessment results and continuing educational opportunities, such as summer school, 13th year, and adult education.

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-Ensure that student and family are aware of the full range of high school completion options and intervention opportunities.

-Provide intensive intervention via pull out, small group, or one-on-one sessions.

The Graduation Committee comprised of, but not limited to, the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board of Directors, will review each student's ISP and confirm that all requirements have been met by completing the Graduation Checklist (in Appendix U-3).

(Source: ALS)

Student Conduct:

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

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

Be sure to include:

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

The tone of the School campus will be generated through respect and care for all students from administrators and staff members that will include significant adult connections, positive adult interactions, greeting of students by name and with a handshake at the door, celebrations of successes, and a spirit of hard work.

Our School is committed to ensuring that students have every opportunity for academic achievement through Positive Behavioral Interventions and Supports (PBIS): the use of data to make decisions and solve problems, curriculum and instruction specifically designed to help students develop appropriate and effective social/personal skills, and ongoing screening and monitoring of student performance and progress.

The School recognizes that a positive learning environment cannot exist without maintaining order and discipline conducive to teaching and learning. The Code of Conduct outlined in the Student Handbook is intended to standardize procedures to ensure that the rights of students at the School are upheld. All students at the School will be required to know and follow the Code of Conduct.

The Principal may impose short-term suspensions for, or recommend to the Board of Directors the long-term suspension or expulsion of, any student who willfully engages in conduct that violates a provision of the Code of Student Conduct. Serious violations of the Code of Conduct that threaten the

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safety of students, staff, or school visitors, or threaten to substantially disrupt the educational environment, at the discretion of the Principal will result in corrective action up to and including a suspension or expulsion. The following is a sample list of behaviors considered offenses. A more complete list is included in the draft Student Handbook in Appendix D.

Bullying/Intimidation/Threats any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that places a student or school employee in actual and reasonable fear of harm to his/her person or damage to his/her property; or creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

Theft taking the property of another without right or permission

Fighting or violence engaging in physical contact with one or more students

Vandalism willful destruction of School or student property

False Fire/Bomb Alarm willful intent to cause panic by submitting false information

Drugs and Alcohol the use, possession, concealment, sale, or transmission of any drug, alcoholic beverage, or other illegal or controlled substance

Dangerous or Illegal Instruments the use, possession, concealment, sale, or transmission of any dangerous or illegal instruments, including but not limited to weapons, fireworks, etc.

Discipline for students with disabilities will be in accordance with federal and state requirements and the School's code of conduct. This will ensure that students with disabilities are not removed from their current placement for more than 10 days and a manifestation determination will be held as required. Parents will be notified in writing of any long term removal and will be provided with their Procedural Safeguards. Beginning on the eleventh cumulative school day of removal in a school year, the School will provide a free appropriate public education (FAPE) to a student with a disability, consistent with federal and state requirements.

All students will have access to their due process rights, including grievance procedures, in the Student Handbook, provided at enrollment. The Principal will also provide any student with his/her due process rights, including grievance procedures, at the time of a short-term suspension or recommendation for a long-term suspension or expulsion.

(Source: ALS)

Section III: Education Plan Concerns and Additional Questions		
Given the replication aspect of the application, what are the results in existing schools using this model? How is blended model designed to address needs of this target population? Details related to assessment strategies are not adequately detailed and related to stated approach.	Kevin Piacenza	Instructiona
Description does not include the ability of (most) blended models to provide immediate data to teachers which they can quickly use to inform instruction. There could be more detail provided around how the blended model will operate-will the online content be primarily practice for the direct instruction or will there be some differentiation of what is covered in direct instruction and what is covered in online programs. In some parts of the petition it states teachers will provide "direct instruction" and "teacher-led instruction" and here it references teachers "facilitating"-it's unclear what the program will look like in classrooms. Description of assessment strategies is weak. Where is the documented evidence regarding the likelihood of this approach to improve students' performance?	Paige Hirsch	Instructiona
Evidence provided does not clearly outline how the proposed approach will lead to improved performance for the school's targeted population. Results for the school using the same model for the school open this past academic year are still pending. Results for the proposed school replicated from Florida are mixed.	Deanna Townsend-Smith	Instructiona
As a "blended approach" focused on student exposure to technology, and considering the target population, are there plans to provide lap tops to students for home use? Details related to multiple session schedule needed. How does blended model work for target population? More support needed to show effectiveness of this particular instructional model with target population.	Kevin Piacenza	Curriculum a
Curriculum outline attachment is vague.	Paige Hirsch	Curriculum a
The online course offerings for year one are extensive. Will there be staff on site facilitating/coaching that are experienced in all of these areas?	Mary Carmichael	Curriculum a
It was not clear about how the course offerings will be adjusted or presented to meet the needs of the targeted population. While the applicant plans to use a variety of programs to assess students, it is not clear on what the teacher will do to ensure student success.	Deanna Townsend-Smith	Curriculum a
Should/Could the RtI team include someone involved with the online blended learning content? Is there a teacher with each of those courses?	Mary Carmichael	Special Prog
Description of how the school will meet the various needs of struggling students needs more detail.	Paige Hirsch	Special Prog
The proposed applicant does not clearly outline how RTI will be implemented at the school. Since students will come to the school with varying abilities how will RTI be adjusted to meet the needs of the students attending the school? The proposed applicant has not clearly identified a way to identify and serve gifted students. What is the plan to address the gifted student's needs?	Deanna Townsend-Smith	Special Prog
RTI is not adequately described. What methods will be used to address this process for a diverse student body(ability levels)? How will gifted students be accommodated?	Kevin Piacenza	Special Prog
The 504 provisions that may be needed for a student was not clearly explained outside of specifying that the proposed applicant will comply with federal and state requirements.	Deanna Townsend-Smith	Exceptional
Composition of IEP team and who is 504 coordinator? What provisions will be made for students who need a separate setting?	Kevin Piacenza	Exceptional
This section details state and federal requirements; however, lacks specifics about how the plan outlined coincides with the mission and purpose of the school. There is a lack of alignment between this section and the mission. How does the information provided align with the mission?	Deanna Townsend-Smith	Exceptional
Who is the lead for SPED and 504 students? Helpful to identify one primary contact responsible for implementation of this program (i.e. who receives a parent's assessment	Paige Hirsch	Exceptional

request?)		
The statement regarding the continuum of services does not address a student in need of a separate setting or more restrictive - they do not use the word "full" when referring to the continuum offered. There is a statement that if the services require, due to student needs, the services be provided away from non-disabled peers, "the school will consider the continuum of placements available." This statement may be problematic if the authors are indicating that only the placements described in the previous paragraphs will be considered, as there was no discuss of separate or more restrictive placements alternatives. Charters must provide a FULL continuum of alternative placements to meet the unique needs of the EC students enrolled. Keep in mind that reevaluations are often required sooner than at the minimum 3-year cycle - this is not reflected in the charter. The reference to transportation being contracted through the local school system - has this been discussed and agreed upon by the local system? Many times students who attend a charter come from different school systems than the one in which the charter is located. This would also have to be taken into consideration when contracting transportation services either from the local school system or a private transportation company.	Marie Massengill	Exceptional
Is persistence rate equivalent to retention rate? As in 55% persistence means that 45% of students do not continue? That seems quite low.	Paige Hirsch	Student Perf
No overall academic goal was outlined in the goal section of the application. Although academic goals are set here, they do not expound upon the goal set in the earlier section as it was not provided. It is not clear how the proposed assessment will improve instruction over time.	Deanna Townsend-Smith	Student Perf
How are credits earned related to individual performance on EOC testing? More clarity and detail needed to fully explain the standards for earning credits and improving GPA. Persistence rate for first year at 55% seems low. How will "baseline" be defined?	Kevin Piacenza	Student Perf
Are goals based on outcomes at existing schools with proposed management company? Most of the percent increases and annual improvement with baseline numbers seem arbitrary.	Mary Carmichael	Student Perf
What's the general plan for behavior short of suspension and expulsion? PBIS?	Paige Hirsch	Student Cond
What's the definition of short and long-term suspensions? How is the length imposed not arbitrary if not clearly articulated?		
No Concerns regarding discipline of students with disabilities.	Marie Massengill	Student Cond
The proposed applicant may want to check the enrollment preferences as there has been a change in the law with board member preferences in charter schools.	Deanna Townsend-Smith	Student Cond

Reviewer	Score
Deanna Townsend-Smith	Fail
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Fail
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Pass
Tammi Sutton	
Kevin Piacenza	Fail

IV. GOVERNANCE 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 upon application submission.

Name of Private Nonprofit: NC HS for Accelerated Learning-Wake, Inc

Mailing Address: 1532 Pomona Drive

City/State/Zip: Durham NC 27707

Street Address: Same as above

Phone: 919-621-6953

Fax: 919-596-7589

Name of registered agent and address: Wendell Bullard
1532 Pomona Drive
Durham, NC 27707

*Please note that this nonprofit corporation would also govern another charter school proposed for the Wake County area.

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Marie Gowdy	Member	DURHAM	Educator and Adjunct Professor		
Wendell Bullard	Member	DURHAM	Real Estate Advisor and Mentoring Leader		
T. Anthony Lindsey	Member	MECKLENBURG	Business and Community Leader		
Chris Sinclair	Member	WAKE	Public Relations Consultant & Business Executive		
Asa Fleming	Member	WAKE	Business and Mentoring Leader in SE Raleigh		

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.*

a. **Board Functions, Duties, Roles, and Responsibilities:** The Board of Directors will be legally accountable for the academic, financial, and operational performance of the School. The Board will provide oversight of all operations of the School, delegating day-to-day management to the leadership team and educational management organization (EMO), Accelerated Learning Solutions (ALS), under an approved management agreement and as appropriate and allowed by law. The Board will meet regularly to approve budgets, set policy, establish and approve procedures, approve the selection of a Principal as lead administrator, approve the selection of teachers, and ensure that the financial and administrative management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Members of the Board will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the Board's policies. Details on these policies can be found in the Bylaws included in Appendix H.

b. **Lead Administrator:** The Board believes that the selection of the Principal, the lead administrator, is the most important decision the Board will make prior to the opening of the School. The Principal will have the

most influence on the success of the School. Although the Principal will be an employee of the EMO, the Board will oversee and have substantial involvement in the ultimate selection of the Principal. The ideal candidate for this position will have an exceptional ability to lead and inspire administrative and instructional staff. The Principal will be a qualified education leader with experience in managing schools for students who require accelerated mastery of foundational skills and earned course credits. He/she will also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to the School's students. The Principal will be a collaborative leader who will provide frequent and routine communications with stakeholders, including Board members.

Recruitment and hiring will include a nationwide search, including referrals from board members, job postings in Education Week, Monster.com, CareerBuilder.com, the local newspaper, and other pertinent publications. The Board or designee will review all resumes. Screening interviews will be conducted. First round interviews will be conducted with members of the Board or designee. Background and extensive reference checks will be conducted. Upon the return of a successful background check, the Board will interview final candidates. An offer of employment from the EMO will be extended to the candidate, offering a compensation and benefits package competitive with the local job market.

The Board will supervise the EMO and the EMO will supervise the Principal. The EMO's Regional Director of Schools will provide direct supervision of the School's Principal, e.g., conduct formative assessments via meetings, walkthroughs, and observations; daily review of School performance data; and annually complete the final appraisal as described below by July 1. The Board will review the final rating and add comments, if applicable, prior to the appraisal being provided to the Principal for signature and comments.

(Source: ALS)

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.*

a. **Composition:** The non-profit applicant Board is governed by leaders of the community who are committed to the success of public education. A diverse Board of no fewer than 5 or more than 9 individuals able to recognize, articulate, and address the needs of students will provide governing leadership. Board members include individuals with a range of professional skills and specific expertise in education, real estate, governance, and finance. This Board is fully capable of the organizational, pedagogical, legal, and other tasks required to open and operate a public school.

b. **Powers and Duties:** The Board is legally responsible for all transactions of the School and will be accountable for academic, financial, and operational performance. The responsibilities of the Board shall include: approval of operating policies and procedures; hiring the management company and managing agreements with all direct School vendors; compliance with state laws and terms of the Charter; approval of the annual budget; approval

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of Principal selection; review of Principals job performance and professional development goals; review and decide appeals of student disciplinary decisions as set out in the Student Handbook; audit review and compliance; compliance with Public Records and Open Meetings Laws; and documenting minutes, Board actions, and approval of policies. The Board will not be involved in the day-to-day leadership or administration of the School, and will empower the Principal with these duties.

c. Ensuring School Success: The organizational structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. Clearly defined responsibilities and reporting lines will ensure that everyone understands their responsibilities in the success of the School. The Board will expect its legal advisor, accountant, auditor, and EMO to report on its activities using a pre-defined schedule for board meeting agendas.

d. Evaluation of the School and School Leader: At the direction of the Board, evaluations of the School Principal will be completed every year by the education management organization. The Principal will complete a self-assessment and reflection, and gather input from various stakeholders, which will provide a basis for goal-setting, professional development, and demonstration of performance on specific standards.

The EMO will develop the Principal Evaluation System to align with the Marzano Evaluation System, which embeds the 7 critical standards used as the framework for the North Carolina School Executive Standards. At least 50% of the Principals summative evaluation will be based on learning growth achieved annually and measured by statewide assessments and learning targets (e.g., credits earned, student retention, and growth in reading as measured by reading software).

An annual Satisfaction Survey will be administered to parents and students to assess School performance, and the results considered by the Board as important input regarding the success of the School. A corrective action plan will be developed, if necessary, after Board review and discussion.

e. Stakeholder Representation: The Board will welcome input from community stakeholders including teachers, staff, students, parents, and community members. The Board will hold regular meetings to discuss the successes of the School, including reporting on the performance of the School with data regarding enrollment, attendance, academic performance, parent/student satisfaction, withdrawals, suspensions, and dismissals. Notices and agendas of these meetings will be posted well in advance in accordance with all applicable open meetings laws.

(Source: ALS)

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?*

a. Recruitment and Selection: The founding Board members were identified, recruited, and selected by individuals who are committed to the approval and implementation of a non-traditional high school graduation option for at-risk students or former students in the Raleigh area. Founding Board members were briefed by the board incorporator and professional educators with

experience in serving at-risk youth.

b. Board Vacancies: Board members shall be divided into three classes to serve in the first instance for terms of one, two, and three years, and until their successors shall be elected and shall qualify. The successors in each class of directors shall be elected to serve for terms of three years and until their successors shall be elected and shall qualify. A director will be eligible to serve an additional two year term after he/she has not served on the Board of Directors for one year. Each Director shall hold office for the term for which he/she is elected and until his/her successor shall have been elected and qualified or until his/her earlier resignation, removal from office, or death. Any officer and/or employee may be removed by a majority vote of the Board whenever, in the judgment of the Board, the best interests of the Corporation will be served thereby. Any Director may be removed at any time by a majority of the Directors then in office.

Details on the Board of Directors' selection process and terms of office can be found in the Bylaws and Articles of Incorporation included in Appendices H and I. The Board Bylaws were approved at the Board's organizational meeting on November 21, 2013.

(Source: ALS)

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

The Board will meet monthly at a time/place designated in the meeting notice.

(Source: ALS)

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).

In order to assure that board members have the range of professional skills required to open and operate a successful public charter school, after preliminary approval of the charter application and prior to final approval, members of the Board will participate in the North Carolina Department of Public Instruction (NCDPI), Office of Charter Schools' year-long planning program prior to the charter school's opening for students. The planning year will include regular meetings with consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

In addition, our selected Board legal counsel, Donna Rascoe, will provide professional training on governing, reporting, and fiduciary responsibilities. The Board's accountant and financial auditor will orient the Board to financial statements and key indicators of financial performance and viability. The EMO will be expected to orient the Board to accepted pedagogy for at-risk and over-age for grade students and key indicators of student achievement as well as North Carolina accountability standards.

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After the charter application is submitted, the Board will enter into a series of training, orientation, and school development steps consistent with the expectations of NCDPI and the State Board of Education. The steps will include:

- a. In-depth training and orientation to legal and fiduciary responsibilities by charter board legal counsel.
- b. NCDPI Board training during preliminary approval phase.

Directors must complete as many phases of the Board training and orientation as possible. As many Directors as can reasonably travel to other sites will visit successful dropout prevention and recovery programs which will serve as models for development of school culture and student achievement.

On an ongoing basis, Board members will participate in training and professional development. This will include, but is not limited to, legislative updates, funding changes, understanding school performance reports, etc. The Board will annually evaluate its performance in fulfilling its responsibilities and its ability to work as a team. New Board members will be required to participate in a new member orientation.

(Source: ALS)

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 School's governing board is guided by Bylaws that define how the board will govern, including conflicts of interest and the proposed meeting schedule. The Bylaws are included in Appendix H. A member of the board may not be an employee of the Corporation (in any capacity, including, but not limited to, as a teacher or principal) and may not be an employee of the non-profit corporation's management company.

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with board delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

To avoid any actual conflicts and to mitigate perceived conflicts, ethics and conflicts of interests will be specifically addressed during the Board's

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orientation and training. Additionally, each Board member will sign the Conflict of Interest Policy prior to becoming a Board member and annually thereafter.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

(Source: ALS)

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

The Board is a governing and policy-setting body with expertise in education, finance, and law to effectively develop School policies. When the application is approved, the draft Board policy manual will be further reviewed, edited, and finalized with the advice of counsel, Donna Rascoe, charter board attorney with Nelson Mullins Riley & Scarborough LLP.

The decision-making process will always involve the advice of content area experts who have experience in the field. In particular, the Board will look to its attorney and educational management company, ALS, for recommendations on policies relating to the instructional model, student achievement, and school operations.

(Source: ALS)

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.

Not applicable because there are currently no plans for advisory bodies, councils, or associations.

(Source: ALS)

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

All grievances will be handled fairly and promptly. Disputes with parents/guardians will be handled in a professional manner, with dignity and respect.

Grievances about the School should be registered in writing with the Principal or Assistant Principal within 30 days of the concern. The administrator will determine the nature of the grievance and begin collecting all the relevant information and data. The administrator will take steps to resolve the situation in a reasonable, agreed upon time frame.

Depending on the nature and severity of the grievance, or if the parent or guardian is not satisfied with the resolution, the administrator may inform the Governing Board Chair in writing of the grievance and the plan to address the grievance. The parent/guardian may also contact the Governing Board Chair, whose contact information may be obtained at the School's front desk.

The Board will make every effort to consider the grievance within 30 days. The Board shall have final authority to hear and decide on actions as a result of parental concerns.

Parents will always be welcome to attend monthly Board meetings. Public notices for these meetings will be placed on the front door of the School

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and posted online. Parents will be welcome to voice comments, concerns, or recommendations during the Public Comment period of any meeting of the Board.

Any employee with a grievance will present the issue or concern in writing to the Principal within 48 hours of any offending event. The Principal will respond within 24 hours (or the following school day) by holding a face-to-face meeting with the employee. The Principal will inform the employee that a full investigation of the complaint will be undertaken and a resolution provided in a reasonable, agreed-upon time frame. The Principal will collect all of the relevant information and data (who, what, when, why, and where).

The follow-up communication with the employee will be accomplished in an appropriate manner and may include a meeting to discuss the results of the investigation and next steps. If the employee is not satisfied with the results, he/she may appeal, in writing, through the chain of command. Depending on the nature and severity of the issue, the Principal may inform the Board of the complaint and the plan to address it.

(Source: ALS)

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 from the NC Department of the Secretary of State. (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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Accelerated Learning Solutions, Inc.
Address: 2636 Elm Hill Pike #500

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Nashville TN 37214

Website: <http://www.als-education.com>

Phone Number: 615-850-3651

Contact Person: Robert Essink

Fax: 615-850-3854

Email: Robert.Essink@als-education.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

The Board of Directors is choosing to contract with Accelerated Learning Solutions, Inc. (ALS) for two primary reasons. First, ALS has been selected because it is successfully operating 23 charter high schools in Florida and one in Charlotte, NC, and has accumulated an exceptional track record of academic success for at-risk students. Second, ALS has an educational approach that aligns with the philosophy of the Governing Board and School mission. ALS assumes all students can improve their academic performance if given the time, opportunity, tools, structure, and encouragement from caring, competent adults.

The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields and has a proven record of successfully opening multiple schools each year within expected timelines and budgets. For example, in 2013 and again in fall of 2014, ALS simultaneously opened three schools including Commonwealth High School in Charlotte. The Board has reviewed the organization's capabilities and track record, and believes that the successful organization and management of the School are assured.

A copy of the executed management agreement is included in Appendix L.

(Source: ALS)

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

The Board understands that there are no EMO/CMO organizations operating in North Carolina that provide the proposed program and instructional model for at-risk students. A review of other EMOs in Florida (where ALS manages 23 schools) serving similar students indicates that Accelerated Learning Solutions (ALS) is achieving a far greater number of contractual performance measures and provides a much more extensive set of student support services in partnership with community-based organizations. The other EMOs reviewed were Mavericks in Education, Pivot Schools, and Richard Milburn Academies.

Among these education management companies, only ALS met more than 90% of the contractual performance requirements. Only ALS provides onsite social services. Only ALS has clearly defined and structured school support services. ALS is the only company with no contract terminations or school closures, except for Pivot, which only operates two schools. Charter boards pay a management fee to these organizations ranging from 10% to 97% of revenues, depending upon the proportion of expenses that are the direct responsibility of the management company.

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There are no other school management organizations serving at-risk students with the scale and impact that has been developed by ALS. A more detailed ALS Track Record and results are included in Appendix U-5.

(Source: ALS)

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields, and has a proven record of commitment to helping low-performing students to accelerate their learning and earn a high school diploma. The Board of Directors is choosing to contract with ALS because of the company's track record of positive achievement and academic success that the company has established in numerous school district partnerships.

During a six year track record of serving students in urban communities, ALS has demonstrated a broad range of school management capabilities built from a single set of core competencies and values. Highlights over this period include: 1) Improvement in students' foundational reading and math skills; 2) Improved credit recovery and grade promotion rates for high school students; and 3) Increased graduation rates and successful postsecondary transition for high school students. Charter school boards remain pleased with the performance of ALS; no contract between a charter board and ALS has ever been terminated. The contracts with Florida school district sponsors for three schools in Broward County, one school in Hillsborough County, two schools in Lee County, and three schools in Orange County were due to expire at the end of the 2012-13 school year. As the charter authorizer and renewal authority, each respective school district board unanimously voted to renew the contracts for all of the schools for terms ranging from 5 to 15 years.

In addition, all charter schools managed by ALS have had clean annual financial audits. Documentation of the organization's financial history can be found in Appendix N.

In February 2012, ALS was awarded initial AdvancED Corporation Systems Accreditation with a status of Accredited. With this award, every school managed by ALS is considered SACS accredited.

An analysis of critical criteria revealed that the highest and lowest performing schools managed by ALS were Sheeler and Melrose High Schools. At Sheeler, students earned an average of 3.0 credits per semester (or 6 credits per year) as compared with 2.1 credits earned per semester (or 4.2 credits per year) at Melrose. Students at Sheeler showed a 61% improvement in their credit earning rate from their prior school, while students at Melrose showed less than 10% improvement.

The difference between the schools is attributed to the length of school operation, the principals' experiences with the school model, and transition time for students to acclimate to the non-traditional school environment. Sheeler has been in operation since 2008, while the Melrose results above represent the School's first year of operation in 2013-14.

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The Board is convinced that ALS is dedicated to the mission of providing a quality education for all students in the schools they serve. These passionate individuals use their education, experience, and expertise for the sole purpose of serving the Board of Directors and students.

(Source: ALS)

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

The Board of Directors of the School will be the policy-maker and have ultimate responsibility, authority and control over the School and its relationship with the EMO, as further outlined in the Management Agreement. The Management Agreement specifies performance expectations of ALS with regard to business and academic expectations. The duties and responsibilities of both parties are outlined in the charter contract and reinforced in the Management Agreement. Not only will this Agreement assure a proper and legally appropriate relationship with the Board, it will also simplify and streamline the operation of the School with little need for complex, multiple agreements between the Board and vendor/suppliers. The Board will expect ALS to report on student achievement results at each Board meeting. The Principal, with support from ALS, will be the policy executor and undertake the day-to-day responsibility of carrying out the Board's directives.

The Board has independent legal counsel, board accounting services, and financial auditors. Legal counsel has assisted the Board in developing and negotiating the formal management agreement with ALS. If ALS breaches its agreement with the Board, does not live up to performance measures in the Charter School Contract, and cannot cure those breaches within the required timelines, then the Board reserves the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students as desired by the Board.

The IRS has awarded tax-exempt status to 20 non-profit charter schools managed by ALS. Applications for other ALS schools are being prepared or are pending IRS approval. The IRS uses a strong test of governing independence when awarding tax-exemption and has judged these agreements to be fully consistent with "arms-length" relationships that reflect the Board's independence and oversight.

(Source: ALS)

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

Pursuant to the management agreement, teachers will be jointly employed by the Board and ALS, and administrators and staff will be employed by ALS. This arrangement is necessary for the administration of employee benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. Stat. s. 115C-238.29F(e)(1).

This arrangement was reviewed and approved by legal counsel for the NC Department of Public Instruction and the State Board of Education prior to the submission of this application.

(Source: ALS)

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6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

The Management Agreement specifies performance expectations of ALS with regard to business and academic expectations. The duties and responsibilities of both parties will be outlined in the charter contract and reinforced in the Management Agreement. If these are not fulfilled, the Board will be able to terminate the relationship with ALS as provided under the management agreement.

(Source: ALS)

7. *Is the facility provided by the EMO/CMO? Y*
 - If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.
8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*
9. *Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

ALS is currently contracted to manage two charter schools in North Carolina for The North Carolina High School for Accelerated Learning, Inc. (NCHSAL). NCHSAL obtained its two charters for Commonwealth High School and Stewart Creek High School in the Charlotte-Mecklenburg area before the beginning of the 2014-2015 school year. Of these charters, Commonwealth High School began operations in August 2014. Stewart Creek High School is anticipated to begin operations in 2015. Accordingly, neither school has had substantial operations nor governmental revenue since their inception and currently have a fund balance of \$0 (zero).

(Source: ALS)

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

Not Applicable

1. The proposed charter school will be governed by a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

The decision to replicate the ALS model is based on the success of 24 ALS-managed schools in Florida and North Carolina.

In 2013, the NC SBE approved the charter applications for 2 charter high schools to implement the ALS model, Commonwealth (opened August 2014) and Stewart Creek (scheduled to open in August 2015), both in Charlotte. These schools are approved to use the model typified by Chancery High School and 3 other schools operated by ALS in Orlando. Our Board believes the ALS dropout prevention and recovery model should be replicated based on the following

criteria:

Student achievement: In 2014, the FL Department of Education awarded Chancery the highest rating available for schools serving similar populations. This rating is awarded only to schools with a significantly higher percentage of students achieving Reading Learning Gains than the percentage of these same students making gains at their prior schools. A summary of student achievement at Chancery is included in Appendix U-5.

School governance: All ALS model schools have independent governing boards with the authority to hire and terminate the agreement with ALS. Twenty of the 24 schools operated by ALS have been approved as IRS 501(c)(3) organizations. Other school applications have been submitted to the IRS and no ALS-managed school have been denied tax-exempt status.

Fiscal responsibility: All charter boards overseeing schools managed by ALS have independent auditors, accountants, and legal counsel. We have confirmed that ALS model schools are achieving and maintaining sound and positive financial results. Audit reports for Chancery are in Appendix T.

Authorizer approval and recognition: ALS-managed schools are successfully renewing their contracts with charter authorizers. After initial 5-year approvals in 2008, Chancery, Aloma, and Sheeler High Schools were each renewed for 15 years by Orange County Public Schools in 2013. See documentation in Appendix U-7.

(Source: ALS)

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

The enrollment trend at Chancery High School indicates that there is both need and consistent demand for this innovative program. Enrollment data over the past several years show that the school is consistently over 90% of capacity. For example, enrollment in 2010-11 was 472 students (94% of capacity), 2011-12 was 467 (93%), 2012-13 was 452 (90.4%), and 2013-14 was 468 (93.6%). Further evidence of the need and demand for this school model is also evident in the enrollment growth of Sheeler High School, also in Orlando, Florida. In February of each year, enrollment in 2010-11 was 454 students (90.8%), 2011-12 was 479 (95.8%), 2012-13 was 480 (96%), and 2013-14 was 459 (91.8%).

As can be seen in the enrollment trends for these two schools, Orlando easily supports over 4 schools with the same model. This Board is submitting 2 charter school applications for the Raleigh area, a city almost twice the size of Orlando, and believes that students in Raleigh will benefit from this school option.

The Board believes the student population of the proposed school will closely the demographics of the community as it does at Chancery High School. The demographics of Chancery are 11% White, 46% Black, 38% Hispanic, 3% Asian, and 2% Native Hawaiian, Other Pacific Islander, American Indian, or Alaska Native. Additional demographics of students at Chancery and other schools operated by ALS with this model are: 17-18 years old with 12 or fewer previously-earned high school credits; reading at or below the 8th grade level; 2 to 3 years behind his/her 9th grade cohort; performing at the lowest 2 levels on standardized tests; and in need of special services: 10-

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20% need special education and related services or other accommodations, 12-20% English Language Learners, and 8-12% parenting, pregnant, or caring for other children.

(Source: ALS)

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

There are three reasons why the Board members of the proposed charter school are a good fit for the proposed student population.

a. Board members have immediate and recent experience with the needs of the students who will be served in the School. Our Board members understand the range of circumstances in students lives that can be effectively addressed with this type of program.

b. Board members have relationships with other stakeholders in the community who have an interest in serving these students. Schools will require the support of school district and community leaders, and our board members can help to immediately begin these discussions.

c. Board members understand the role of board governance versus the role of school operations and management by having served in leadership roles in their business and civic duties. The Schools leadership and operating team provided by ALS will have the authority to deliver the proposed instructional and support services components to students.

(Source: ALS)

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix T

Projected Staff:

Outline below, 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.

The positions anticipated for the School include: Principal, Assistant Principal, Classroom Teachers, EC Teacher, ESOL Teacher, Reading Specialist, Math Specialist, Related Services Staff (Career Coach and Family Support Specialist), and Support staff including Executive Assistant, Security Specialist, Data Specialist, and Enrollment Specialist.

(Source: ALS)

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Recruitment will generally include a variety of strategies, but may be modified slightly for particular positions. A nationwide search will be conducted, including referrals from board members, and job postings in Education Week, Monster.com, CareerBuilder.com, the local newspaper, and

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other pertinent publications.

The School will assure that a competitive, comprehensive salary and benefit package (as described below) is used for attracting and retaining high-performing teachers, administrators, and other staff members. The Board will continuously monitor the employee benefits levels, salaries, and other factors to ensure that all high-quality employees remain on the job.

The School will operate as a multiple session school and offer up to 3 four-hour sessions daily for instruction, college and career preparation, and personal/social needs counseling. Students will choose to regularly attend one of the sessions (or more as space permits). Thus, staffing levels are based on serving up to 200 students in each of 3 sessions at full enrollment. The staff will grow in proportion to growth in student enrollment, with staff hired in advance of projected enrollment increases to ensure that the 25:1 student:teacher ratio is always met.

(Source: ALS)

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

Pursuant to the management agreement, teachers will be jointly employed by the Board and ALS, and administrators and staff will be employed by ALS. This arrangement is necessary for the administration of employee benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. Stat. s. 115C-238.29F(e)(1).

This arrangement was reviewed and approved by legal counsel for the NC Department of Public Instruction and the State Board of Education prior to the submission of this application.

(Source: ALS)

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

The Board intends to contract with ALS for the provision of certain management services. The management agreement between the Board and ALS is included in Appendix L. Pursuant to that agreement, teachers will be jointly employed by the Board and ALS, and administrators and other staff will be employed by ALS. This arrangement is necessary for the administration of employment benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. State. 115C-238.29F(e)(1). Additionally, this arrangement was reviewed and approved by legal counsel for the Department of Public Instruction prior to the submission of this application.

Members of the Board of Directors will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the employment policies, which will be approved by the Board. A draft of the employment policies is included in Appendix O.

(Source: ALS)

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

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The salary ranges will be as follows:

Principal: \$85,000-\$95,000

Assistant Principal: \$55,000-\$60,000

Licensed teachers: \$40,000-\$50,000

Other staff: \$30,000-\$35,000

The School intends to offer the following components in its compensation plan applicable to all school administrators, teachers, and staff, with an understanding that benefits and compensation levels may need to be adjusted based on the School's overall financial condition: competitive salary scales, medical insurance, prescription drug plan, Life Insurance, Supplemental Life Insurance, 401(k) retirement program, Long-Term and Short-Term disability insurance, Health Care Reimbursement Account, Dependent Care Reimbursement Account, Professional Development and Promotional Opportunities, and Paid Leave sick/bereavement and jury duty. These benefits will be provided by the management company, ALS.

(Source: ALS)

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

Employee grievances will be handled fairly and promptly. Any employee with a grievance will present the concern in writing to the Principal within 48 hours of any offending event. The Principal will respond within 24 hours by holding a face-to-face meeting with the employee. The Principal will inform the employee that a full investigation of the complaint will be undertaken and a resolution provided in a reasonable, agreed-upon timeframe. The Principal will collect all of the relevant information and data (who, what, when, why, and where). Depending on the nature and severity of the dispute, the Principal will inform the Board Chair of the complaint and the plan to address the complaint.

The follow-up communication with the employee will be accomplished in an appropriate manner and may include a meeting to discuss the results of the investigation and next steps. If the employee is not satisfied with the results, then the Principal will offer to refer the dispute to the Board. The Board shall have final authority to hear and decide on actions as a result of employee concerns.

No termination will occur unless the procedures below are followed.

-A Termination Checklist will be completed that includes, in writing, the reasons for the termination, and supporting documentation.

-Information submitted will be reviewed along with a review of the personnel file.

-If a determination is made to proceed with termination, a Human Resources Review, Legal Review, and Stakeholder Review will be completed.

- Once all portions of the termination checklist are complete, the completed termination checklist will be forwarded to all appropriate parties for signature.

-If all items are not in place, documentation is not clear and concise, or if all employees in similar situations are not receiving the same action (if appropriate), the Principal/Regional Director will be advised regarding appropriate actions needed to continue the improvement process with employee.

(Source: ALS)

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

The School is not planning any positions with dual responsibilities. (Source: ALS)

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

The initial Special Education staffing for the school will be one Exceptional Children (EC) teacher, with more EC teachers or other support personnel added as student enrollment requires and IEPs dictate. Students will choose to regularly attend one of 3 four-hour sessions daily. Thus, staffing levels are based on serving up to 200 students in each session at full enrollment. With an expected EC population of 10% of student enrollment, staffing plans are based on 20 EC students in each session, served effectively by 1 full time EC teacher.

The School teaching staff will include at least one ELL licensed teacher.

Teachers of students with special needs will have a Bachelor's degree in Education, Educational Leadership, Curriculum and Instruction, Special Education, or a related field from an accredited college or university, and teacher licensure appropriate to the teaching assignment.

(Source: ALS)

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).

All (100%) of the classroom teachers at the School will hold a valid North Carolina teaching license; and the School will develop, maintain, and, as necessary, have approved by the Department of Public Instruction a teacher licensure program, allowing teachers to progress from a Standard Professional 1 License to a Standard Professional 2 License, and renew Standard Professional 2 Licenses from time to time. All faculty and staff will hold the licenses and fulfill the roles and responsibilities identified in their job descriptions; provide the services for which they are licensed, consistent with the mission of the School and the needs of its unique target population; and be subject to the hiring and firing authority of the board.

The Principal will provide educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the School. Qualifications include: possession of a valid state teaching license; the required state administrative license, or ability to obtain within 18 months of hire date; and a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.

The Assistant Principal is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the School meets its defined goals. Qualifications include: possession of a valid state teaching license; the required state administrative license, or ability to obtain within 18 months of hire date; and a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.

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Teachers are responsible for coaching, motivating and instructing high school students within the School's model with attention given to each student's Individual Graduation Plan (IGP). Qualifications include a Bachelor's degree in Education or related field from an accredited college or university and appropriate licensure.

The Reading Specialist will work with students as identified through the RtI process on developing fluency, vocabulary, comprehension, and any other reading gap. Reading curricula will be delivered in classrooms, in specialist's office, and via the use of Reading Plus, MVRC, or other approved software. Qualifications include a Bachelor's degree in Education, Educational Leadership, Curriculum and Instruction, or related field from an accredited college or university; a Master's degree in Secondary Education, Reading, or reading-related field; and three years of experience teaching, tutoring, and/or coaching high school students.

The Math Specialist will work with students identified through the RtI process on math skills and standards. Math curricula will be delivered in the classroom, in the specialist's office, and via the use of math software, URLs, consumables, and other approved resources. Qualifications include a Bachelor's degree from accredited university with concentration in math education; a Master's degree in Secondary Education or related math field; and three years of experience as a math teacher, coach, tutor, or specialist.

The Career Coach is responsible for working with students in career exploration, research and planning; employment skills; interpretation of career and college assessments; job placement; assisting students through the process of postsecondary exploration, application, and selection; and working closely with other staff, employers, and others to accomplish the goal of all students successfully transitioning to a postsecondary pathway. A Bachelor's degree is required along with two years of paid, professional experience coaching high school students in career and postsecondary options.

The Family Support Specialist is responsible for working in collaboration with

professional social/educational services and agencies to obtain health, financial, vocational, and social services for students and families. Qualifications include: Bachelor's and Master's degrees from an accredited college or university with major course work in social work, psychology, counseling, sociology, secondary education, or related field; and experience in education, social services, and/or community services.

The Data Specialist is responsible for managing student records, processes, and data; obtaining records; organizing cumulative records; and recording all required information in the Student Information System (SIS). High school diploma/GED is required.

The Enrollment Specialist is responsible for assisting with student recruitment, conducting student/parent orientation sessions, processing required paperwork, and working with the Principal to ensure the School is meeting or exceeding contractual enrollment goals. High school diploma/GED is required.

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The Executive Assistant is responsible for providing administrative assistance and general office support to the Principal. Qualifications include: High school diploma or GED; high degree of knowledge of general office and telephone equipment; computer literate with a high degree of knowledge and experience with Microsoft operating systems, i.e., Windows, Excel, and PowerPoint; and excellent verbal and written communication skills, demonstrated computer literacy skills, and word processing abilities.

The Security Specialist is responsible for assisting with the daily arrival, dismissal, and break of students, including managing and securing confiscated items; assisting the Principal with safety procedures and drills according to School policy and procedures; and monitoring School facilities (e.g. grounds, adjacent areas, parking lot) to provide visibility, ensure safety, and deter crime. Qualifications include a High School diploma, and two years of paid, exemplary experience in a similar role.

(Source: ALS)

Staff Evaluation and Professional Development

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

The Principal is responsible for the School's licensure renewal program and professional development. The Executive Assistant will ensure that requirements for teacher licensure and professional development are maintained and current.

(Source: ALS)

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.

a. Mentors: The School will have a Beginning Teacher Support Program (BTSP) to aid the successful transition of beginning teachers with a Standard Provisional License (SPI) to a Standard Professional 2 (SP2) license. All beginning teachers will be assigned a North Carolina certified mentor. The mentor will be trained by the Assistant Principal using the NC Mentor Roles and Responsibilities Handbook. The Assistant Principal will monitor the effectiveness of the program with development of a monthly compliance timeline. Both the Standard Provisional Licensed (SPI) teachers and Standard Professional 2 (SP2) licensed teachers will be provided with onsite training opportunities through the internal, online Learning Management System (LMS) by the Assistant Principal, and will be guided to off-site professional development opportunities, workshops, and partnership programs with local colleges and universities that offer teacher licensure courses in all content areas.

b. Retention: The School will assure that a competitive, comprehensive salary and benefit package is used for attracting and retaining high-performing teachers, administrators, and other staff members.

c. Evaluation: The School will develop a teacher evaluation system that is properly validated and includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina

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Teacher Evaluation System. The teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). The Marzano model has been selected for the School's Teacher Evaluation System as it aligns to the School's accelerated learning model, North Carolina Code of Ethics for Educators, and North Carolina Professional Teaching Standards.

Based on the Marzano Teacher Evaluation tool, an observation schedule will be created to ensure compliance with the minimum number of observations based on the state's teacher observation requirements. Based on this tool, teachers will be identified as Category I (1-3 years of service or new to the charter school) or Category II (more than 3 years of service or Career Teachers), and multiple observations will be completed in an academic year. Observations will be scheduled in a manner that allows for an orientation to the evaluation tool, the development of a professional growth plan, review of observations, and pre and post-conferences.

The Principal will conduct summative performance evaluations for all teachers. Evaluation results will be based on data from (and not limited to) formal and informal Principal and Assistant Principal observations, reviews of evidence/artifacts of student learning, and level of performance on evaluation criteria listed in the job description for each job responsibility.

EVAAS (Education Value-Added Assessment System) will also be used to evaluate teacher effectiveness. As a local option, we will use Domain 3: Reflection on Teaching from the Marzano Evaluation Instrument to measure student learning, which correlates with the Standard VI of the North Carolina Teacher Evaluation Instrument. A teacher's rating on this domain will be determined by student growth on the APEX final exams and will be weighted based on the established performance expectations as outlined by the State Board of Education.

Non-instructional staff will be evaluated based on the average of ratings for each job responsibility listed in their appraisal. Final evaluations should be completed annually by July 1.

(Source: ALS)

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

The purpose of the School's professional development is improving student achievement. The School will use a Learning Management System (LMS) to deliver, track, and monitor professional development. Training evaluation will be conducted on a regular basis and a formal needs assessment survey will be conducted on an annual basis to inform the Board about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors. Over 300 online courses will be available via the LMS from any Internet-connected computer workstation. iObservation contains a resource library that may be used for individual or group professional development.

All instructional staff will participate in training necessary to maintain their teaching licenses. Professional learning will focus on effective

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classroom management; evidence-based instructional strategies; differentiating instruction; assessment and evaluation to inform instruction; and effective utilization of technology.

All school staff working directly with special needs students [including students with disabilities and English Language Learner (ELL) students] will participate in state and local professional development focused on success with special needs students. Topics shall include: Federal, state, and local policies; developing IEPs; ELL Committee role and responsibilities; accommodations and modifications in instruction and assessment; positive behavior supports; curriculum for students with significant cognitive disabilities; least restrictive environments; family engagement and involvement; assistive and adaptive technologies; transitions and transition planning; and Problem-Solving and Responsiveness to Instruction (RtI).

All support staff, including the Career Coach, Family Support Specialist, Enrollment Specialist, etc. will participate in training necessary to perform all job functions and maintain job-specific licensure, if applicable.

(Source: ALS)

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.*

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. Professional development is extensive, ongoing, focused, and innovative; incorporating evidence-based strategies and resources proven to be successful with the School's target population. Professional learning modules and activities focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in common courses.

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules are: evidence-based and targeted for success with at-risk students; job-embedded for direct application and improved performance; aligned to the innovative instructional programs of the School; and, synchronous and asynchronous for efficient use of time.

The Principal and Assistant Principal (AP) will participate in ongoing leadership development training, two week summer staff training, and all required state training. In addition, the Principal will participate in a four to six week Principal Induction that will include residency at two or three high-performing charter schools working alongside a mentor principal, as well as learning and performing the job functions of each position on the School's organizational chart.

The AP will participate in an intensive, minimum two-week residency training, at one or two high-performing charter schools, focused on job

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specific responsibilities, educational program, building a culture of climate and success, and school accountabilities. Trainers and subject matter experts will be scheduled to provide job-embedded professional development during and beyond the AP's residency period.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the week before school opening thereafter. Topics will include, but are not limited to, curriculum software, Code of Ethics and The Standards of Professional Conduct for NC Educators, classroom management, using data to inform instruction, working in a technology enhanced environment, attendance and retention strategies, identifying and referring students for services, etc.

(Source: ALS)

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.

Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. At a minimum, once each month, staff meetings will be dedicated to professional development as well as during scheduled professional development days as part of the school calendar.

The timeline for professional development for the first year of School's operation is as follows:

May-June: Job specific training for Principal and Assistant Principal

June-July: Job specific training for the Executive Assistant and Data/Enrollment Specialist

July: Leadership Conference for Principal and Assistant Principal (two to five days)

August: All Staff Training (two weeks prior to student start date)

September: Professional Growth Plan completed by September 28 (beginning year 2)

Sept.-May: Weekly training and Professional Learning Community meetings

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules will be:

- Evidence-based and targeted for success with at-risk students;
- Job-embedded for direct application and improved performance;
- Aligned to the innovative instructional programs of the schools; and
- Synchronous and asynchronous for efficient use of time.

Professional development will be delivered face-to-face by subject matter experts. Staff and administrators may also participate in any local, state, and/or national conferences.

Online professional development will consist of participating in WebEx trainings or any of the over 300 online courses in the School's Learning Management System (LMS). iObservation, which is a tool for managing teacher and leadership evaluation, also contains a resource library of videos and print resources. Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources resulting in

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Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can be delivered via face to face or reviewed independently. All training will be tracked on the LMS.

(Source: ALS)

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 School will use a variety of methods to attract students to the benefits and opportunities that will be provided at the School. These methods are: 1) Outreach to local high school principals and guidance counselors to encourage referrals for students who are unable to be successful in a traditional high school setting; 2) Informational meetings with local community, civic, and religious organizations; community leaders; and other people who may be able to inform and/or influence families and students to enroll at the School; 3) In-depth briefings with organizations such as Junior Achievement, Boys and Girls Clubs, and 100 Black Men of America to explain the program and establish a referral network; 4) Advertisements (including print, social media, billboards, and transit) placed in the neighborhoods surrounding the School; 5) Facilitation of student, peer to peer discussion through the use of materials distributed at events attended by students who fit the demographics; and 6) Toll-free enrollment information number posted on the website and included on enrollment and outreach literature.

Other strategies that may be used include advertising in local community newspapers (particularly those published for minority groups) or contacting community social service organizations that target the at-risk and/or dropout population (youth organizations, courts, churches, etc.). "Outreach" and advertising may also include an emphasis on the services the School can provide for English for Speakers of Other Languages (ESOL) students.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the mass market. Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand, marketing will occur to all appropriate populations (e.g., geographic, ethnic, age, etc.).

We anticipate that the majority of students will live within a 5-mile radius of the School and, thus, reflect the local community being served. Targeted

marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

(Source: ALS)

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.*

The School is committed to engaging parents and community members in meaningful ways. Strategies will include but not be limited to: direct mailers to identify homes with age appropriate students; meetings with community stakeholders (e.g., commissioners, volunteer groups, social service agencies, school district employees) to gain their support and determine services they may be able to provide; community meetings in various locations; meetings with principals and counselors at local high schools; and individualized family/student meetings at the local high schools. Stakeholder meetings will include an overview of the School's Mission and Vision, and discussing the impact that the School will have on the students/families and the community.

Research results indicate that parent and community involvement are key elements in the success of students at risk of dropping out of school (Balfanz, Fox, Bridgeland, & McNaught, 2009; Gunn, Chorney, & Poulsen, 2009; Hammond, Linton, Smink, & Drew, 2007; Princiotta & Reyna, 2009). Therefore, the School will ensure substantial parent and community involvement through a variety of strategies.

a. **Parent/Legal Guardian Involvement:** Parents will have a number of opportunities for involvement in their student's education. Parents will be informed of opportunities, expectations, and requirements of the program. This will set the stage for student progress and achievement. This will be supplemented by mailings to homes, newsletters, phone calls from staff, and student/parent conferences. Throughout the year, parents will be encouraged participate in school functions, including open houses, school sponsored workshops, parent nights, student award ceremonies, and other events led by School staff and community partners on topics including post-secondary readiness, and personal development. Parents will be invited to participate on a School Leadership Team that will meet prior to the opening of the School and monthly thereafter.

Additionally, an annual Parent/Student Satisfaction Survey will be administered to assess performance as judged by parents and students. The results of this survey will be considered by the Board as important input regarding the success of the School. A corrective action plan will be developed, if necessary, after review and discussion with the Board.

Section 1118 of the Elementary and Secondary Education Act (ESEA), requires each Local Education Agency (LEA) and school that receives funds under Title I, Part A, to develop and distribute to parents of participating children a

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written parent involvement policy (PIP). If the School is designated as Title I school, the School will comply with all federal and state regulations for parent involvement.

b. **Community Involvement:** The Board understands that unless social, behavioral, and emotional needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. The Board, with the assistance of the management company, will identify and develop partnerships with community-based private and public service providers, faith based groups, and civic leaders who will support student success. These partnerships will result in the direct provision of onsite social and behavioral health services as well as mentoring, advocacy, and community-wide influence to create employment and post-secondary opportunities. School leaders and the Board will ensure that parental involvement, community partnerships, and collaborations will be enduring and include commitments to ongoing evaluation and improvement, access to available human and financial resources, adequate representation of stakeholders, adequacy of staffing and resources to perform key functions, and adequate performance/accountability mechanisms.

(Source: ALS)

Admissions Policy

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

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

The School will have open admission procedures and policies, and will open an Enrollment Office in April 2016. The application period shall be no less than 30 consecutive days in compliance with TCS-U-003. Enrollment will not be denied to any eligible applicants on the basis of ethnicity, gender, national origin, or disability.

The School will guide interested students through the following process: Interested students will complete an application (Appendix U-6) and meet with the Enrollment Specialist. If there is space available, the student/parent will complete the enrollment packet and receive information about the School. If there is not space available, the student's application will be entered into the lottery.

The following categories of students may receive enrollment priority in compliance with Section 1. G.S. 115C-238.29F(g):

- a. Siblings of a potential graduate will be admitted beginning in year 2;
- b. Legacy siblings who have completed the highest grade level offered by the School and who were enrolled in at least 4 grade levels or the maximum

- number of grades offered by the School;
- c. Multiple birth siblings;
- d. Students who were enrolled within the last 2 previous school years but left the School;
- e. Children of the School's full-time employees; and
- f. Only for its first year of operation, children of the initial members of the School's board of directors, so long as (i) these children are limited to no more than 10% of the School's total enrollment or 20 students, whichever is fewer, and (ii) the charter school is not a former public or private school.

If the number of applicants exceeds School capacity, the School will implement a random lottery. All applicants shall have a fair and equal chance of being admitted. The lottery will be advertised at least 30 days prior to the drawing through various forms of media.

The Principal or his/ her designee will manage the lottery process as follows and maintain appropriate documentation.

- a. Each application will be time and date stamped, assigned a number, and all numbers will be placed in a container. Numbers will be drawn on a random basis by a neutral party. All slots will be filled based on the order of the drawing. The remaining numbers will be drawn and used to create the wait list.
- b. There will be at least 2 staff members present during the lottery drawing. The lottery will be publicly noticed and open to the public.
- c. Students will be contacted in the order in which names were randomly drawn and established on the waiting list.
- d. As openings arise throughout the year, the next student on the wait list will be offered the "space." The parent or eligible student has 7 days to accept/refuse the opening and complete required documentation for admission. If the parent or eligible student does not respond, the space will go to the next student on the waiting list.

Upon enrollment, the School will request transcripts and other relevant information from all schools the student previously attended. The student will complete individualized assessments to determine academic skill levels and vocational interests. The student and parent will meet with appropriate school staff to review assessment information and establish the student's ISP.

Following the enrollment process, each student will participate in a 3-day student orientation program that includes information concerning programs, assessments, procedures, and expectations.

Should an eligible student decide to withdraw from the program, required documentation will be gathered as to the reason for withdrawal, including an exit interview. Academic advisement on programs/schools that may better suit the student's needs will be provided. A student will be allowed to re-enroll into the program if a seat is available. If not, the student's application will be processed through the lottery drawing procedure. Students transferring out of the School will be provided with academic options.

(Source: ALS)

PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools

LEA #2

LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Grade 09	50	0	0	85	0	0	100	0	0	105	0	0	120	0	0
Grade 10	50	0	0	95	0	0	100	0	0	120	0	0	120	0	0
Grade 11	50	0	0	95	0	0	110	0	0	120	0	0	120	0	0
Grade 12	50	0	0	95	0	0	110	0	0	120	0	0	120	0	0
	200			370			420			465			480		

Section IV: Governance and Capacity	Reviewer	Page
<u>Concerns and Additional Questions</u>		Reference

Reviewer	Score
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V. OPERATIONS

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.

The School will ensure that transportation is not a barrier to any student. The School will be serving students ages 16-21, and will locate along major lines of the public transportation system in order to use public transportation passes to meet the transportation requirements.

Students who live beyond a reasonable distance from the School may receive a public bus pass if they choose to accept it. The School has allocated funds for purchasing transit passes and will issue the passes to meet student's transportation needs. Documentation of purchasing transportation passes will be kept on file for a total of three (3) years noting the passes purchased and issued to the students. Students will be required to sign for each pass provided to them solely for the use of getting to/from School.

An eligible student must reside and continue to reside two (2) or more miles, or reside in a hazardous zone, between the home and the School. A reasonable walking distance for any student who is not physically disabled is any distance not more than two (2) miles between the home and the School or one-and-one-half (1-1/2) miles between the home and the assigned bus stop. Such distance shall be measured from the closest pedestrian entry point of the School building or to the bus stop. A reasonable walking distance will be identified during the enrollment session for students who are eligible for a bus pass. The Enrollment Specialist will assist with determining the shortest pedestrian route to the bus stop and to School whether or not it is accessible to motor vehicle traffic.

Bus pass booklets will be purchased from the area transit system and provided to all eligible students free of charge. The School will keep an ample supply of transit passes throughout the school year to meet current and anticipated enrollment needs. Eligible students will be issued a bus pass upon and throughout their entire enrollment period.

The following items are applicable for a student to receive a bus pass:

- The student will receive assistance, if needed, during the Student/ Parent enrollment session to identify the closest transit stop and the light rail/ buses the student will have to ride to get to School.
- The student will receive a bus pass upon enrollment and thereafter upon determination of ridership.
- The student's name must appear on the School's Attendance Roster noting the student is fully enrolled prior to receiving passes.
- The student will be solely responsible for the safety and security of his/her transit passes at all times.
- If the student is a minor, the parent/guardian must provide written approval for the student to utilize public transportation to/from School.

In addition, transportation service will be provided by the School to any student whose IEP stipulates that this must occur. Should a student with a

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disability require special transportation accommodations, the School will contract with the school district or an approved private transportation provider.

(Source: ALS)

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.

Students that are enrolled in the School deserve every healthy benefit through the availability of a nutritious snack. Since the School will operate on multiple four-hour sessions, there will not be enough time to serve meals, so the School will ensure the eligible students receive a nutritious snack based on need.

Upon enrollment the Enrollment Specialist will visit with all students and families to identify potential students that have limited resources in the home, express the need, and would benefit from receiving a healthy snack upon need.

Snacks may include, but will not be limited to, the following: fruit and nut bars, chewy granola / yogurt bars, protein bars, oatmeal bars, and peanut butter bars. The snacks will help provide a mental boost that will increase students' concentration and energy levels which will help them remain alert while in school and meet basic needs.

All staff members will be trained and made aware of this policy and will refer disadvantaged students in their classrooms or in the School to the Family Support Specialist (FSS) to discuss the need to receive a healthy snack.

(Source: ALS)

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$2,800.00
Officers and Directors/Errors and	\$1,000,000	\$5,500.00

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Omissions			
Property Insurance		\$2,000,000	\$10,920.00
Motor Vehicle Liability		\$1,000,000	\$233.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$1,000,000	\$400.00
Other		\$870,000	\$9,473.00
Total Cost			\$29,326.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) 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.

wendell.bullard 09/25/2014

(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 Q).

A school location in the desired service area has not yet been determined. ALS has extensive experience in locating and renovating properties with a design suitable for at-risk students. The Board has confidence that ALS will be able to facilitate negotiations to execute a lease, to oversee renovation of the site for School use, and to make sure the desired facility is approved for occupancy for an August 2016 school opening. This includes experience in facility design and budgeting, managing construction projects, compliance with local codes and ordinances, facilities repair and maintenance, and general operations of school buildings.

All facilities being considered for the final school location will be analyzed through multiple criteria, including but not limited to: total square footage, cost of retrofit and remodel, accessibility, zoning, safety, exterior lighting, parking, proximity to public transportation, signage possibilities, and neighborhood demographics. The entire scope of the project will be managed by experienced ALS leaders to ensure that the School will be able to open on-time and on-budget.

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Once the facility has been leased, ALS will begin the permitting and renovation process. ALS has typically used local architects and contractors to complete all of the renovation work and intends to follow the same process for this School. Funding for renovation and remodeling will be provided by the Landlord or another lending source.

The Board of Directors and ALS will ensure that all local building code approvals, compliance with the Fire Prevention Code and the Educational Certificate of Occupancy are secured before the School is occupied. At no time will students or staff work or attend school in a building that is unsafe or does not have proper certificates of occupancy. In addition, all school facilities will comply with applicable health codes, inspection/safety requirements, and will be properly maintained according to the North Carolina Building Code.

The timetable below describes the major steps in the facility acquisition, permitting, and renovation process.

September, 2014: Submit Charter Application
October-March 2015: Application Reviewed and Approved
March-September 2015: Governing Board Planning Period
July 2015: Begin Site Search
September 2015: Begin Lease Negotiations
January 2016: Sign Memorandum of Understanding for Facility Lease or Purchase Agreement
January 2016: Finalize school facility design
February 2016: Execute Facility Lease or Purchase Agreement
February 2016: Begin Plans and Secure Permits
March 2016: Begin Facility Renovation
April 2016: Enrollment office opens
May 2016: Sign Charter School Contract with NCDPI
June 2016: Facility Renovation Completed
July 2016: Set up Administrative and Classroom Space
July 2016: Verify all appropriate inspections and clearances including Educational Certificate of Occupancy
August 2016: School Opening

(Source: ALS)

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The location of a School building has not been determined. The cost of a 15,000 s.f. facility will be approximately \$16- \$18 per s.f. This includes CAM (\$2.00), taxes (\$.70), and insurance (\$1.30). See Appendix U8.

(Source: ALS)

(Source: A

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.

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If the School opening is delayed to the point where we will not be able to open on-schedule, we will do the following: Define the specifics of the delay and determine a realistic opening schedule. Coordinate and communicate this information with North Carolina Department of Public Instruction staff. Determine whether the School can open on a delayed schedule later in the school year.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1: If the building is not ready to occupy by the first day of school, plans will be in place to rent 3 modular classrooms. Modular classrooms will be situated in the parking lot of the School and hooked up to existing electrical and plumbing services. Modular classrooms will be furnished with the furniture and equipment purchased for the School building.

The School will operate on the established schedule in the modular classrooms until such time as the School receives the Certificate of Occupancy.

Option 2: If modular classrooms are not feasible and the School can open on a delayed schedule, School staff will relay all relevant information to the parents, students, local stakeholders, and the NCDPI.

Option 3: If the School cannot open on a delayed schedule, the School will temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc. Contingency plans for temporary space and short-term leases will be in-place by February 2016.

Option 4: If the construction schedule is such that the School opening is delayed seven or more months, the School will (as a last resort) request a one-year deferral for opening.

(Source: ALS)

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
What about those students who aren't living within 2 miles of CAT route? (Knightdale H.S. is identified as probable source of students)	Kevin Piacenza	Transportati
Are students required to leave campus after their 4 hour session? What if students need to stay for two sessions?	Kevin Piacenza	School Lunch
The school lunch plan outlines providing a snack but not a meal. What is the plan to serve a lunch to those students who may need a full meal provided?	Deanna Townsend-Smith	School Lunch
Why is there "no time"? Couldn't students eat before or after their sessions?	Paige Hirsch	School Lunch
The insurance quote provided in this section of the application and in the appendix match - the amount in the operations budget differs.	Deanna Townsend-Smith	Civil Liabil
Does not appear that this Total is the amount reflected in the budget section.	Mary Carmichael	Civil Liabil

Reviewer	Score
Deanna Townsend-Smith	Pass
Joe Maimone	

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Pass
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Pass
Tammi Sutton	
Kevin Piacenza	Pass

VI. 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 2016-17

**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 #1920 - Wake County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,501.95	200	\$900,390.00
Local Funds	\$2,048.00	200	\$409,600.00
Federal EC Funds	\$3,768.11	20	\$75,362.20
Totals			\$1,385,352.20

Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$900,390	\$1,665,370	\$1,890,420	\$2,092,965	\$2,160,480
-Local Per Pupil Funds	\$409,600	\$757,760	\$860,160	\$952,320	\$983,040
-Exceptional Children & Federal Funds	\$75,362	\$139,416	\$158,256	\$175,212	\$180,864
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$510,140	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,895,492	\$2,562,546	\$2,908,836	\$3,220,497	\$3,324,384

***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 S.

Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	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:															
Principal	1	\$90,000	\$90,000	1	\$91,800	\$91,800	1	\$93,636	\$93,636	1	\$95,509	\$95,509	1	\$97,419	\$97,419
Assistant Principal	1	\$58,000	\$58,000	1	\$59,160	\$59,160	1	\$60,343	\$60,343	1	\$61,550	\$61,550	1	\$62,780	\$62,780
Support Staff	4	\$32,000	\$128,000	4.5	\$32,640	\$146,880	5	\$33,293	\$166,465	5	\$33,959	\$169,795	5	\$34,638	\$173,190
A - Total Admin and Support:	6		\$276,000	6.5		\$297,840	7		\$320,444	7		\$326,854	7		\$333,389
Instructional Personnel:															
Core Content Teacher(s)	4	\$44,000	\$176,000	7.5	\$44,880	\$336,600	8.5	\$45,778	\$389,113	9.5	\$46,693	\$443,584	10	\$47,627	\$476,270
Reading Specialist	1	\$44,000	\$44,000	1	\$44,880	\$44,880	1	\$45,778	\$45,778	1	\$46,693	\$46,693	1	\$47,627	\$47,627
Math Specialist	1	\$44,000	\$44,000	1	\$44,880	\$44,880	1	\$45,778	\$45,778	1	\$46,693	\$46,693	1	\$47,627	\$47,627
Exceptional Children Teacher(s)	1	\$44,000	\$44,000	2	\$44,880	\$89,760	2	\$45,778	\$91,556	2	\$46,693	\$93,386	2	\$47,627	\$95,254
Esol Teacher	1	\$44,000	\$44,000	2	\$44,880	\$89,760	2	\$45,778	\$91,556	2	\$46,693	\$93,386	2	\$47,627	\$95,254
Related Service Teachers	1.5	\$44,000	\$66,000	1.5	\$44,880	\$67,320	1.5	\$45,778	\$68,667	1.5	\$46,693	\$70,040	1.5	\$47,627	\$71,441
B - Total Instructional Personnel:	9.5		\$418,000	15		\$673,200	16		\$732,448	17		\$793,781	17.5		\$833,473
A+B = C - Total Admin, Support and Instructional Personnel:	15.5		\$694,000	21.5		\$971,040	23		\$1,052,892	24		\$1,120,635	24.5		\$1,166,862
Administrative & Support Benefits															

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

Health Benefits	6	\$11,796	\$70,776	6.5	\$11,903	\$77,370	7	\$12,070	\$84,490	7	\$12,321	\$86,247	7	\$12,576	\$88,032
Medicare	6	\$649	\$3,894	6.5	\$655	\$4,258	7	\$664	\$4,648	7	\$677	\$4,739	7	\$691	\$4,837
Social Security	6	\$2,776	\$16,656	6.5	\$2,800	\$18,200	7	\$2,838	\$19,866	7	\$2,895	\$20,265	7	\$2,953	\$20,671
Other Taxes	6	\$450	\$2,700	6.5	\$450	\$2,925	7	\$450	\$3,150	7	\$450	\$3,150	7	\$450	\$3,150
D - Total Admin and Support Benefits:	24		\$94,026	26		\$102,752	28		\$112,154	28		\$114,401	28		\$116,690
Instructional Personnel Benefits:															
Health Benefits	9.5	\$11,796	\$112,062	15	\$11,903	\$178,545	16	\$12,070	\$193,120	17	\$12,321	\$209,457	17.5	\$12,576	\$220,080
Medicare	9.5	\$649	\$6,166	15	\$655	\$9,825	16	\$664	\$10,624	17	\$677	\$11,509	17.5	\$691	\$12,093
Social Security	9.5	\$2,776	\$26,372	15	\$2,800	\$42,000	16	\$2,838	\$45,408	17	\$2,895	\$49,215	17.5	\$2,953	\$51,678
Other Taxes	9.5	\$450	\$4,275	15	\$450	\$6,750	16	\$450	\$7,200	17	\$450	\$7,650	17.5	\$450	\$7,875
E - Total Instructional Personnel Benefits:	38		\$148,875	60		\$237,120	64		\$256,352	68		\$277,831	70		\$291,725
D+E = F - Total Personnel Benefits	62		\$242,901	86		\$339,872	92		\$368,506	96		\$392,232	98		\$408,415
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30		\$370,026	32.5		\$400,592	35		\$432,598	35		\$441,255	35		\$450,079
B+E = H - Total Instructional Personnel (Salary & Benefits)	47.5		\$566,875	75		\$910,320	80		\$988,800	85		\$1,071,612	87.5		\$1,125,198
G+H = J - TOTAL PERSONNEL	77.5		\$936,901	107.5		\$1,310,912	115		\$1,421,398	120		\$1,512,867	122.5		\$1,575,277

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

Operations Budget: Expenditure Projections
2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Facilities	Facility Lease/Mortgage	\$306,000	\$306,000	\$306,000	\$306,000	\$306,000
	Equipment Rental	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
	Maintenance	\$3,000	\$5,000	\$7,000	\$7,000	\$7,000
	Contract Labor	\$36,000	\$38,000	\$40,000	\$42,000	\$42,000
	Facility Management	\$18,000	\$20,000	\$22,000	\$24,000	\$24,000
Utilities	Phone	\$48,000	\$50,000	\$52,000	\$54,000	\$56,000
	Utilities	\$37,500	\$39,500	\$41,500	\$43,500	\$43,500
Transportation	Transportation Plan	\$60,000	\$111,000	\$126,000	\$139,500	\$144,000
Professional Contract	Board / Legal	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Board / Accountant Expenses	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Board / Audit Expenses	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Management Company	Contracted Services	\$0	\$172,748	\$325,424	\$474,955	\$500,115
Office:	Office Expense	\$7,200	\$7,400	\$7,600	\$7,800	\$7,800
	Office Equipment	\$3,600	\$4,000	\$4,600	\$5,200	\$5,200
	Staff Meetings	\$1,200	\$1,500	\$1,800	\$2,000	\$2,000
Professional Contract	Data / Statistical Support	\$10,000	\$12,000	\$14,000	\$16,000	\$16,000
	Accounting Services	\$35,000	\$37,000	\$39,000	\$42,000	\$42,000
Other	Human Resources Costs	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
	Recruiting	\$5,100	\$5,100	\$6,000	\$6,500	\$6,500
	Insurances	\$40,000	\$45,000	\$50,000	\$55,000	\$55,000
	Marketing Plan	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Snacks	\$1,700	\$1,950	\$2,100	\$2,200	\$2,200
	Board / D&O Insurance	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Board / Meeting Expenses	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
	Employee Recognition	\$1,300	\$1,500	\$1,700	\$1,900	\$1,900
	Community Meetings	\$1,200	\$1,200	\$1,500	\$1,800	\$1,800
	Student Incentives	\$2,000	\$2,000	\$2,500	\$3,000	\$3,000
	Graduation	\$2,400	\$2,400	\$3,100	\$3,600	\$3,600
	K - TOTAL Administrative & Support Operations	\$764,400	\$1,013,498	\$1,209,024	\$1,398,155	\$1,429,815
	Instructional:					
Books And Supplies	Curriculum / Intervention	\$95,000	\$105,000	\$115,000	\$120,000	\$120,000

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	Texts	\$1,800	\$2,200	\$2,600	\$3,000	\$3,600
	Copy Paper	\$4,000	\$6,000	\$8,000	\$8,000	\$8,000
	School Supplies	\$1,200	\$3,000	\$4,800	\$4,800	\$4,800
Classroom Technology	Contract Labor - It	\$30,000	\$35,000	\$40,000	\$45,000	\$45,000
	Instructional Software	\$17,000	\$31,450	\$35,700	\$39,525	\$40,800
Instructional Contract	Special Ed Expenses	\$6,000	\$6,000	\$9,000	\$12,000	\$12,000
	Professional Development	\$39,000	\$41,000	\$45,000	\$50,000	\$55,000
	L - TOTAL Instructional Operations	\$194,000	\$229,650	\$260,100	\$282,325	\$289,200
	K+L = M - TOTAL OPERATIONS	\$958,400	\$1,243,148	\$1,469,124	\$1,680,480	\$1,719,015

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$936,901	\$1,310,912	\$1,421,398	\$1,512,867	\$1,575,277
M - TOTAL OPERATIONS	\$958,400	\$1,243,148	\$1,469,124	\$1,680,480	\$1,719,015
J+ M =N TOTAL EXPENDITURES	\$1,895,301	\$2,554,060	\$2,890,522	\$3,193,347	\$3,294,292
Z - TOTAL REVENUE	\$1,895,492	\$2,562,546	\$2,908,836	\$3,220,497	\$3,324,384
Z - N = SURPLUS / (DEFICIT)	\$192	\$8,486	\$18,314	\$27,150	\$30,093

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

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

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

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

Provide the break-even point of student enrollment.

The enrollment projections are based on an analysis of the number of young adults in the Wake county area who are at-risk of dropping out or have already dropped out of high school. This analysis is summarized in Appendix A and was performed by ALS for the Board based on its experience serving students in twenty-one similar schools in Florida. Because of the successful enrollment history and financial performance of ALS as well as this analysis, we are confident our enrollment numbers will be achieved and that a financially viable school will result.

Due to the terms of the management agreement and the requirement that ALS is responsible for all operating expenditures of the School, no break-even point for enrollment is provided.

(Source: ALS)

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

In the management agreement, ALS is responsible for all School operating expenditures with the exception of board related expenses.

If enrollment projections are lower than expected, ALS will be responsible for all operating shortfalls in accordance with the terms of the management agreement. These amounts are represented in the projections as Working Capital in the form of contributions by ALS to the School. In addition, a surety bond will be purchased in the amount of \$50,000 in accordance with G.S.115C-238.29H. If lower than expected revenue occurs, the Board will work with ALS to strengthen the relationships with community stakeholders who refer students to the School.

The terms of the management agreement with ALS ensure the School will remain solvent with a positive fund balance in all years of operation. The School will net approximately \$84,000 over the five year term with no outstanding debt.

(Source: ALS)

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

As stated above, in accordance with the management agreement included in Appendix L, ALS is responsible for all School operating expenditures with the exception of board legal, accounting, audit, D&O, and meeting expenses. ALS will provide all facilities, equipment and start-up funding in accordance with the agreement. It is expected that the management company will contribute approximately \$510,000 to the School in its first year of operations.

(Source: ALS)

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

1 teacher for every 25 students served.

- 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 Board intends to contract with ALS to deliver specific school management services, including financial management and funding consulting services, as outlined in the management agreement included as Appendix L. ALS's role in financial management will include: budget oversight and financial reporting; accounts payable and accounts receivable functions; purchasing and procurement services; and managing all other financial aspects of the School including payroll, human resources, benefits administration, information technology, insurance, and risk management. The Board understands its fiduciary responsibilities for the public funds we receive and will engage an independent certified public accountant to complement the financial services provided by ALS. The Board recognizes that we have the ultimate responsibility of ensuring that the financial information is accurate and that the internal control environment is designed so that it appropriately safeguards the School's assets.

(Source: ALS)

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

Spending priorities are based on the need to provide the proposed services for a projected maximum student enrollment of up to 600 students in the second semester of the 4th and 5th years, resulting in a projected ADM of 465 in year 4 and 480 in year 5. The School anticipates that the following items will constitute the most significant expenditures:

a. Personnel/Human Resources: Due to the mobility of the student population, the School expects to have fluctuating enrollment throughout the next five years with a maximum enrollment of up to 600 students. Based on historical data from similar existing charter schools, staffing will include both full and part-time staff to accommodate the population over a three session day. Based on the fluctuating enrollment and attendance, staffing will include up to 12 full-time equivalent core content teachers, reading and math

specialists, an exceptional student teacher, a part-time family support specialist, and a career coach. These costs with related taxes and benefits are expected to range between 47 and 51% of total revenues. ALS will provide a human resource department dedicated to attracting and retaining highly-qualified staff.

b. Curriculum/technology: ALS will provide the instructional program, curriculum, and related technology services to support personnel as they work with students to accelerate their learning in a technology-enhanced, mastery-based instructional program. Instructional software and other technology costs are budgeted at approximately \$85 per student. Curriculum and technology costs are expected to range between 11 and 19% of total revenue.

c. Facility costs: Facility lease costs are provided are based on a 15,000 17,000 square foot facility. Other related costs such as janitorial, facilities management, and maintenance are also based on these facility estimates. Tenant improvement costs are the responsibility of the management company and are not included in these projections. These expenses are expected to range between 12 to 16% of total revenue.

d. Transportation: School facilities will be strategically located near public transportation stops. The School will offer free public transportation passes to all students commuting to the School. This budget assumes that approximately 50% of the students will use these public transportation passes at an approximate cost of \$25 per month.

e. Contracted Services: This amount represents the net fees paid to ALS after operating expenses under terms of the management contract. ALS expects no fees to be received in the first year of the contract and expects a net fee after expenses to be approximately 7 to 15% of state and local fee revenue in years 2-5 of the contract.

f. Other: These expenses include insurance, board expense, accounting, and other miscellaneous administrative expenses. In addition, a surety bond has been budgeted and will be purchased in the amount of \$50,000 in accordance with G.S.115C-238.29H.

(Source: ALS)

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.*

In accordance with the management agreement included in Appendix L, the School will receive 3% of the revenues and, in accordance with the budget, the School will net approximately \$84,000 over the five year term with no outstanding debt. In this agreement, the management company is responsible for 100% of all school operating expenditures with the exception of board related expenses.

(Source: ALS)

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

The management company will provide the leased facility, all technology, and furnishings including the student desks and technology equipment in accordance with the management agreement. In addition, ALS will be responsible for 100% of all operational costs of the School. Any shortfalls will be contributed by ALS to the School in the form of a charitable

contribution.

The School has received a letter of commitment from ALS. As the School grows and establishes its reputation for effectively serving students in the area, the Board will work with ALS and other local stakeholders to request that local foundations and grantors support the cost of programs that benefit our students.

(Source: ALS)

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*

Certain assets will be acquired before the School begins operations including approximately \$400,000 of instructional equipment (computers, interactive white boards, etc.) and furnishings (desks, tables, and chairs), and \$100,000 of office equipment and furnishings (staff computers, printers, desks, chairs, file and storage cabinets, etc.). In addition, approximately \$750,000 to \$1 million of tenant improvements will be required before the start of School operations. The funding of these expenditures will be the responsibility of ALS in accordance with the Management Agreement (Appendix L).

(Source: ALS)

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

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

The Board is accountable for the financial performance of the School. It approves budgets, sets policy, establishes and approves procedures, ensures that financial reports are made and controls are in place, and makes certain that the financial management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

The Board delegates to the management company, ALS, the responsibility for financial aspects of the School including purchasing, accounts payable, accounts receivable, payroll, human resources, benefits administration, information technology, and insurance and risk management.

The Board will retain a certified public accountant to compile monthly reports of the results of the School operations. In addition, the Board will retain an independent auditor to provide audited financial statements at the School's fiscal year end.

Various internal controls including segregation of duties are utilized in the cash receipts and disbursements cycle of the School's financial system. Some of these controls include, but are not limited to:

Cash receipts by the School will be primarily from the state and local school district. Upon receipt of the funds, the School Executive Assistant retains a photocopy and sends the original checks to ALS for deposit. The individual at ALS receiving the checks creates a check log. A second individual deposits the receipts into an account where ALS does not have authority to disburse funds (the Board Bank Account).

Cash disbursements for expenditures are generally within three categories:

a) Board Expenses are disbursed from the Board bank account. Normal Board expenses are anticipated to include payments to: the Board's CPA, legal counsel, and audit fees. Invoices for Board expenditures are submitted to the Chair for review and approval, pending any inquiries from a 2nd designated board member. Once approved, the invoices are submitted to the bank for payment and copies of payment drafts are sent to the Chair for final review and payment.

b) Operating Expenses disbursements are made from a bank account in the School's name whereas ALS will have signature authority (the ALS Bank Account). Expenditures exceeding \$750 require the approval of at least two persons at the level of principal or higher. Invoices from the School are presented to ALS for payment. Three senior executives at ALS are authorized to sign checks and/or approve wires. The disbursement is created from the ALS Bank Account with supporting documentation attached. The disbursements are mailed in the form of a check or wired to the appropriate party.

c) Management fees are withdrawn from the Board Bank Account for payment to ALS. ALS will present its monthly management fee, including disbursement details for all operating expenses, to the Board Chair for review and

Central Wake Charter High School - The mission of the Central Wake Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. (Source: ALS)

approval. The Board Chair reviews and approves the invoices in the same manner as other Board expenses.

Other-

ALS reconciles the bank statement and provides it to the Board's CPA. The CPA reviews the bank statement monthly, including all disbursement detail and compiles the School's monthly financial statements. These reports, submitted monthly to the Board, will include actual results as compared to the budget, enrollment data, and projected cash flow for the remainder of the school year.

ALS provides a "Service Organization Control (SOC 1) Report" signed by an independent auditor. This report provides an assertion about the fairness of the presentation of the description and suitability of the design and operating effectiveness of the controls to achieve the related control objective around the disbursements processing system for the Board, the Board's CPA, and the School's independent auditor.

An additional annual audit report will be performed by the independent auditor in accordance with Governmental Auditing Standards at the end of each fiscal year and furnished to the Board.

(Source: ALS)

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

Related party transactions will primarily be the result of the relationship between the School and ALS. CEP has provided a letter of commitment to the School for any cash shortages that are anticipated during the start-up phase of the School (in Appendix S). Currently, it is anticipated that ALS will contribute approximately \$510,000 in the first year of operations to sustain operations in accordance with the management agreement.

In addition, the School will have outstanding payables to ALS for monthly management fees equal to one month of fees.

(Source: ALS)

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.

Rives & Associates, LLP
1023 West Morehead Street
Charlotte, NC 28208-5304
Phone: 704-372-0963
Fax: 336-248-2335

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
It does not appear from agreement that the Working Capital assured in Appendix S will be repaid by school to EMO. Is this correct?	Kevin Piacenza	Total Budget
Are foreign language teachers included? Need more clarity as to how flexible schedule will allow 4 core teachers to effectively serve projected student body of 200 first year, as well as, relative student/teacher increases projected in first 5 years.	Kevin Piacenza	Personnel Bu
With the rent amount staying constant it sounds like they are in a facility in year one that they will not grow into for several years. This is rent to the management company. Could that excess space be rented to someone else for the startup years instead of the school incurring these costs. Or go into a smaller location initially. Management Co costs rise to 1/3 of all admin and support operations by year 4. This is in addition to all other line items that may be included in contracted services.	Mary Carmichael	Operations B
Accrued surplus values seem small given size of overall budget.	Kevin Piacenza	Total Expend
Very low surplus for any contingencies.	Mary Carmichael	Total Expend
ALS has a management fee in years 2 and beyond.	Mary Carmichael	Budget Narra
What is the contingency plan for the BOD meeting its mission and proposed education plan should ties be severed with the EMO? How will finances be covered without the support of the EMO?	Deanna Townsend-Smith	Budget Narra
Is there a contingency plan for the absence of support from ALS, should that contract be severed at any point?	Paige Hirsch	Budget Narra
The BOD plans to delegate many of its responsibilities to the EMO. How will the BOD conduct its own financial audit to ensure the financial viability of the school?	Deanna Townsend-Smith	Financial Au

Reviewer	Score
Deanna Townsend-Smith	Pass
Joe Maimone	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Paige Hirsch	Pass
Marie Massengill	
Sherry Reeves	
Mary Carmichael	Pass
Tammi Sutton	
Kevin Piacenza	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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).

wendell.bullard

Date: 09/26/2014

Applicant Signature:

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

Print/Type Name: wendell.bullard

Board Position: President

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Initial Screening Votes</u>	
No	Yes
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes
4	0

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
1 ES	10 HN,AQ, AH, SW, SR, TS, CT, JM, PG,BT

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening	
Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	Management agreement signed but not dated. - dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator	
Mission, Purposes, and Goals	<p><u>Educational Need and Targeted Student Population</u> While proposing a location it appears the applicant proposes an alternate location if not available. How will an alternate location impact the targeted student population and ultimately the mission of the school? - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Broughton and Enloe are in downtown Raleigh, Knightdale is in eastern Wake County, Sanderson and Millbrook are in north Raleigh. Why do you anticipate students primarily coming from these schools given stated desire to locate centrally? These schools are not consistent with the map presented in Appendix A. Needs described are identical to Capital City application including the list of likely schools that proposed charter will draw from and proposed eastern Wake location. Why are two separate schools with the identical missions needed to serve the same geographic area given the identical demographics and target population? - kpiacenza</p> <p><u>Purposes of Proposed Charter School</u> The applicant has outlined the 6 legislative purposes they plan to accomplish. How will each of these be measured to ensure the success? - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> How does this charter provide expanded choices for parents given the identical charter model is being proposed by the same applicant for the same geographic area and target population? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> This section needs more unique indicators in the goals.</p> <p>They reference the Student Performance Standards goals but no bigger overarching goals are set here with clear measures. Several of the finance or operations are either required by law or just common sense. Some, such as the first operations goal, are just items on a to</p>

	<p>do list - not SMART goals. - maryvcarmichael</p> <p><u>Goals for the Proposed Charter School</u> Most of the goals do not include targets, are not measurable or time bound, and are focused on inputs vs. performance outputs or results.</p> <p>Without the academic goals, it's difficult to judge the overall quality of goals. - paigeabramsonhirsch</p> <p><u>Goals for the Proposed Charter School</u> Since the proposed school will be partnering with an EMO - no objectives have been set to measure the success of the EMO on the school's success. How and when will the BOD measure EMO effectiveness? - dtsmith840</p> <p><u>Goals for the Proposed Charter School</u> Performance goals in this section for academics lack specific metrics, are not time specific, and are not presented in a measurable context. - kpiacenza</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Description does not include the ability of (most) blended models to provide immediate data to teachers which they can quickly use to inform instruction.</p> <p>There could be more detail provided around how the blended model will operate-will the online content be primarily practice for the direct instruction or will there be some differentiation of what is covered in direct instruction and what is covered in online programs. In some parts of the petition it states teachers will provide "direct instruction" and "teacher-led instruction" and here it references teachers "facilitating"-it's unclear what the program will look like in classrooms.</p> <p>Description of assessment strategies is weak.</p> <p>Where is the documented evidence regarding the likelihood of this approach to improve students' performance? - paigeabramsonhirsch</p> <p><u>Instructional Program</u> Evidence provided does not clearly outline how the proposed approach will lead to improved performance for the school's targeted population. Results for the school using the same model for the school open this past academic year are still pending. Results for the proposed school replicated from Florida are mixed. - dtsmith840</p> <p><u>Instructional Program</u> Given the replication aspect of the application, what are the results in existing schools using this model? How is blended model designed to address needs of this target population? Details related to assessment strategies are not adequately detailed and related to stated approach. - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> The online course offerings for year one are extensive. Will there be staff on site facilitating/coaching that are experienced in all of these areas? - maryvcarmichael</p> <p><u>Curriculum and Instructional Design</u> Curriculum outline attachment is vague. - paigeabramsonhirsch</p> <p><u>Curriculum and Instructional Design</u></p>

	<p>It was not clear about how the course offerings will be adjusted or presented to meet the needs of the targeted population. While the applicant plans to use a variety of programs to assess students, it is not clear on what the teacher will do to ensure student success. - dtsmith840</p> <p><u>Curriculum and Instructional Design</u> As a "blended approach" focused on student exposure to technology, and considering the target population, are there plans to provide lap tops to students for home use? Details related to multiple session schedule needed. How does blended model work for target population? More support needed to show effectiveness of this particular instructional model with target population. - kpiacenza</p> <p><u>Special Programs and "At-Risk" Students</u> Should/Could the RtI team include someone involved with the online blended learning content? Is there a teacher with each of those courses? - maryvcarmichael</p> <p><u>Special Programs and "At-Risk" Students</u> Description of how the school will meet the various needs of struggling students needs more detail. - paigeabramsonhirsch</p> <p><u>Special Programs and "At-Risk" Students</u> The proposed applicant does not clearly outline how RTI will be implemented at the school. Since students will come to the school with varying abilities how will RTI be adjusted to meet the needs of the students attending the school? The proposed applicant has not clearly identified a way to identify and serve gifted students. What is the plan to address the gifted student's needs? - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u> RTI is not adequately described. What methods will be used to address this process for a diverse student body(ability levels)? How will gifted students be accommodated? - kpiacenza</p> <p><u>Exceptional Children – Identification and Records</u> The 504 provisions that may be needed for a student was not clearly explained outside of specifying that the proposed applicant will comply with federal and state requirements. - dtsmith840</p> <p><u>Exceptional Children – Education Programming</u> Who is the lead for SPED and 504 students? Helpful to identify one primary contact responsible for implementation of this program (i.e. who receives a parent's assessment request?) - paigeabramsonhirsch</p> <p><u>Exceptional Children – Education Programming</u> The statement regarding the continuum of services does not address a student in need of a separate setting or more restrictive - they do not use the word "full" when referring to the continuum offered. There is a statement that if the services require, due to student needs, the services be provided away from non-disabled peers, "the school will consider the continuum of placements available." This statement may be problematic if the authors are indicating that only the placements described in the previous paragraphs will be considered, as there was no discuss of separate or more restrictive placements alternatives. Charters must provide a FULL continuum of alternative placements to meet the unique needs of the EC students enrolled. Keep in mind that reevaluations are often required sooner than at the minimum 3-year cycle - this is not reflected in the charter. The</p>
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reference to transportation being contracted through the local school system - has this been discussed and agreed upon by the local system? Many times students who attend a charter come from different school systems than the one in which the charter is located. This would also have to be taken into consideration when contracting transportation services either from the local school system or a private transportation company. - marie_massengill

Exceptional Children – Education Programming

This section details state and federal requirements; however, lacks specifics about how the plan outlined coincides with the mission and purpose of the school. There is a lack of alignment between this section and the mission. How does the information provided align with the mission? - dtsmith840

Exceptional Children – Education Programming

Composition of IEP team and who is 504 coordinator? What provisions will be made for students who need a separate setting? - kpiacenza

Student Performance Standards

Are goals based on outcomes at existing schools with proposed management company? Most of the percent increases and annual improvement with baseline numbers seem arbitrary.

- maryvcarmichael

Student Performance Standards

Is persistence rate equivalent to retention rate? As in 55% persistence means that 45% of students do not continue? That seems quite low. - paigeabramsonhirsch

Student Performance Standards

No overall academic goal was outlined in the goal section of the application. Although academic goals are set here, they do not expound upon the goal set in the earlier section as it was not provided. It is not clear how the proposed assessment will improve instruction over time. - dtsmith840

Student Performance Standards

How are credits earned related to individual performance on EOC testing? More clarity and detail needed to fully explain the standards for earning credits and improving GPA. Persistence rate for first year at 55% seems low. How will "baseline" be defined? - kpiacenza

Student Conduct and Discipline

What's the general plan for behavior short of suspension and expulsion? PBIS?

What's the definition of short and long-term suspensions? How is the length imposed not arbitrary if not clearly articulated? - paigeabramsonhirsch

Student Conduct and Discipline

No Concerns regarding discipline of students with disabilities. - marie_massengill

Student Conduct and Discipline

The proposed applicant may want to check the enrollment preferences as there has been a change in the law with board member preferences in charter schools.

- dtsmith840

<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> NA - maryvcarmichael</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Not yet applied - proposed applicant has 24 months after approval to obtain. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Clarification documents needed - the actual criminal background checks are needed to assist with the evaluation of this application.</p> <p>Board capacity is a concern. This board has applied for two schools in the same county. How will the board have the capacity to effectively manage both and open both within the same academic year?</p> <p>The board chair of the school open in Charlotte will be on the board of this school.</p> <p>What plan does the BOD have in case there is a disagreement with the EMO that cannot be resolved? - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What is decision making process? Not clearly detailed in bylaws Appendix H or this section.(decision making or establishing a quorum.) - kpiacenza</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Does the board have the capacity to successfully run the school should it cease to utilize ALS as an EMO? - paigeabramsonhirsch</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Neither school provided as examples of high and low EMO performance appear to be performing at the levels projected in Education Plan for Central Wake. How will this school be able to outperform existing models? - kpiacenza</p> <p><u>Charter School Replication</u> Note this replication is based on work in FL as the NC school just opened in August 2014. What is the enrollment at that school? What have they learned in the first few months that will inform their work at this school? - maryvcarmichael</p> <p><u>Charter School Replication</u> IRS 990 submitted? - paigeabramsonhirsch</p> <p><u>Staffing Plans, Hiring, and Management</u> The applications states teachers will be jointly employed by the Board and ALS - explain the implementation of this further. How is this being implemented at their first NC school? - maryvcarmichael</p> <p><u>Staffing Plans, Hiring, and Management</u> How is termination affected by joint employment? - paigeabramsonhirsch</p> <p><u>Staffing Plans, Hiring, and Management</u> How are instructional staff teaching responsibilities and hours "on duty" managed given the multiple session schedule. - kpiacenza</p> <p><u>Admissions Policy</u> I have concerns that there is no statement regarding enrollment of students with disabilities - actually, no policy that addresses a policy of non-discrimination due to</p>
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	<p>disabilities, gender, race, etc. I did not find this in the admissions policy section. - marie_massengill</p>
<p>Operations</p>	<p><u>Transportation Plan</u> What about those students who aren't living within 2 miles of CAT route? (Knightdale H.S. is identified as probable source of students) - kpiacenza</p> <p><u>School Lunch Plan</u> Why is there "no time"? Couldn't students eat before or after their sessions? - paigeabramsonhirsch</p> <p><u>School Lunch Plan</u> The school lunch plan outlines providing a snack but not a meal. What is the plan to serve a lunch to those students who may need a full meal provided? - dtsmith840</p> <p><u>School Lunch Plan</u> Are students required to leave campus after their 4 hour session? What if students need to stay for two sessions? - kpiacenza</p> <p><u>Civil Liability and Insurance</u> Does not appear that this Total is the amount reflected in the budget section. - maryvcarmichael</p> <p><u>Civil Liability and Insurance</u> The insurance quote provided in this section of the application and in the appendix match - the amount in the operations budget differs. - dtsmith840</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> It does not appear from agreement that the Working Capital assured in Appendix S will be repaid by school to EMO. Is this correct? - kpiacenza</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Are foreign language teachers included? Need more clarity as to how flexible schedule will allow 4 core teachers to effectively serve projected student body of 200 first year, as well as, relative student/teacher increases projected in first 5 years. - kpiacenza</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> With the rent amount staying constant it sounds like they are in a facility in year one that they will not grow into for several years. This is rent to the management company. Could that excess space be rented to someone else for the startup years instead of the school incurring these costs. Or go into a smaller location initially.</p> <p>Management Co costs rise to 1/3 of all admin and support operations by year 4. This is in addition to all other line items that may be included in contracted services. - maryvcarmichael</p> <p><u>Total Expenditure Projections (Table)</u> Very low surplus for any contingencies. - maryvcarmichael</p> <p><u>Total Expenditure Projections (Table)</u> Accrued surplus values seem small given size of overall budget. - kpiacenza</p> <p><u>Budget Narrative</u> ALS has a management fee in years 2 and beyond. - maryvcarmichael</p> <p><u>Budget Narrative</u></p>

	<p>Is there a contingency plan for the absence of support from ALS, should that contract be severed at any point? - paigeabramsonhirsch</p> <p><u>Budget Narrative</u> What is the contingency plan for the BOD meeting its mission and proposed education plan should ties be severed with the EMO?</p> <p>How will finances be covered without the support of the EMO? - dtsmith840</p> <p><u>Financial Audits</u> The BOD plans to delegate many of its responsibilities to the EMO. How will the BOD conduct its own financial audit to ensure the financial viability of the school? - dtsmith840</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment targets seem unrealistic and overly ambitious, especially given that opening year one with all four grades means pulling in 11th and 12th graders. - paigeabramsonhirsch</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Based on schools opening in the area and for the grade levels served, the enrollment figures in are not realistic. Scaling down enrollment will ensure the proposed school meets the numbers proposed. Some of our more established schools in the Wake County area have not reached 100% of their proposed enrollment. - dtsmith840</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Ms. Nance explained that the schools have the same board and they were willing to be interviewed at the same time for their schools. The board members introduced themselves. All members were present. The school leader of a school that is presently opened introduced himself but was told that because he was not on the board he could not speak. The board distributed materials.</p>
Education Plan	<p>Ms. Nance asked what a day looks like for a student at the school. The board chair explained that students choose a session that they would like to attend and are greeted by the principal. There are a variety of things that are going on. Students have a dashboard on their computers with the learning plan. Each student is evaluated and an success learning plan is created. They know how much time it will take for them to graduate and they are working towards their own levels of mastery. Mr. Maimone asked what an individual plan looks like. Mr. Walker made a motion to allow the school leader to speak. Mr. Maimone seconded the motion. The school leader explained how students work towards mastery.</p> <p>Ms. Nance asked about the student teacher ratio. 25:1 and there are specialist for each subject area. Mr. Sanchez asked for clarification on the student goals. Ms. Taylor asked how actively involved the board is and if they monitor the goals. It seems to be a unique set up.</p> <p>Mr. Sanchez asked what the graduation rates are and how they compare to ALS and what the board expects. The board has to look at the data that ALS provides. If they start will get to a baseline of 300 students. Ms. Reeves stated that she has a concern that the board</p>

	<p>will be opening two schools in essentially the same area and it is very ambitious. They will have the benefit of be able to mark it success. The performance of these schools will be based on DPI guidelines. The capacity and resources are there. Ms. Sutton asked what the common profile of the students who currently attend Commonwealth. The profile of the student is 17.6 of age and they have shown up with 7.3 towards high school graduation and 24 % of the student population are self-reported drop outs. 92% of the students are off track for graduation and are two years behind.</p> <p>Mr. Sanchez commented that he wanted to look at the existing data of ALS and there is a pursuit of 50% graduation and the common make-up of the schools is not similar to the make-up of Commonwealth. What are you expecting your graduation rate to be. The school leader explained that the graduation rate that is provided online is based on the federal rate. When a student comes into Commonwealth they are not apart of the cohort that is listed on the federal site. 60-70% of the students go through the program is Florida.</p>
Governance and Capacity	<p>Ms. Turner asked how many of the board members serve on other boards. Currently there are 2 members that will be on multiple boards. Ms. Turner noted that last year they were approved to open two schools and only one opened. How will they manage 5 schools? It was not that they were not able to the reason they asked for a delay because the facility was inadequate for its readiness to be occupied. There are a few more steps to get Stuart Creek opening. There are no concerns about opening up Stuart Creek. The board has intentionally set up rotating terms. Ms. Nance stated that two members will be serving five schools on two boards. The board members signed conflict of interest statements. Board members explained that the board has high expectations of ALS and of the staff. Mr. Maimone stated that boards are under microscopes with the improper management or finances and governance.</p>
Operations	
Financial Plan	<p>The management company gets 97% of all funds. The board sits down with the ALS team and goes over the goals and programs. The school sets the broader goals. They are actively involved with the staff. The current arrangement that has been agreed to does provide for a 97% fee to ALS. This releases them from the financial risk in the case that enrollment doesn't reach the goal. They have provided \$147,000 to Commonwealth, the existing school, to keep the school a float. There is no upfront capital investment.</p>
OVERALL	<p>Ms Nance explained that common wealth was in a pilot for alternative schools House bill 884 states that by March 2016 will report to the SBE how well the school has done. They have Stuart Creek that will open this Fall and is a charter school that will have data. Some of the data that has been provided makes it difficult to tell how well they have done in other states. Ms. Nance stated that she would like to see how well they do in NC before they open additional schools in NC. Mr. Walker explained that the pilot program was based more on funding than anything else. Ms. Turner stated that they are being evaluated differently than other schools. Mr. Walker asked if it is Ms. Nance position that the schools should not be considered as a regular charter. Ms. Nance replied that she would like to see how things work on in NC. Ms. Walker replied that students will be missing the opportunity to have the flexibility in there education. They are targeting dropouts and high risk. Mr. Maimone stated that they go to the local school system and talk with guidance counselors. Ms. Turner stated that that she visited the school and they are doing what they said they would be doing. She does have an issue with one board running five schools and it is a lot. Mr. Quigley stated that he would be concerned about the number of schools be opened at one time. Mr. Sanchez stated that it is more than data. The mission is an issue and there is nothing yet to completely prove that it is working. Ms Taylor added</p>

	<p>that she likes the model and it could be a statewide model. It is an aggressive plan. It is aggressive to bring on three more right away. Mr. Maimone asked if the board could come to a compromise to open one school per year and choose the school that had the greatest need. Mr. Quigley replied that he would like lots of data. Mr. McLaughlin asked if Wake County Public Schools submitted a impact statement.</p>
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Overall Summary	
<p>Initial Screening 10/23/2014</p>	<p>The Office of Charter Schools deems this application complete. The CSAB voted unanimously to deem this application complete on November 14, 2014.</p>
<p>Application Review</p>	<p>On January 12, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 10 to 0.</p> <p>Concerns outlined consisted of the following:</p> <p>The Education Plan, how does the curriculum compare to national norms, etc. 55% persistence rate is a low return rate for students the following year. 45% of the students will return to their home-based school. It makes sense for the students to go back to their home school. At Commonwealth High School there have been a small handful of students go back to their home school. The application is very vague in the education plan. Mr. McLaughin asked if this is an alternative application? Board members said that alternative schools was not an option at the time of the interview. The principal from Commonwealth High School, Mr. Hanley, explained that the children that would attend have other things going on in their life. Ms. Sutton asked what is the time in front of a person vs. a computer. The principal responded that it would be based on the individual student. It is a blended hybrid model. The content delivery is web based, but the teacher is in the classroom with them. There is concern about meeting the NC Accountability model. Students come in and take an assessment so they can be placed in the appropriate levels. Students are being prepared for NC testing. The curriculum is aligned with NC standards. Students must achieve 70% mastery to move forward in the course. Students don't move on until they reach 70% in each section. Students are on their own time frame. Mr. Maimone made a motion to bring the school in for an interview. Ms. Reeves seconded the interview.</p>
<p>Application Interview</p>	<p>On February 10, 2015 the CSAB voted to recommend this application to the SBE to start the planning year. The full CSAB vote was 10 to 1.</p>
<p>OVERALL</p>	<p>The application will be recommended to the SBE to start the preliminary planning year.</p>