

Northeast Academy of Aerospace and Advan - NEAAAT is a highly innovative regional career academy that inspires and prepares students with the STEM-related skills, knowledge and attitudes needed for careers related to the aerospace industry.



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:

09/26/2014

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Northeast Academy of Aerospace and Advan

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: Northeast Academy of Aerospace and Advan

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: *Northeast Academy of Aerospace and Advan*

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: *Joseph W. Peel*

Title/Relationship to nonprofit: *Originator*

Mailing address: 1525 Rivershore Rd
Elizabeth City NC 27909

Primary telephone: 252-335-7692 Alternative telephone: 252-722-3444

E-Mail address: jandcpeel@aol.com

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

County: PASQUOTANK

LEA: 700-Elizabeth City-Pasquotank Public Schools

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

No:

Yes:

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*

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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>
---------------------------------	---------------------------------	---------------------------------

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Northeast Academy of Aerospace and Advan

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	08,09	120
Second Year	07,08,09,10	240
Third Year	07,08,09,10,11	300
Fourth Year	07,08,09,10,11,12	360
Fifth Year	06,07,08,09,10,11,12	420

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.

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neaaat1

Signature

Joseph Peel

Title

neaaat1

Printed Name

09/25/2014

Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Some concerns regarding the language used in the Exceptional Children Section. The charter indicates that after 2 interventions the school will do a complete educational evaluation, rather than an EC referral will be completed. The IEP team will make the decision of what, if any, evaluations will be completed. This is also the case with a parent referral. There is language in the charter that indicates that the teacher will seek permission from the parent to make a referral - parent is not needed for the referral. There appears to be some confusion on the Child Find Process. There is language in the discipline section that seems to indicate that for any student exhibiting behavior issues a FBA and BIP will be developed. This is an IDEA requirement in very specific situations for identified students. While it may appear to be proactive to develop a FBA and BIP for a non-EC identified student it could make the school vulnerable to a claim/complaint from the parents that the school staff had a basis of knowledge that the student may be a student with a disability in need of special education and related services. There are also references in several places that positive behavior intervention will be utilized. Will this school put PBIS into place and have the staff fully trained in how to employ this program?</u>	<u>Marie Massengill</u>	<u>Cover Page</u>
<u>What is the reasoning for not starting 6-8 and adding high school grades? It might prove difficult recruiting 8th grade students who are settled at their middle school.</u>	<u>Kevin Piacenza</u>	<u>Grade Levels</u>
<u>Seem to be missing total projected student enrollment for second year.</u>	<u>Mary Carmichael</u>	<u>Grade Levels</u>
<u>What is the rationale for beginning at 8th grade, not a natural transition point, and then growing both up and down?</u>	<u>Paige Hirsch</u>	<u>Grade Levels</u>
<u>The enrollment figures are tactical and realistic. Typically it is easier to fill lower grades before filling higher grades. What is the proposed applicants intent behind adding 7th grade in the 2nd year and 6th grade in the fifth year?</u>	<u>Deanna Townsend-Smith</u>	<u>Grade Levels</u>

Reviewer	Score
<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>Pass</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>

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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:

NEAAAT is a highly innovative regional career academy that inspires and prepares students with the STEM-related skills, knowledge and attitudes needed for careers related to the aerospace industry.

Clearly describe the mission of the proposed charter school:

NEAAAT will:

- demonstrate the impact of an entrepreneurial, project-based school culture on student motivation, initiative and achievement, as well as faculty creativity and innovation;
- engage business and higher education partners in creating a career-relevant education and a highly-skilled entrepreneurial workforce;
- inspire and support surrounding school districts to redesign schools to align with regional economic and workforce development priorities.

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.*

North Carolina is undergoing a critical economic transformation. The state is moving rapidly from a low-skill, low-wage economy to a high-skill, knowledge-based, technology and innovation economy. These changes demand an adaptable workforce. As this transformation occurs, NCs traditional "middle class jobs" -- those that paid a family-sustaining wage and required minimal formal education or training -- are disappearing. Furthermore, impending baby-boom retirements will exacerbate an emerging gap between workers skills and job demands.

In North Carolina there are approximately 400,000 STEM-related jobs, and more than 70,000 additional STEM-related jobs will be created by 2020. This reflects a growth rate greater than for all other jobs in North Carolina. STEM-related jobs in North Carolina pay 64% more than the average job and will serve as the economic engine driving this state's future. Yet even during the periods of highest unemployment, companies reported difficulty finding qualified workers for STEM-related jobs. More so than ever in our nation's history, education is more closely tied to our economic prosperity.

Northeastern North Carolina has long suffered the negative effects of

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poverty levels well above the state average. According to the new NC Department of Commerce Tier Designations document prepared by the department November 15, 2013, five of the six counties that will be served by NEAAAT were designated as Tier 1 counties. Four of these counties are in the First Congressional District of North Carolina, which is the fourth poorest district in the United States. According to the 2010 US Census, the median household income in the district is \$32,488, 21.9% of the population live below the poverty level, 52.4% of families with children below the age of 18 are single female heads of households, 22.5% of the population do not have a high school diploma and another 18.6% have only a high school diploma. Finally, the unemployment rate in the district was 15.2% at the time of the census.

Contributing to the continuation of the cycle of poverty in this part of our state is the poor performance of several of the school districts. They have consistently proven they are unable to educate poor students to high levels of performance. In three of the school districts, the 2011-12 End of Grade Test results indicated that only 41% of African American students in grades 3-8 had passed both the reading and math tests in their respective grades and in the other two districts that percentage is slightly over 50%. Three of these school districts also perform below the state averages at the secondary levels and on SAT Tests. The new state test data from 2012-13 just released in November indicate that three of these districts are below the state average with one district having only one out of every three of its students proficient. Only one of the districts was over 50% proficient.

In addition to test data, there are significant anecdotal data that indicate that student performance in our school districts is hindering economic development and the growth of our region. The Mayor of Elizabeth City recently initiated a community planning process focused on identifying areas needing improvement to spur economic development. The number one indicator identified by a group of 100 diverse citizens was K-12 education. It is clearly evident that significant and lasting change is necessary.

NEAAAT will be located in Pasquotank County, on the Elizabeth City State University (ECSU) campus. The only public university in the region, ECSU is the geographical epicenter of the NEAAAT service area and houses one of the only aviation schools in the state. The purpose of NEAAAT is to create a pipeline for underserved populations to high paying, STEM-related jobs. The school will mirror the ethnic and racial composition of the region.

- 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 total enrollment of the charter school will be 420 6-12 students. This school will draw students from six counties in Northeastern NC - Camden, Chowan, Currituck, Gates, Pasquotank, and Perquimans. The school's enrollment will reflect 2% of the total membership of these LEAS. Since the number of students from each LEA will likely be unequal, we anticipate ADM percentages ranging from 0.3% to 5%.

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

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LEA(s).

This school will be a complete realignment of 6-12 education to what is required in the world of work in the 21st century and to success at institutions of higher learning. This school will create an entrepreneurial learning environment for students and teachers that will be based upon problem-based and project-based learning in a team setting. Students will be able to take courses in design, engineering, and other areas not now available to them. Students will create student exhibitions of their learning to present to the public and will have opportunities for career guidance, field trips into aerospace and technology businesses, and work-based internships. As they begin their junior year they will select a career area, either moving into a technical field, such as FAA approved Aviation Maintenance Certification at COA or a field of study at Elizabeth City State University. Students will graduate with numerous hours of college credit and will have developed a work ethic necessary for success in today's world. Middle and high schools within the 6-LEA service area have not implemented an education plan of this type for all students in grades 6-12.

One of the goals of this school is to establish a regional hub of best practices and innovative learning models. NEAAAT will consistently offer professional development to all educators in the region, model leading research-based school design elements, and re-shape teacher education through a close partnership with the Department of Education and Psychology at ECSU. In this way, the school will be positioned to effect the significant and lasting change necessary for the economic survival and future prosperity of the region. No local LEAs have, as a part of their education plan, evidenced an actionable plan to inform and effect changes to teacher education programs at the post-secondary level.

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.*

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1. Create new professional opportunities for teachers -- Teachers will be recruited, trained and empowered to become educational entrepreneurs in developing creative and engaging projects using cutting edge instructional strategies. They will commit to working as a team with one another and modeling that teamwork to students so the school culture will mirror the modern team-based work environment. Teachers will be expected to be leaders and coaches for student learning teams within which students learn leadership, conflict-resolution, project management and creative application of academic and soft skills. Through partnership with NC New Schools, the school will provide high quality research-based professional training -- not just for the teachers at the school, but also developing the capacity of the faculty to provide STEM-related resources and professional development for teachers across the region, thereby improving instruction for all students across the northeast.

2. Hold schools accountable -- The purpose of this school is to create a pipeline for underserved populations to high paying, STEM-related jobs, so an important indicator of its success will be the percentage of students earning post-secondary credentials and entry into those career fields. Employers and community members will play a crucial role in providing feedback and assessing the skills of students, comparable to the emphasis on observable task completion in industry performance appraisal systems. These partners will be a key resource in providing feedback to students and the faculty about development of 21st Century skills and knowledge, as well as the entrepreneurial school culture needed to develop those skills. In addition, students will take all NC mandated tests, and surveys will be developed to determine customer satisfaction.

3. Provide parents and students with expanded choices -- This school will provide courses in its curriculum as a STEM school that are not available in other local schools. The school will offer students a variety of options for hands-on learning, including service and experiential learning opportunities directly linked to regional workforce development goals.

4. Improve student learning -- This school will have an entrepreneurial, project-based and collaborative school culture in which failure will not be an option. Students will work in the field with experts and will be challenged through seeing how learning connects to the "real" world of work. Students will be taught how to work successfully in teams and will be much more responsible for their own learning and the performance of their team than in a traditional school setting. They will keep learning logs and will set weekly personal goals for their learning.

5. Increase learning opportunities for all students -- In addition to the alternative learning methods found in STEM schools, every contractor at the Coast Guard Base has agreed to provide one or more of the following: internships, summer employment, field trips, mentoring, and/or visiting teachers. Furthermore, with the school location on the ECSU campus, students will have ready access to college classes in the upper grades, as well as the opportunity to enroll in our community college's FAA-approved Aviation Technical Maintenance degree program.

6. Encourage the use of different and innovative methods -- The school will experiment with innovative approaches to classroom instruction. The school

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will also become a leading research and development site for a variety of technology supported instructional approaches, such as competency-based learning, blended and online learning to inspire students and customize learning opportunities to individual student needs.

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.*

The following goals represent specific objectives that support accomplishment of the schools mission:

1. Student Achievement

*At least 80% of all students will perform at or above the state average on all state-mandated tests.

*The Northeast Academy for Aerospace & Advanced Technologies will meet or exceed all subject area student growth standards.

*Graduation rate will exceed 95% annually.

2. Student Enrollment and Retention

*Student attrition will be less than 8% annually.

*Student attendance rates will be at least 95% annually.

3. School Culture

*At least 85% of school families will report annually that they are satisfied or very satisfied with school performance.

*At least 85% of students will report annually that they are receiving quality, challenging schoolwork to do.

*At least 85% of students will report annually that they are working in a nurturing environment that will not let them fail.

4. Highly Qualified Workforce

*At least 80% of teachers will be licensed in NC and highly qualified according to NC guidelines.

*All teachers not licensed in NC will have a plan to become licensed within three years from their date of hire, with the exception of CTE teachers.

*At least 90% of teachers and staff will recommend this school as a great place to work annually.

*100% of all teachers will annually report that this school is invested in their continued professional development.

*Teacher attrition will be less than 10% annually.

5. Standing Within the Community

*The number of business partnerships with the school will increase annually.

*The school will provide quality training for area teachers in math, science, and/or technology annually, beginning within the first three years of operation.

*Within two years of opening, the school will become a lab school for education majors at Elizabeth City State University.

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

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The Board will have a strategic plan with measurable annual goals that are aligned to realizing its mission. Progress toward these goals will be monitored throughout the year and reported to the Board. At the end of the year, the CEO will report to the Board progress made and will work with the Board to set new targets for the following year. The instructional staff will also be involved in this goal setting and review process which will become a ritualistic part of the school's culture.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
What are examples of expected STEM careers beyond aviation?	Paige Hirsch	Mission Stat
Although the mission statement seems to accurately describe the school's proposed intent, it could be more compelling. If more of the elements in the mission description could be worked into the mission itself, it would be more effective.	Kevin Piacenza	Mission Stat
Specifically, what are and where are the aerospace businesses mentioned in this section? (beyond the two referenced in Appendix A). Has a survey specific to enrolling in this school been conducted?	Kevin Piacenza	Educational
Description does not discuss specific student need-academic or otherwise, but rather focuses on the economic need of the region and the poverty levels affecting many families.	Paige Hirsch	Educational
What are STEM specific courses not available in LEA? Will "partners" alone be responsible for providing accountability feedback? How will that process be facilitated over time? What is meant by "failure will not be an option"? Does that relate to summative assessment results or project performance? Can't "failure" be a learning experienced in STEM-based work?	Kevin Piacenza	Purposes of
The proposed applicant states there are commitments from the Coast Guard Base - what is the plan to ensure this collaboration actually takes place? How will the applicant ensure that all 6 legislative purposes are met? How will success be measured to ensure all 6 legislative purposes are met as outlined within the application?	Deanna Townsend-Smith	Purposes of
There are no STEM focused goals. The student achievement goals may want to demonstrate improvement over time of individual students. Example, the first goal may not be possible if the student population the first year if the majority of students came in performing below grade level. The following goal may also be hard to attain in the first years and could be reworded to focus on the student growth instead of the overall school. *The Northeast Academy for Aerospace & Advanced Technologies will meet or exceed all subject area student growth standards.	Mary Carmichael	Goals for th
No individual student growth goals. Is the first goal and annual goal or over the term of the charter?	Paige Hirsch	Goals for th
Based on the targeted population described earlier, it is questionable if the goals set are attainable especially within the first few years of operation. What is the plan to gradually attain the goals set so that the goals set are more realistic?	Deanna Townsend-Smith	Goals for th
Details related to board monitoring goals lacks details. Who is responsible? What goals? The stated goals are very broad and it is not clear how they could be used in a "strategic plan". Performance goals lack specificity with respect to academic growth on a year by year basis. Will 80% be at or above state average first year? How high above? Are there STEM specific goals? 85% of parents satisfied does not seem ambitious given goal of less than 8% student attrition. No discussion of financial goals is noted.	Kevin Piacenza	Goals for th

Northeast Academy of Aerospace and Advan - NEAAAT is a highly innovative regional career academy that inspires and prepares students with the STEM-related skills, knowledge and attitudes needed for careers related to the aerospace industry.

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

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III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The Northeast Academy of Aerospace and Advanced Technologies (NEAAT) intends from its inception to grow into a regional and statewide research and development resource with an explicit mission to model and assist other public schools in re-inventing themselves to align with regional economic and workforce development. As part of the NC New Schools network of STEM-themed schools, career academies and regional schools, NEAAT will engage regional and statewide partners in business and higher education to:

*continuously re-evaluate and re-align curriculum, post-secondary education programs and project-based learning with the emerging high wage-high demand career opportunities in the region

*pilot and disseminate new approaches to assessment and accountability that align with these evolving career opportunities and satisfy business and higher education "customers"

*make open-source curriculum resources and promising practices digitally and publicly available to all schools

*develop the capacity to train and support both veteran and prospective teachers in the entrepreneurial attitudes and innovative instructional practices necessary to teach in an entrepreneurial school culture with project-based learning as its foundation

To support that evolving journey, the school will draw on three powerful design resources:

1. NC New Schools network of innovative schools based on commitment to design principles, a common instructional framework, and talent development through professional development and coaching

2. Project-based learning

3. Entrepreneurial future-ready skills integrated into a rigorous STEM education leading to emerging regional careers in aerospace, advanced manufacturing and security and entry level post-secondary education and skills required to access those careers

STEM Partnership with NC New Schools:

NEAAT intends to become the first regional charter school committed to an

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ongoing partnership with North Carolina New Schools and its network of innovative schools, especially STEM schools in the Aerospace, Advanced Manufacturing and Security network, those committed to developing project-based learning, and early colleges.

These schools aim to raise student performance and engagement by changing students' perceptions of science and mathematics as well as their perceived and achieved abilities in these disciplines. These STEM schools provide the tools and space for exploration and invention and foster a culture of collaborative inquiry among faculty and students. STEM curriculum emphasizes connections within and between the fields of mathematics and science; heavily and meaningfully integrates technology; and introduces and continually engages students in the engineering design process. The arts and humanities further support the STEM focus, and all courses highlight the role of STEM in the global society and economy.

Beyond content knowledge, STEM schools value and cultivate creativity and develop the problem solving, communication, and collaboration skills that drive innovation. Extracurricular activities, summer programs, virtual and blended opportunities, and internships provide learning experiences that increase students' awareness of and interest in STEM and its importance in sustaining and improving our lives.

Research in STEM learning over the past two decades has a lot to say about what makes for effective, engaging STEM education. Among the key factors: it capitalizes on students early interests and experiences, identifies and builds on what they know, and provides opportunities to engage in the practices of science and mathematics to sustain their interest. In other words, throughout their schooling, students should learn to investigate questions about the world that they come across in daily life, in much the same way that scientists and mathematicians work.

See Appendix T for continuation of Instructional Program

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 learning environment will be modeled after modern corporate working environments and post-secondary settings that emphasize work and accountability in small teams, hands-on construction of real products and prototypes, and pervasive use of technologies to support projects and learning both within the school and flexibly anywhere and anytime. Students will initially be assigned to a small (4-5) student learning team within a specific grade level, a core team of teachers, and an advisor. However, daily and weekly course schedules will be flexible as teachers determine the best way to address weekly learning goals set in collaboration with student teams. Student teams will be periodically reassigned to give students the experience of working with diverse partners to accomplish tasks. As teachers develop close working relationships with students, they will utilize team-building strategies, project management tools and rubrics to help students learn how to function in a team, assign specific roles, offer warm and cool feedback to student projects, and self-evaluate their individual and team accomplishments. Supported by a 1:1 student-computer ratio, faculty will

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develop "flipped" classroom and other online resources to support student projects, learning tasks, and assessments. While class size will average 20, students will experience both whole group and small group activities during a given week.

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.*

Business, community and higher education partners have already identified current and emerging careers in Aerospace, Advanced Manufacturing and Security as one of the best available high wage-high demand career opportunities for students in the region, as well as crucial to the future economic growth and quality of life for this regions communities. Yet unless students are equipped with the essential STEM-related knowledge, skills and attitudes, as well as post-secondary credentials, they will not have the opportunity to pursue these careers. So far, school districts in the region have been unable to prepare significant numbers of students for these opportunities.

As in most districts, this failure to master fundamental academic content and graduate ready for careers and college is most pronounced among students whose families lack a college degree, as well as those from poverty. NC New Schools has demonstrated over the last ten years that fundamentally changing teaching and learning strategies and school culture can dramatically increase the achievement and career prospects of this target population.

Disappointing achievement results despite increased funding and the best efforts of teachers and administrators indicate that something is missing in the overall instructional system. The demonstrated impact of the design principles and instructional framework offered by NC New Schools on these students offers proof that a fundamentally different approach to teaching and learning can turn around the lives of students, especially those who lack exposure to the opportunities and challenges of the 21st Century workplace as well as to post-secondary education options. As much as possible, this project-based instructional model will incorporate the knowledge, skills and attitudes necessary for students to successfully pursue entry-level careers and post-secondary credentials in STEM-related careers.

Because these entrepreneurial, future-ready skills are transferable to a variety of future jobs and opportunities, students will not be asked to make premature decisions about a narrow career pathway. Instead, these students and their families will be asked to commit to a journey of personal and career exploration, to engage with faculty and partners through a more hands-on and team-based project approach to continuous learning and

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accomplishment. The first two years of high school and middle school will be spent in extensive career exploration through guest speakers, field studies, projects, mentoring and job shadowing.

The intent of this exploration is for students to gain awareness of career opportunities related to Aerospace, Advanced Manufacturing and Security. At the end of their sophomore year, students and their parents will be asked to select a post-secondary degree and/or industry credential they will pursue over the next two to three years.

- 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 expects to train, coach and support teachers to become risk-takers and entrepreneurs in their instructional methods, based on the design principles and common instructional framework provided by NC New Schools as well as best practices in project-based learning. NC New Schools has developed convincing experimental evidence that innovative schools that have embraced these practices are producing significantly better achievement, promotion and graduation rates, and initial college success for the target population than comparable students who were not randomly selected for early college.

Similar evidence from problem-based learning studies indicate that this approach is capable of producing superior soft skills and application of knowledge as well as content mastery. These foundations require recruiting teachers who are willing to commit to a radically different role in relationship to students, each other, and partners. With students, they must be willing to transform the traditional school model of lecturing to impart core content knowledge to the more interactive instructional strategies and personalized family-like team relationships that NC New Schools trains and coaches teachers to implement.

In effect, they must begin to treat and respect students as one would treat and induct new employees in a business, engaging them not as passive recipients to be controlled as they wait for commands, but proactive, creative partners in promoting and improving learning and goal accomplishment. Students in turn will have to commit to the importance of their proactive role in developing a learning community, taking not only personal responsibility but team accountability for learning.

Teachers will also commit to making their private practice public, utilizing professional learning communities within the school and instructional "rounds," an NC New Schools best practice modeled on medical rounds, to engage peers in providing feedback on student learning that can help teachers reflect on and improve their practice. In addition, hosting frequent visitors, learning tours and eventually structured study visits to assist others in their design journey provides additional opportunities for students as well as faculty to make learning and practice public through soliciting helpful feedback on projects and strategies.

- 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 ongoing involvement of business and post-secondary partners in mentoring

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and coaching students, along with the school culture based upon authentic projects involving real-world customers and clients, are the best guarantee that students will be equipped with the creative future-ready skills needed to apply their knowledge and add value in both careers and post-secondary education. The school does not seek to limit or mandate that all students pursue a single pathway or goal to their dreams. Rather it offers multiple pathways within a rigorous STEM core content and skills that give students and families informed choices about what destination will produce the most satisfaction for them.

As outlined in Appendix B3, all students will be expected to graduate with high school course credits exceeding the state minimum graduation requirements and meeting UNC admission requirements. In addition all students will graduate with advanced standing in their selected post-secondary credential, having demonstrated success in completing college coursework. Fully supporting students to meet these graduation requirements ensures that they are prepared to pursue further education and career advancement without remediation.

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?

Entrepreneurial future-ready skills: STEM courses are designed not just to develop knowledge but also the creative design, collaboration and problem-solving skills that are so highly valued by employers. At the recent National Academy Foundation conference this summer, an employer stated "We hire on hard skills and fire on soft skills." Work in most modern organizations is team-based, including employee appraisal and incentive systems, so it is crucial for future career success that students learn to work within diverse teams to collaboratively solve problems, resolve conflict and develop persuasive leadership skills, sometimes with virtual partners whom they have never met in person. Hence, the project-based learning culture not only improves the academic component of the students lives but also provides valuable life lessons that can be applied to collaboratively solve tomorrows problems in the real world.

One lesson learned already in the journey of innovative schools attempting to re-align themselves with the demands of their "customers" in business, community and higher education is that these partners must be continuously involved in identifying and providing feedback to students and faculty about the skills, knowledge and attitudes required to be successful in careers and post-secondary education. NEAAAT will utilize the Seven Survival Skills articulated by Dr. Tony Wagner as the initial basis for incorporating these future-ready skills into every aspect of the school, including rubrics, feedback and grading practices, and accountability. These Survival Skills are highly compatible with the future-ready skills identified by the NC Department of Public Instruction, and primarily reflect the "soft skills" that both business and higher education have identified as crucial for success in their organizations for over twenty years.

The school will benchmark performance appraisal instruments and processes utilized in partner industries and adapt these practices to feedback, grading and assessment practices in the school. Lessons learned so far are that these practices rely heavily on demonstrated task, project and team

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accomplishment of goals rather than paper and pencil tests. While NEAAAT intends to demonstrate high growth and performance on required state and federal measures, it also intends to work with these partners and the state board of education to develop a blend of performance and standardized measures that our customers agree are reliable, credible and aligned to their expectations for career and college success.

Frequent student performances akin to graduation projects will be embedded throughout the entire time students are in the school, including bi-annual public Exhibitions of Learning and a culminating Graduation by Exhibition in which students demonstrate proficiency in key skills and content through a series of performances and portfolio evidence.

Students will earn credit hours by taking and passing classes. Grade point averages will be computed on a 4.0 scale for all classes. Students will also meet local requirements through assessment of Graduation by Exhibition, student work ethic and their ability to work in teams. The school will document service learning hours, completed internships and completed higher education classes. If a student has completed a certification program at the community college, it will also be noted.

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 initial calendar is designed to mirror as closely as possible the existing expectations of students and their families. Previous experience among innovative schools in regional areas indicates that participating in such an unknown entity for the first two years or so represents significant trust and risk-taking on the part of these students and families. Trying to jump too quickly to more innovative approaches such as a longer school day and year can often discourage the very target population the school is trying to reach from even applying. More flexible schedules to allow for summer internships, camps and college courses should become more appealing to students approaching their junior year as they select a post-secondary credential and see the opportunity that summer and online college work can offer for achieving their degree in less time without cost. As the school gains a reputation and finances become more stable after the first two years of start-up, opportunities for extended day and school year will become more feasible.

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.*

Special Populations and "At-Risk" Students:

The schools education plan must include information on the plan for teaching students who are "At-Risk" for failure, students who speak English as a second language (ELL) and exceptional children. Federal and State laws do not allow schools funded with public dollars to exclude anyone based upon exceptionalities.

Teaching students who are "At-Risk" for failure:

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True mastering of a subject will be required for the set of courses that are considered foundational (e.g. Algebra I, Algebra II, Physics I, English I, Spanish I, etc.) to succeeding at higher-level courses. In those courses, any student receiving a C or C+ at the end of a grading period will be required to receive additional tutoring at school, during flextime, in that subject during the next 4-week grading period (even if it spills over into the next semester and overlaps the next course in the sequence). Any student that receives a failing grade during a grading period will not only receive tutoring, but there will be a meeting set up with the appropriate person to put together a plan for success.

Additionally, math and writing assessments will be administered prior to initial registration and at the start of 9th and 10th grades in order to identify "at-risk" students with serious deficiencies.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

English Language Learner (ELL) students will initially self-identify when they complete the necessary paperwork for enrollment and state their native language. Any student that declares a native language other than English will be tested using the standards of World Class Instructional Design and Assessment (WIDA). WIDA is used to identify English proficiency in 27 states, including NC. If the student's need is significant enough, the school will provide English as a Second Language (ESL) instruction. Literacy support in content areas for all ELL students in the areas of linguistic complexity, content vocabulary, vocabulary usage, and language control will be provided. Student progress will be monitored and evaluated according to recommendations provided by NC DPI, currently posted via the English Language Development wikispace. Briefly, students will be assessed annually, with exit determination based upon proficiency as measured by the ACCESS Test.

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.*

Northeast Academy is specifically designed to cater to a broad population of students. The school will note in its records any student that comes with evidence of having been identified as intellectually gifted. All students, though, will be expected to progress at and achieve a high bar of academic success. With the longer school day and its built-in flextime, intellectually gifted students will have opportunities for accelerated learning either from their teachers, from special topic lectures that we intend to plan with ECSU or COA professors as well as with experts from the field, to online lectures that are freely available from Internet sources. On a yearly basis, the academic progress of the students identified as

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intellectually gifted will be reviewed with the intent of improving our curriculum.

In the out years the school will explore the possibility of sponsoring activities such as Olympics of the Mind to provide an additional challenge.

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)*

Northeast Academy will take every measure to protect the confidentiality of all student records. The school will comply with all regulations set by the Family Policy Compliance Office (FPCO). The school's administrative assistant will be in charge of coordinating and managing all student records. Student record requests will be conducted confidentially, and Northeast Academy will request that those records come in a sealed envelope marked attention to school administration. All student records will be kept in a locked file cabinet away from public view. To access student records, teachers and/or the student's IEP Team members must follow proper procedure and sign in with the school's administrative assistant. Student records may not be removed from the school. Parents may request a copy of their child's records at any time.

If a parent requests a previously unidentified student be assessed, the school will contract with a licensed psychologist for identification. The intervention team may also recommend assessment to the administrator based on progress monitoring. Once a student is evaluated and identified as an Exceptional Needs student, Northeast Academy will do the following to help meet the needs of the student: a) Create the students IEP Team and develop an IEP Plan for that student, b) Liaise with the local branch of the Exceptional Children's Assistance Center to access up-to-date information and resources for the student, c) Ensure the student receives the appropriate specialized support and services as made possible through State Aid (PRC 32) and IDEA Part B (PRC 60) funding allocated to the student through the school, and d) Develop a strong partnership with the student, the parent(s), EC professionals and others.

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Also, Northeast Academy will be a hands-on learning environment with project-based curricula. Research supports that students with learning disabilities learn better by doing rather than lectures. In accordance with the student's IEP Plan, appropriate teaching methods, learning environments and other strategies will be implemented to help the student succeed academically, socially, and emotionally.

Northeast Academy will work closely with the EC community to provide the best methods and support systems so that students needs are met. These methods can include the following:

a)Technology Tools to let students give feedback by testing their understanding and helping the teacher know if students are engaged and comprehending the lesson.

b)Improve Students Executive Functions, mental processes to perform activities such as planning, organizing, strategizing, paying attention to and remembering details and managing time and space. Teachers will be provided the tools and training to help strengthen a student's executive functions for success in school and beyond.

Northeast Academy will ensure compliance with all student IEPs and will have the following guidelines and procedures in place:

a)A comprehensive, writtenIEP will be kept in the students locked file on site along with all the relevant, supporting documentation and IEP Team progress reports.

b)Northeast Academy has reporting periods approximately every 4 weeks. IEP Team progress reports for all students with IEPs will be made available to parents, students (16 years of age and older) and relevant staff (as per parental approval) at that time.

c)Recommendations or modifications to a students IEP can be made any time during the school year. Northeast Academy will comply with all Federal and State regulations for serving exceptional children.

Following are some of the commitments that Northeast Academy makes:

- Enrollment to all children will be open, regardless of disability status.
- Assistive technology devices and/or assistive technology services, will be made available to a child with a disability, if required.
- Exceptional children will be placed in the least restrictive environment and wrapped in a comprehensive system of supports.

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.*

Northeast Academy believes in providing the opportunity for a STEM-focused education for a broad range of students. As such, we believe in the rights of all students for a "free appropriate public education (FAPE)". As part of the enrollment process, prospective families will be asked if their child

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has been assessed for and is eligible for special education services through:

* IDEA and has an IEP

* Section 504 of the Rehabilitation Act and has a Section 504 Plan.

To help identify other possible exceptional children that may require special education services, the regular education teachers will be equipped with resources to help them identify students who may benefit from screening and assessment. In some cases, this may include regular education teachers consulting with the exceptional children's teacher and request the teacher to observe during a class period. If the teacher feels it is in the student's best interest, in consultation with the CEO, the teacher may reach out to the student's parent(s) and make a written request to have the child receive a complete assessment. Although parental permission is not necessary for basic screening, Northeast Academy believes that a partnership between the school, the student, and the parent(s) best serves everyone's interests.

Northeast Academy believes in the rights of all students to a "free appropriate public education(FAPE)" and as outlined above, will implement strategies to help identify Special Education students upon enrolling in the school and while attending the school. In consultation with the school's EC teacher and counselor, we will take the following steps:

* Develop and implement at least two pre-referral intervention plans based on initial screening with strategies to help the student improve. If after two intervention plans the student has not shown significant improvement, then the students teacher will make a request for a complete educational evaluation.

* The school will make a request to the parent(s), in writing, for a complete educational evaluation for the student.

* Working with the students parent(s), in accordance with IDEA provisions, the school will ensure the student receives a complete evaluation.

* If the school is not fully equipped to administer all or part of the evaluation, then, at the school's expense, appropriate outside resources will be arranged.

* If a parent does not wish for their child to participate in an evaluation, then in accordance with IDEA, the evaluation will not be administered.

For unidentified, potential Exceptional Needs students, Northeast Academy will allow sufficient time for teachers to observe and monitor students in the school environment.

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*

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last grade served will know and be able to do. Be sure to include plans for the "At-Risk" population.

1. All classes will be taught at the honors level whenever available to ensure rigorous preparation for college level work. Students will be supported to reach these standards through customized interventions, such as peer coaching, mentoring, technology and flexible use of time. True mastery of the content of foundational courses, such as Math I will be required. Students not at mastery will be required to negotiate a personal learning plan that establishes weekly goals and to receive additional tutoring during flex time.

2. The North Carolina Accountability Model is seen as a foundation and a beginning rather than an end for the learning outcomes envisioned by the school. Clearly the feedback from employers as well as the high need for remedial courses at the secondary level, indicate that current accountability measures are not adequately aligned to success in either careers or post-secondary education. All students will be expected and supported to achieve well on these current measures without resorting to harmful, short-term "test prep" strategies. With the support of business and higher education partners, the school intends to clearly keep its primary focus on satisfying these customers that the students in the school, as well as the school culture established with them by the faculty, is generating not just content knowledge but the creative future-ready skills they judge to be essential in promoting future career and post-secondary success. With their help the faculty intends to develop a system of performance assessments and portfolio evidence that these customers find credible in predicting future success. Eventually, the school with support of its partners may propose creative alternatives to current accountability measures that more clearly align with and predict post-secondary success in careers and college.

NEAAT will first benchmark and then invest in a learning management system and grading software that will support competency-based learning. The online platform will incorporate essential curriculum standards and future-ready skills to support online blended learning as well as continuous feedback to students and their families regarding their progress and mastery of essential standards. This platform as well as new State Board policy supporting credit by mastery will be essential to enable students in their junior year and beyond to have the flexible time schedule needed to participate in internships and college classes.

3. The faculty will develop and provide clear rubrics to enable individual students to gauge their progress in mastering standards and skills and to set individual and team goals. They will also continuously explore, utilize and evaluate a variety of formative assessment strategies and technology to determine which strategies are most effective in diagnosing and providing feedback about students current understandings and level of mastery. Such a capacity is crucial to develop customized pathways or options for how students can master standards based on better diagnosis of what they do not yet understand. It is particularly important to serving the target population without screening out students who have previously struggled to learn.

The school will communicate student academic expectations to parents prior

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to their applying for admission to the school and at an orientations session held prior to the school year beginning. The school will have ongoing communication with parents regarding the academic performance and progress of their students. There will be many opportunities for students to receive additional academic support to ensure their success. A part of this regular communication between parents and the school will be how student progress is impacting student promotion and/or retention. Promotion or retention of students attending NEAAT will be communicated to parents in person and via a letter through the mail.

As the school evolves grade level placement will become much less important and will eventually disappear. The focus of the school will become student mastery of content and skills. Students will have multiple opportunities to demonstrate mastery even after the formal completion of a course.

4. Graduation candidates are required to complete the Future Ready course of study and will exceed the Future Ready Core Requirements for Graduation. Students must pass all EOCs in order to graduate.

A graduation by exhibition will be developed and will become a requirement for graduation from the Northeast Academy. Its completion will be noted on the official student transcript.

- o Four English Courses
- o Four Mathematics Courses
- o Three Science Courses
- o Four Social Studies Courses
- o Two Foreign Language Courses
- o Four Technology/Entrepreneur Courses
- o Successful completion of two internships
- o One North Carolina Healthy Living/Physical Education Course;
- o Computer Proficiency demonstrated through state and/or national testing

All students, especially exceptional students will be supported to reach these standards as described above. The exceptional child's IEP plan will determine the appropriate learning intervention.

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.*

1. The school will develop a student handbook containing a code of conduct that will be reviewed with students at the beginning of each school year. In

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In addition, much of the school work students will do will be done in a team setting. Rubrics will be given students to complete this work and a part of all rubrics will be behavioral expectations. This school will have a major focus on getting students career ready and developing a solid work ethic. Attitude development and developing students who make good decisions and are self-disciplined will be a major aim of the school.

2. Out of School Suspension

The severity of the offense will determine the length of the suspension. Listed below are examples of some offenses that are grounds for suspension:

- *Disruptive behavior
- *Damage to school property
- *Damage to private property
- *Assault, Threats, and Harassment
- *Possession of weapons/dangerous instruments on campus, bomb threats, terrorist threats, or clear threats to safety
- *Possession of narcotics, alcoholic beverages, stimulant drugs/paraphernalia or other prohibited substances
- *Abuse or distribution of over-the-counter medication
- *Tobacco use/possession
- *Repeated school violations

As this list is not all-inclusive, other offenses as deemed inappropriate by the administration may also result in suspension.

3. Discipline for Students with Disabilities

Many students with behavioral problems are students with disabilities. These students may require behavior interventions, modifications, curriculum changes, and strategies development. In order to provide the above mentioned strategies, special educators and administrators must identify causes and function of behaviors, and develop a behavior improvement plan including positive behavior supports.

To address a wide range of significant issues related to student behavior, school-based personnel will conduct an effective and efficient Functional Behavior Assessment (FBA) and develop an appropriate Behavioral Intervention Plan (BIP) for students whose behavior interferes with their own learning, interferes with the learning of others, or violates school disciplinary procedures.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the Policies Governing Services for Children with Disabilities and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 et seq., 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(2), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45, -47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; Policies Governing Services for Children with Disabilities, State Board of Education Policy GCS-D-000

4. Again the student handbook contains this information and will be given to all parents at the beginning of each school year. They will be required to read it and send assigned form back to the school confirming this action. In addition when a student is suspended or expelled the following will be adhered to.

When imposing a short-term suspension, the CEO or designee shall provide the

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students parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The CEO or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parents primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice.

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Section III: Education Plan Concerns and Additional Questions		
Is there any foreign language program? No FL teachers identified in budget.	Kevin Piacenza	Instructiona
Further documented evidence in Appendix U (note - applicant sends reader to look at T).	Mary Carmichael	Instructiona
I am not sure I see a comprehensive curriculum framework for the 7th and 8th grades. Appendix B seems to only include reference to Math and Science.	Mary Carmichael	Curriculum a
The STEM component of the sample scope and sequence is not clearly defined. Since this appears to be a focus for the school, how will the STEM component be measured and included in the graduation requirements?	Deanna Townsend-Smith	Curriculum a
B1 seems incomplete as a scope and sequence document.	Paige Hirsch	Curriculum a
No mention of RTI or other best practice to provide tiers of support to struggling students. No definition of "appropriate person" who will be charged with putting together a plan for success. Is this a teacher? Principal? Counselor?	Paige Hirsch	Special Prog
While the applicant addresses the needs of ELL and EC students there is not a clear plan on how the school will meet the needs of students who are identified as "At Risk." How will the school address the needs of students who may not be able to meet the standards outlined? Earlier in the application the applicant states a longer school day will not be available until trust is built - how will the needs of the academically gifted student be addressed until that occurs? Since the school proposes to be innovative in their instructional practices what other innovative activities can be used or developed for academically gifted students attending the school? How will the school identify students who do not come with the identification of academically gifted?	Deanna Townsend-Smith	Special Prog
How does the proposed school plan to accommodate the needs of students who may need or have a 504 plan?	Deanna Townsend-Smith	Exceptional
A specific system for managing 504 plans is not clearly presented in this section.	Kevin Piacenza	Exceptional
If a parent makes a referral, the IEP team will be the individuals who make the determination of what areas are to be evaluated. It should not go directly to a psychologist for evaluations, for various reasons, there may not be a need for psychological evaluations (there may already be this info that the IEP team would have to review; all categories of EC do not require psych evals, there may be other areas that need evaluations such as speech, OT, PT, etc. Or the IEP team may make a determination, based on existing data that an evaluation is not warranted. A parent request for evaluations is just that, it must be reviewed by an IEP team, but the team may not come to an agreement that the student is in need of an evaluation, or there may be current evaluations from the previous school system that the team needs to review before making a determination. The process for obtaining evaluations is not compliant. A teacher cannot obtain consent for evaluations from a parent. The decision to obtain evaluations for the purpose of determining eligibility for special education and related services can only be done by a legally composed IEP team. be careful using terms such as "full educational evaluation" - again, the IEP team make the determination of what areas are evaluated and each area to be evaluated must be clear to the parent before obtaining an Informed Consent to Evaluate. Also, the term "pre-referral" when referencing the initiation of interventions is very problematic. It indicates predetermination that the student is going to be referred to EC. The purpose of the research based interventions is to see if the student will respond not to lay the path to EC. If the parent does not wish the student to be evaluated the school/LEA actually has the option to file due process to evaluate. Not sure they really understand this portion of the regulations. This part of the charter is full of non-compliance that could potentially get them into real trouble.	Marie Massengill	Exceptional
The IEP team is not fully described and there is no discussion of contracting for services, eg., psychological testing, OT, speech therapy, etc.	Kevin Piacenza	Exceptional
Specific time referenced assessment strategies are not presented. An online platform for managing assessment and grading is noted but not specifically identified or described.	Kevin Piacenza	Student Perf
Unique student performance goals seem to be missin.	Mary Carmichael	Student Perf

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While it is great to offer honors level courses it is not fully clear how the school will meet the needs of a child reading several grade levels behind or not able to demonstrate math fluency. Also - I have concern about the statement - Students must pass all EOCs in order to graduate. Is this a state requirement? There may be students that pass course work and course tests, but not the end of course exam. (This does seem to be mitigated in the proposed student handbook with some kind of waiver.)		
The first question is not sufficiently answered. The system used to analyze data to drive instructional decision-making is unclear.	Paige Hirsch	Student Perf
What is the plan to ensure the school reaches the 80% passing rate on state assessments and reaches the 95% graduation rate annually as established earlier in the application? What is the alternative for the students who demonstrate difficulty with the honors classes and rigorous curriculum provided by the school? Will there be an alternate graduation route developed for these students that is still in line with the proposed mission?	Deanna Townsend-Smith	Student Perf
In the handbook a student's continued enrollment in the school is jeopardized for continued enrollment. Enrollment cannot be jeopardized by attendance - how does the school plan to address this issue?	Deanna Townsend-Smith	Student Cond
Is code of conduct outlined in the handbook? It's referenced, but I didn't actually see it.	Paige Hirsch	Student Cond
No real concerns. Would suggest that staff/administrator PD is planned regarding disciplining students with disabilities or those suspected of having a disability.	Marie Massengill	Student Cond

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

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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: Northeast Academy of Aerospace and Advan

Mailing Address: 1525 Rivershore Rd

City/State/Zip: Elizabeth City NC 27909

Street Address: 1525 Rivershore Rd

Phone: 252-722-3444

Fax:

Name of registered agent and address: Joseph W. Peel
1525 Rivershore Rd
Elizabeth City, NC 27909

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)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

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Don Davis	Member	CAMDEN	VP or Operations , DRS Technologies		
Jeff Dixon	Co-Chair	PASQUOTANK	Business Owner, County Commissioner		
Dr. Joseph W. Peel	Co-Chair	PASQUOTANK	Retired Educator		
Dr. Anthony Sharp	Member	PASQUOTANK	Professor, ECSU Department of Aviation		
Edward O'Neal	Member	PASQUOTANK	Attorney, Twiford Law Firm		
Paul Lange	Member	PASQUOTANK	Lead Instructor , Embry Riddle University , USCG-EC		
Janice McKenzie Cole	Member	PERQUIMANS	Attorney, Retired Judge, County Commissioner		

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.*

Prior to July 1, 2014 the following members will be selected by business development organizations from Pasquotank County. Initially each organization will appoint one person for a 2 year term and a second representative for a 3 year term. Subsequent appointments will be for 3 years.

- 5 (Majority of Board of Directors)
- 2 - Selected by the Elizabeth City/Pasquotank County Economic Development Commission
- 2 - Elizabeth City/Pasquotank County Airport Authority
- 1 - Elizabeth City Chamber of Commerce Executive Committee

The first two members listed below will be selected by their respective organizations for 2 year terms and the second two members listed below will be selected by their respective organization for three year terms.

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1 - Elected official jointly selected by the chairpersons of the Perquimans and Pasquotank County Board of Commissioners

1 - College of the Albemarle representative appointed by the President

1 - Elizabeth City State University representative appointed by the Chancellor

1 - School board member selected by the Elizabeth City-Pasquotank County Board of Education

1 - NC New Schools representative (ex-officio)

The following members will be selected by the Board of Directors. Parent representatives will be appointed for 3 years. An ex-officio student member will be appointed annually.

2 - Parent representatives (1 in first year, add another in 2nd year)

1 - Student representative (ex-officio beginning with junior class)

The following are the governing board's roles and responsibilities:

CEO:

- * Interview
- * Approve contract
- * Evaluate
- * Hire & dismiss

Faculty:

- * Assist in recruiting
- * Set salaries & benefits
- * Approve contract, non-renewal or dismissal
- * Hear complaints/ resolve disputes

Students:

- * Set target population in charter & approve admission criteria & process
- * Ensure public observation of random selection process
- * Assist in marketing & recruiting
- * Hear complaints/ resolve disputes

Parents:

- * Provide for representation on Board of Directors
- * Meet at least annually with parent organization
- * Set policy
- * Hear complaints/ resolve disputes

Operations:

- * Set policy
- * Hear complaints/ resolve disputes

Policy:

- * Set policy

Budget:

- * Develop

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- * Set process to approve purchases
- * Provide process for oversight & financial management
- * Provide for annual audit

Planning & Vision:

- * Set course of study & calendar
- * Set student outcomes and accountability measures
- * Develop long-range strategic plan
- * Evaluate and approve annual School Improvement Plan
- * Promote continuous improvement process

Monitor:

- * Ensure timely submission of reports, data required by NCNSP, grants
- * Evaluate progress & approve goals & plans to improve curriculum, future-ready skills, internships & apprenticeships

Market & Advocate:

- * Conduct annual Community Summit to market and communicate program and progress
- * Recruit business & higher education partners
- * Develop marketing materials
- * Fundraising
- * Develop allies in business, education, government

The Board will advertise nationally and work with the staff of NC New Schools to advertise and recruit candidates to be the lead supervisor of the school. The Board will evaluate the lead administrator by providing feedback quarterly and by annually completing the state's principal evaluation form.

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

The current board of directors is comprised of seven members representing three of the six counties the school will serve. All are long time residents of the area, are or have served in leadership roles and several are key business people in the local aerospace industry. The group is comprised of whites, African-Americans, men and women. The Mayor of Elizabeth City and the Chairs of the Pasquotank and Perquimans County Commissioners are members of the board. One member is a professor in the Aviation Department at ECSU connecting with that important partner.

This board has the connections to open the doors of the Coast Guard Base and all of the contractors at the base to ensure that students will have access to internship and other opportunities for learning at the base. The community standing of this board will make it easier to market the school across the region thereby ensuring a large pool of prospective students, especially from our targeted populations. This group also is made up of two attorneys whose expertise will be invaluable in the early stages of the school's development. And lastly several members have vast experience in strategic planning which is also critical in the school's early stages of development.

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During its early stages of development the Board will evaluate success by the degree to which it reached its goals for attracting students from all segments of its targeted population into the lottery pool. It will also evaluate success based upon the excitement the school has created in the community and finally by setting goals for student achievement and customer satisfaction.

The new board will be selected by July 1, 2015. Some of the current members may well be asked to continue. The Board's by laws spell out a process that engages all stakeholders in selecting representatives to the Board. Both institutions of higher learning will be represented, and five business representatives selected by three different community business organizations. In addition a local school board member will serve to ensure a positive connection with local school districts along with a parent and in subsequently a second parent as the school increases in enrollment. Students are the school's customers so a student will serve in an ex officio role. The Board will also have two advisory groups - one comprised of business people and one comprised of parents that will provide them and the CEO with feedback and innovative ideas for school improvement.

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

The founding board members were recruited by the two originators of this school, the Mayor and Chair of Pasquotank County Commissioners. Several meetings were held in the community at which the concept of the school was explained to key community leaders across the region. We actually met with all school boards and county commissions as well in this process. From those meetings people volunteered to serve on the board and the Mayor and the Chair selected five members from this group. If a vacancy occurs, another member would be recruited from the original group within two weeks of the person's resignation.

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

The bylaws state that the board will meet at least monthly.

- 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).*

Board members will be selected by all stakeholders in the charter school Elizabeth City State University, three different business organizations, College of the Albemarle and parents. This broad participation in the appointment of board members will ensure a variety of board knowledge and expertise to ensure smooth functioning. In addition, there will be orientation of all new board members within the first six weeks of their appointment to ensure their knowledge of state charter school law, to clarify their roles as members of a public board, to review the by-laws of the organization and to review the educational plan and philosophy of the school so that they will become articulate supporters in the community. They will also be scheduled to take the state ethics training which can now be completed online.

Annually the Board will hold a retreat for strategic planning and advanced board training.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of*

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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.

There are no known existing relationships that could pose actual or perceived conflicts of interest if the application is approved. The Board will receive ethics training and will follow their conflict of interest policy.

ARTICLE VII CONFLICT OF INTEREST

Section 1: PURPOSE The conflict of interest policy is intended to protect the Board of Directors when it contemplates entering into a transaction or arrangement that might benefit the private interest of a member of the board of directors or might result in a possible excess benefit transaction. This policy supplements but does not replace applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2: DEFINITIONS

(a) Interested Person: Any director with a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(1). an ownership or investment interest in any entity with which the Board of Directors has a transaction or arrangement

a compensation arrangement with the Board of Directors or with any entity or individual with which the Board of Directors has a transaction or arrangement, or

(2). a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Board of Directors is negotiating a transaction or arrangement.

(3). Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the board of directors decides that a conflict of interest exists.

Section 3: PROCEDURES

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board of directors 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.

(c) Procedures for Addressing the Conflict Of Interest.

(1). An interested person may make a presentation at the board of directors meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and

the vote on, the transaction or arrangement involving the possible conflict of interest.

(2). The chair of the board of directors, if appropriate, shall appoint a

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disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3). After exercising due diligence, the board of directors shall determine whether the Board of Directors can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4). If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the board of directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Board of Directors best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Procedures for Conflict of Interest are further defined in Appendix H, Article VII of the proposed by-laws.

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

The Board with the assistance of the CEO will review school policies from like-minded schools to ensure their policies do not contain any gaps. They will seek legal counsel if required for some policies. If a policy is needed, a small subset of the Board will be asked to draft a sample policy to be brought back to the Board for discussion and adoption. When the Board is satisfied their policies are adequate they will vote to adopt them at a publicly scheduled meeting. They will stay current on the need for new policies by becoming a member of the North Carolina Public Charter Schools Association.

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.

There will be two advisory teams as shown in the organizational chart. They will meet quarterly with the Board and the CEO. The purpose of the business and parental advisory teams is to create a two-way conversation between the school leadership and the broader community. The Board will provide updates on school progress to these teams and share issues they might need help with. The advisory teams will bring issues to the Board either that they have or that are in the community. Members of these teams may also have areas of expertise that may be valuable to the school's operation.

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

If a parent/guardian wishes to appeal the CEO's decision to suspend or expel a student, the parent/guardian must notify the CEO in writing within twenty-four hours following receipt of notice of suspension or expulsion. The notice of appeal shall state the issue(s) for the appeal, including concerns regarding the level of suspension or the expulsion. A hearing will then be scheduled with the CEO and the parent/guardian to discuss the issue. The parent should bring any documentation that is available. This must be done as quickly as possible because the student may not return to school unless and until the appeal is resolved in his/her favor.

The CEO will try to make a decision immediately at the end of the hearing. If the parent/guardian is not satisfied with the CEO's decision, an appeal may be made to the Board within three school days of the CEO's final decision by delivering a written request to the school's administrative office. This appeal shall be in writing and shall be limited to the issues raised at the

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hearing before the CEO.

The Board of Trustees shall notify the student/parent/guardian of the date when the Board will hear the appeal, making every reasonable effort to hear the appeal within five business days of the request. The Board of Trustees may select two or more board members to hear the appeal on behalf of the entire Board.

The parent/guardian and the CEO may attend the hearing to argue their respective positions. The Board of Trustees may decide the appeal on record or may receive additional testimony and evidence as needed.

The Board of Trustees shall make every reasonable effort to render a written decision to the parent/guardian within two school days of the hearing. The decision of the Board shall be final.

The process for staff members would follow the same steps outlined above for students.

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.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

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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.

While a breakdown of positions is available in the Financial Plan, Personnel Budget: Expenditure Projections section of this application, we will outline briefly here a list of positions for the first three years.

Year 1

- 1 Principal/CEO
- 1 Bookkeeper/Data manager
- 4 Core teachers, 1 with EC certification (Math, Science, History, English)
- 1 Engineering teacher
- 1 Wellness coach
- 1 Career development coordinator

Year 2

- 1 Principal/CEO
- 1 Bookkeeper/Data manager
- 8 Core teachers, 1 or more with EC and/or AIG certification (Math, Science, History, English)
- 2 Engineering teachers
- 2 Wellness coaches
- 1 Career development coordinator
- 1 Instructional Technology Facilitator
- 1 EC teacher
- 1 Digital Lab Facilitator

Year 3

- 1 Principal/CEO
- 1 Bookkeeper/Data manager
- 12 Core teachers, 1 or more with EC and/or AIG certification (Math, Science, History, English)
- 3 Engineering teachers
- 2 Wellness coaches
- 1 Career development coordinator
- 1 Instructional Technology Facilitator
- 1 EC teacher
- 2 Digital Lab Facilitator
- 1 World languages teacher

Staffing is subject to change due to actual enrollment, student interests, local workforce demands, student characteristics and achievement, and other factors. We are committed to hiring a highly qualified, motivated workforce aligned with the needs of students.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board will work with representatives from NC New Schools to identify which schools train the highest quality teachers and will, with their assistance, develop an interview process which requires applicants to demonstrate their proficiency in instructional techniques, as well as their ability to work in a professional team setting. They will advertise widely

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through web sites and newspapers. The board will also recruit veterans and retired military contractors from the area who have subject expertise needed for instructional delivery. Over time as the charter school serves as a lab school for the Department of Education at ECSU, school staff will have first hand knowledge of student teachers who have worked with them and can recommend those of high quality for employment.

When a position becomes available, it will be advertised through various media and on online job search sites. Applications will be accepted and reviewed by the Schools CEO, with strong candidates being invited for interviews. All candidates who reach this stage will undergo criminal background checks. All hiring decisions for positions below the level of CEO will be made by the CEO.

The Board will annually survey teachers to determine their job satisfaction and will work with the CEO to address any issues or concerns identified.

Retention of staff: This school will be a highly creative, collaborative, innovative place to work. What we know from research is that the most critical factor to staff retention is job satisfaction. This school will be an exciting cutting edge place to work and will provide staff with outstanding training and development. It will be the type of environment that will attract and stimulate the gifted, professional teacher.

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.*

The Board will work directly with the school's CEO who will have the responsibility for hiring and developing the school's staff. The Board will be supportive of teachers and the instructional program and will be seen as actively garnering support for the school in the community.

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

When a position becomes available, it will be advertised through various media and on online job search sites. Applications will be accepted and reviewed by the Schools CEO, with strong candidates being invited for interviews. All candidates who reach this stage will undergo criminal background checks. All hiring decisions for positions below the level of CEO will be made by the CEO. Criminal background checks will be performed on all personnel to recommended for employment prior to a final decision being made.

It shall be the policy of the Board to retain teachers, support staff and administrators who demonstrate and continue to strive for excellence in the performance of their responsibilities and in their contributions to improved educational outcomes.

A. Proficient performance shall be considered the minimum acceptable standard of performance for teachers and administrators in this school; however, proficient performance shall not constitute any assurance to any teacher or administrator of rights to employment, reemployment, or renewal.

B. Subjective and objective appraisals of performance and contributions to improved educational outcomes and the needs of The Northeast Academy for

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Aerospace & Advanced Technologies shall be considered in making decisions to reemploy teachers, administrators or support staff.

C. All dismissals or terminations of employment shall occur in accordance with law and due process procedures. Grounds for dismissal will include but are not limited to, unacceptable or unsatisfactory performance and violation of the school's code of conduct which is the same as the State's code of conduct for teachers. In the case of performance issues, every attempt will be made to resolve the issues prior to dismissal; however, in some involving code of conduct issues, termination may be immediate.

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

The salary range will align with the typical range found in local high schools. There may be a case where the salary is higher if it is necessary to hire a critical staff member. Any deviance from the salary structure would have to be approved by the Board of Directors. Additional information regarding budgeted salaries can be found in the Financial Plan, Personnel Budget: Expenditure Projections section of this application.

From a benefits perspective, employees would be enrolled in the Teachers' and State Employees' Retirement System and State Health Care Plan.

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

The Board of Directors hopes that conflict will be minimal but realizes it must have a process for dealing with it in a fair manner in case it arises. The first step is always to resolve these issues at the lowest possible level, for example, student--teacher or teacher--CEO before they become grievances.

* All grievances must be submitted in writing to the CEO.

* The CEO will conduct a formal investigation and render a decision. If the CEO is the person being grieved then the Board of Directors will conduct the investigation and render their decision on the matter.

* If the person who filed the grievance is not satisfied with the CEO's decision, it may be appealed to the Board of Directors.

* At any step in the process legal counsel may be consulted.

Proficient performance shall be considered the minimum acceptable standard of performance for teachers and administrators in this school; however, proficient performance shall not constitute any assurance to any teacher or administrator of rights to employment, reemployment, or renewal.

Subjective and objective appraisals of performance and contributions to improved educational outcomes and the needs of The Northeast Academy for Aerospace & Advanced Technologies shall be considered in making decisions to reemploy teachers, administrators or support staff.

All dismissals or terminations of employment shall occur in accordance with law and due process procedures. Grounds for dismissal will include but are not limited to, unacceptable or unsatisfactory performance and violation of the school's code of conduct which is the same as the State's code of conduct for teachers. In the case of performance issues, every attempt will be made to resolve the issues prior to dismissal; however, in some involving code of conduct issues, termination may be immediate.

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

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There are none at this time.

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 school will comply with all relevant State and Federal laws regarding special needs staffing. Qualified staff for ELL will be hired on an annual basis based on the number and native languages of ELL students. We will encourage our teachers to become certified in gifted education. One staff member will be hired who is certified to work with exceptional children as well as certified in another subject area. There are also a number of certified person's available with whom the school can contract for services for students with disabilities. We are fully committed to providing a wholesome learning environment that meets the needs of each student, including those identified as ELL, EC, and AIG.

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).*

Teaching Staff:

As per NC Charter School Law, at least 50% of all teachers will be licensed in the subject areas in which they are teaching. Those who are not licensed when hired will be required to obtain (with school assistance) proper licensure within 3 years. Responsibilities: teaching, assessment and grading of students, communication with parents, curriculum development, contributing positively to a team environment, assuming instructional leadership roles, and serving as a mentor for new staff or student teachers.

CEO:

The CEO will be required to have at least a Master's degree, preferably a doctorate, in Education or a STEM-related field. He or she must also have demonstrated experience in teaching and in leading an organization. Responsibilities support the schools mission, communicate effectively with all school stakeholders, create and nurture partnerships with local and national entities, monitor the implementation of the curriculum, oversee the day-to-day operation of the school, and recruit talented and qualified teachers and support staff.

Staff Evaluation and Professional Development

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

The CEO of the school will work with staff to maintain appropriate licensure. The CEO will work with New Schools staff and teachers to determine needed professional development.

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

The school's CEO will have a strong instructional background and will create a team environment in which adult learning and development is tantamount to professional success. These teams will be constantly designing school work for students and providing one another advice and feedback regarding lesson design. The school's professional climate will be one on the cutting edge where every day staff will look forward to coming to work. Peer professional

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relationships will be strong and supportive of everyone's success.

The state teacher evaluation instrument will be used as a general guideline initially for teacher and administrator evaluation. Staff will use these instruments to self assess performance and set goals for improved performance each year. Staff will work collaboratively with their peers doing peer observations and feedback, will assess lessons and their effectiveness for one another and will share expertise readily with colleagues. The CEO will also observe teacher performance periodically and provide feedback. Eventually the final evaluation will include student performance results, CEO assessment and colleague assessment. All staff will be accountable to one another as team performance will be as important as individual performance.

Teachers that are not licensed will be enrolled in ECSU to obtain licensure or will participate in the New Schools STEM licensure program. After the school's second year of operation, the school will provide some monetary support the teachers in this pursuit.

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 Northeast Academy for Aerospace & Advanced Technologies will partner with the New Schools Project to provide professional development to staff over the course of the schools start up. They provide three types of services to support district and school leadership to advance STEM education, workforce development, and innovation:

1. Models for innovation: design principles, coaching and benchmarking innovative schools and practices to help districts design and implement their own approach to innovation at the school and/or district level
2. Talent development: intensive school-based coaching and professional development to develop the knowledge, skills, attitudes and beliefs of teachers, CEOs and district leaders to promote innovation in the classroom and in the way schools are organized
3. Strategic partnerships: assistance in developing local business, higher education and community support for innovation, and links to regional, state and national networks and resources to support continuous innovation

The research-based and field-tested tools and strategies included in this program have been demonstrated to:

- * Increase teacher and administrator capacity and effectiveness;
- * Accelerate teacher and administrator career growth;
- * Increase student engagement;
- * Improve student performance on assessments; and,
- * Improve student graduation rates.

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

The intended purpose of the first year is to assist a representative design team to further investigate and learn from a variety of innovative schools and strategies, furthering their understanding and creative application of

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design principles and common instructional strategies to the task of creating a highly engaging STEM education aligned with economic opportunities in the region and state for their students.

The following bullet points illustrate some of the types of training and learning that will be provided by New Schools prior to and during the school's opening year:

- * Project Based Learning introductory or advanced training
- * Summer Institute
- * North Carolina Center for Educational Leadership (NCCEL) LEAD 2015: 3 day leadership institute for CEO
- * Instructional coaching; 12 days delivered onsite to one school
- * School Design coach: technical assistance in design process, development of structure & processes for business and community support, 3 school Learning Tours

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The number of days for training will vary from year to year. Teachers will have training on work days and money will be allocated for released time for training. Summer training will also occur and the staff from NC New Schools will provide ongoing coaching during regular school time.

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)).

Enrollment and Marketing

The Aerospace School of the Northeast has to market itself to a broad range of students across a five county area. It will use a multi-faceted approach to reach all potential students and our goal which is to develop a pool of students that demographically reflects our region and our targeted student populations. Being located in a rural area face-to-face communication will be an important aspect of the school reaching its marketing goals.

August-December 2014

- * Mail a letter to all rising ninth graders in the five county area inviting them to a series of information sessions regarding the school.
- * Generate an email list of interested students and parents so that the school can continuously communicate with them
- * Develop a speakers group who are well-known throughout the area that can promote the school
- * Visit churches in the area to speak to parishioners regarding the school

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and its program.

* Develop a program describing the school and show it on the local access cable channel for a period of six weeks.

* Speak at civic group meetings

* Develop a website

* Develop a video that can be used for advertising the school

* Meet with community leaders from all areas to share the excitement

* Prepare press releases for local media

* Put spots on local radio stations that targeted students listen to

* Schedule individual meetings with parents and students

* Meet with youth groups or church groups of prospective students

* Develop a brochure to share with targeted groups

* Use social media such as Face book to get message out

January-April 2015

* Continue all of the above

* Begin to conduct parent student visits to the campus of ECSU where the school is to be located

* Conduct a public session at which parents and students can have questions answered and meet students from other STEM schools.

May-August 2015

* Conduct orientation session for students and parents

* School opens

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.*

Living in a rural area the best way to communicate something new to people is by face to face communication. The Board and CEO will spend a lot of time initially in community meetings, such as churches, community services clubs like Rotary, having booths at community events like the Saturday market, and meeting parents at soccer matches and baseball games discussing the exciting opportunities this school will provide children. In addition, a video will be developed as well as marketing brochures. We will bring speakers into the community that are working in STEM schools to share their stories. We will also use social media to inform and update the community as well as the local newspaper.

The school views parents as the most important partners in a child's learning experience and will work with parents to seek their advice and counsel on an individual level by scheduling regular parent/teacher/student conferences for the student to demonstrate and share their learning with their parents. On a larger scale the school will work with parents to develop a parent organization that will support the school and will provide support to school families as needed. The school will also use its website as a vehicle to communicate with the home regularly. The school will create an open door policy in which parents will always be welcomed partners.

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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.*

To qualify for admission a student must present evidence they have passed the previous grade and that they reside within the geographic area served by the school. Home schooled students will be tested to ensure they are grade level ready.

The application period with open houses and information sessions shall be from January, 2015 through March 2015 with any necessary lottery being held at an open Board meeting in early April. All applications will be reviewed and validated to ensure that all required information has been supplied and that the information meets all State regulations, such as a valid North Carolina address. The Northeast Academy for Aerospace & Advanced Technologies will place in the lottery all students with a complete and valid application submitted within the application period.

Separately for each grade two lists will be maintained; an acceptance list and a waiting list. If the number of applicants for a grade is less than the number of open spots in that grade, then all applicants will be placed on the acceptance list and they will be enrolled in the school once they register.

In the event that the number of applicants exceeds the number of open spots in a grade, then an open and public lottery shall be held. Each valid application shall be uniquely numbered and a ticket shall be created for each number. Any applicants that meet the State rules for priority admission (e.g. children of faculty, siblings, etc.) will be placed automatically on the acceptance list for their grade. The application tickets for all others shall be drawn and placed sequentially on the waiting list for their grade. All of the lottery results shall be publicly posted at the school for at least a week. All applicants on the acceptance list shall be notified by mail of their acceptance and the top set of applicants on the waiting list shall be notified as well.

If a student does not register by the end of the registration period or has not notified the school of their intention to NOT attend the school, then the next person on the waiting list shall be moved to the acceptance list and that application will be notified. This process will go on until the end of the 1st semester, at which point no more students will be newly admitted.

If a student withdraws from the school, he/she must fill out a withdrawal form. If this occurs during the registration period, the next applicant on the waiting list will be moved up into the acceptance list and be offered a

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spot in the school. If a student withdraws from the school and then wishes to re-attend the school, they will then be treated like any other new applicant and will be required to follow the admissions process. When a student transfers to another school and The Aerospace School receives a form from the other school stating the students new enrollment there, then the Aerospace School will send all the students records to the new school.

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Elizabeth City-Pasquotank Public Schools

LEA #2 Perquimans County Schools

LEA #3 Camden County Schools

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 700	LEA 720	LEA 150	LEA 700	LEA 720	LEA 150	LEA 700	LEA 720	LEA 150	LEA 700	LEA 720	LEA 150	LEA 700	LEA 720	LEA 150
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	40	10	10
Grade 07	0	0	0	40	10	10	40	10	10	40	10	10	40	10	10
Grade 08	40	10	10	40	10	10	40	10	10	40	10	10	40	10	10
Grade 09	40	10	10	40	10	10	40	10	10	40	10	10	40	10	10
Grade 10	0	0	0	40	10	10	40	10	10	40	10	10	40	10	10
Grade 11	0	0	0	0	0	0	40	10	10	40	10	10	40	10	10
Grade 12	0	0	0	0	0	0	0	0	0	40	10	10	40	10	10
	80	20	20	160	40	40	200	50	50	240	60	60	280	70	70
	120			240			300			360			420		

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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 plans to develop an online car pool option for parents. In addition it will contract with local school districts to provide transportation for students. This region also has a regional bus system and the school will explore contracting with them if needed. Student pick up points will be established throughout the service area based upon enrolled student addresses and needs.

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.

The Northeast Academy for Aerospace & Advanced Technologies will contract with the food service vendor at ECSU to provide students a lunch at a fixed cost. The school intends to set aside a percentage of this charge to assist students who are on free and reduced lunch. It will also explore contracting with a local school district to feed students who are on free and reduced lunch. A substantial amount of funding has been budgeted to accommodate students in need. According to current FRL data, approximately 60% of students in the six-county region participate in the program. Though sufficient funding will be available, the school intends to explore participation in the National School Lunch Program.

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$1,384.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$2,600.00
Property Insurance	\$400,000	\$1,892.00
Motor Vehicle Liability	\$1,000,000	\$80.00

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Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$335.00
Other	\$1,000,000		\$1,000.00
Total Cost			\$7,291.00

*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.

neaat1 07/25/2014

(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).

The Elizabeth City State University Board of Trustees resolved to support the development of the Northeast Academy of Aerospace and Advanced Technologies, to be housed on the ECSU campus, on June 10, 2014. We have identified the Pharmacy Building on campus as the space we would occupy. This program has been discontinued so it is used very little, if at all. The university's enrollment is down by almost 900 students in the last three years, so space is available.

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.

Since the proposed facility is already in existence, it is not necessary to determine cost per square foot. Lease terms will be negotiated with ECSU once the charter has been approved.

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.*

We have identified several other sites if specific buildings on the campus

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of ECSU are not ready for the first day of school. One site is the former Elizabeth City Middle School Building. We could occupy the second floor for very little cost. The classrooms would need painting and carpet. This space would not effect the curricular offerings of the school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Has contracting with "local school districts" been explored? Is this even feasible?	Kevin Piacenza	Transportati
The total cost provided in the table is \$7,291.00, but the quote in Appendix P \$9,866.00.	Kevin Piacenza	Civil Liabil
Appears to be a difference in these numbers and the budget.	Mary Carmichael	Civil Liabil
The quoted insurance amount in Appendix P and the amount quoted within the application are 2 different amounts. There is a \$2,595 difference between the two figures. The insurance quote in the appendix and the budget match; however there is misalignment within the application and the budgeted amount.	Deanna Townsend-Smith	Civil Liabil
Does Appendix Q state a guarantee of facility use for school at no cost including utlilities? Will this space be adequate as school grows according to 5 year plan? What is the square footage and possible up fit cost to get CO for a secondary school?	Kevin Piacenza	Facility and
How do petitioners know that costs will be in line with budget projections?	Paige Hirsch	Facility and

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

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 700 - Elizabeth City-Pasquotank Public Schools</p>			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$5,214.85	80	\$417,188.00
	Local Funds	\$2,013.00	80	\$161,040.00
	Federal EC Funds	\$3,373.72	8	\$26,989.76
	Totals			\$605,217.76
	<p>LEA #2 720 - Perquimans County Schools</p>			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$6,163.58	20	\$123,271.60
Local Funds	\$1,824.00	20	\$36,480.00	
Federal EC Funds	\$3,151.77	2	\$6,303.54	
Totals			\$166,055.14	
<p>LEA #3 150 - Camden County Schools</p>				
Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017	
State Funds	\$6,072.59	20	\$121,451.80	
Local Funds	\$1,439.00	20	\$28,780.00	
Federal EC Funds	\$3,768.11	2	\$7,536.22	
Totals			\$157,768.02	

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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	\$661,911	\$1,323,822	\$1,654,777	\$1,985,732	\$2,316,687
-Local Per Pupil Funds	\$226,300	\$452,600	\$565,750	\$678,900	\$792,050
-Exceptional Children & Federal Funds	\$40,830	\$81,660	\$102,075	\$122,490	\$142,905
-Other Funds*	\$100,000	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,029,041	\$1,858,082	\$2,322,602	\$2,787,122	\$3,251,642

***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:															
Lead Administrator	1	\$80,000	\$80,000	1	\$85,000	\$85,000	1	\$85,000	\$85,000	1	\$90,000	\$90,000	1	\$95,000	\$95,000
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$30,000	\$30,000	1	\$35,000	\$35,000	1	\$38,000	\$38,000	1	\$38,000	\$38,000	1	\$38,000	\$38,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	2		\$110,000	2		\$120,000	2		\$123,000	2		\$128,000	2		\$133,000
Instructional Personnel:															
Core Content Teacher(s)	3	\$45,000	\$135,000	8	\$45,000	\$360,000	12	\$47,666	\$571,992	15	\$48,460	\$726,900	19	\$47,736	\$906,984
Electives/Specialty Teacher(s)	2	\$40,000	\$80,000	4	\$40,000	\$160,000	6	\$43,500	\$261,000	7	\$45,142	\$315,994	7	\$45,142	\$315,994
Exceptional Children Teacher(s)	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	3	\$45,000	\$135,000	3	\$45,000	\$135,000
Instructional Support	1	\$50,000	\$50,000	2	\$46,600	\$93,200	2	\$48,300	\$96,600	4	\$47,500	\$190,000	4	\$47,500	\$190,000
Teacher Assistants	0	\$0	\$0	1	\$35,000	\$35,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000	2	\$35,000	\$70,000
B - Total Instructional	7		\$310,000	16		\$693,200	23		\$1,044,592	31		\$1,437,894	35		\$1,617,978

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	9		\$420,000	18		\$813,200	25		\$1,167,592	33		\$1,565,894	37		\$1,750,978
Administrative & Support Benefits															
Health Insurance	2	\$5,435	\$10,870	2	\$5,435	\$10,870	2	\$5,435	\$10,870	2	\$5,435	\$10,870	2	\$5,435	\$10,870
Retirement Plan--NC State	2	\$8,079	\$16,158	2	\$8,814	\$17,628	2	\$9,034	\$18,068	2	\$9,401	\$18,802	2	\$9,768	\$19,536
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	2	\$660	\$1,320	2	\$720	\$1,440	2	\$738	\$1,476	2	\$768	\$1,536	2	\$798	\$1,596
Medicare	2	\$797	\$1,594	2	\$870	\$1,740	2	\$891	\$1,782	2	\$928	\$1,856	2	\$964	\$1,928
Social Security	2	\$3,410	\$6,820	2	\$3,720	\$7,440	2	\$3,813	\$7,626	2	\$3,968	\$7,936	2	\$4,123	\$8,246
D - Total Admin and Support Benefits:	10		\$36,762	10		\$39,118	10		\$39,822	10		\$41,000	10		\$42,176
Instructional Personnel Benefits:															
Health Insurance	7	\$5,435	\$38,045	16	\$5,435	\$86,960	23	\$5,435	\$125,005	31	\$5,435	\$168,485	35	\$5,435	\$190,225
Retirement Plan--NC State	7	\$6,505	\$45,535	16	\$6,394	\$102,304	23	\$6,686	\$153,778	31	\$6,814	\$211,234	35	\$6,790	\$237,650
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	7	\$2,745	\$19,215	16	\$2,698	\$43,168	23	\$2,822	\$64,906	31	\$2,876	\$89,156	35	\$2,866	\$100,310
Disability	7	\$531	\$3,717	16	\$522	\$8,352	23	\$546	\$12,558	31	\$556	\$17,236	35	\$554	\$19,390
Medicare	7	\$642	\$4,494	16	\$631	\$10,096	23	\$660	\$15,180	31	\$672	\$20,832	35	\$670	\$23,450
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	35		\$111,006	80		\$250,880	115		\$371,427	155		\$506,943	175		\$571,025
D+E = F - Total Personnel Benefits	45		\$147,768	90		\$289,998	125		\$411,249	165		\$547,943	185		\$613,201
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	12		\$146,762	12		\$159,118	12		\$162,822	12		\$169,000	12		\$175,176

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B+E = H - Total Instructional Personnel (Salary & Benefits)	42		\$421,006	96		\$944,080	138		\$1,416,019	186		\$1,944,837	210		\$2,189,003
G+H = J - TOTAL PERSONNEL	54		\$567,768	108		\$1,103,198	150		\$1,578,841	198		\$2,113,837	222		\$2,364,179

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:					
Office:	Office Supplies	\$6,000	\$2,000	\$2,000	\$4,000	\$4,000
	Paper	\$500	\$500	\$500	\$1,000	\$1,000
	Computers & Software	\$1,200	\$0	\$0	\$2,000	\$0
	Communications & Telephone	\$2,000	\$500	\$500	\$500	\$500
	Copier leases	\$1,000	\$1,000	\$2,000	\$2,000	\$3,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$0	\$0	\$0	\$0	\$0
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$0	\$0	\$0	\$0	\$0
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$9,886	\$9,886	\$9,886	\$9,886	\$9,886
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$98,840	\$197,680	\$247,100	\$296,520	\$494,200
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$5,000	\$3,000	\$3,000	\$2,000	\$2,000
	Child nutrition	\$79,920	\$159,840	\$199,800	\$239,760	\$279,720
	Travel	\$2,500	\$5,000	\$5,000	\$7,000	\$7,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$214,346	\$386,906	\$477,286	\$572,166	\$808,806
	Instructional:					
Instructional Contract	Staff Development	\$51,000	\$81,000	\$81,000	\$81,000	\$81,000
Classroom Technology	Software	\$15,000	\$15,000	\$20,000	\$25,000	\$25,000

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Books and Supplies	Instructional Materials	\$12,000	\$30,000	\$30,000	\$50,000	\$50,000
	Curriculum/Texts	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$200	\$600	\$1,000	\$1,500	\$2,000
	Other	\$60,000	\$60,000	\$30,000	\$30,000	\$60,000
	L - TOTAL Instructional Operations	\$148,200	\$196,600	\$172,000	\$202,500	\$233,000
	K+L = M - TOTAL OPERATIONS	\$362,546	\$583,506	\$649,286	\$774,666	\$1,041,806

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$567,768	\$1,103,198	\$1,578,841	\$2,113,837	\$2,364,179
M - TOTAL OPERATIONS	\$362,546	\$583,506	\$649,286	\$774,666	\$1,041,806
J+ M =N TOTAL EXPENDITURES	\$930,314	\$1,686,704	\$2,228,127	\$2,888,503	\$3,405,985
Z - TOTAL REVENUE	\$1,029,041	\$1,858,082	\$2,322,602	\$2,787,122	\$3,251,642
Z - N = SURPLUS / (DEFICIT)	\$98,727	\$171,378	\$94,475	-\$101,381	-\$154,343

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.

Since the school will be located in Pasquotank County where surveys and public meetings indicated a high level of dissatisfaction with current school district results, it seemed likely that at least half (60) of the initial cohort would come from Pasquotank, with relatively smaller numbers (5-10) from adjacent counties. Pasquotank alone has over 1,000 home school students, with many additional students receiving instruction through several private schools in the area. With the backing of aerospace employers and civic leaders, it appears likely that the school can attract an adequate enrollment. While we anticipate 120 students for the first year, a total enrollment of 100 students would be the break-even point. By the second year, the school will be in solid financial condition.

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

The school has received assurances from NC New Schools and local legislators that they will assist the school in seeking additional start-up money well in advance of opening for the first year.

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

See Appendix for letters of assurance from NC New Schools and a local legislator.

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

1:20

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

The school has already secured a reasonable quote for financial services from a local CPA well-known in the community, whose father formerly served as chairman of the Pasquotank County Board of Education. The school will

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solicit bids for an annual audit. The school intends to initially employ a dual-certified teacher with EC certification, and hire a full-time EC teacher by the second year. Given additional fundraising for the first two years start-up costs, the school anticipates adequate resources to contract for additional EC services if required by student needs.

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

Realizing that the quality of the teacher in the classroom, supported by an outstanding school-based leader, matters more than any other factor in student achievement, the priorities in the budget are placed on hiring and retaining high quality entrepreneurial teachers and leaders. Although the first two years are slim, income by the third year should support this level of investment in quality personnel. In addition, substantial investments are made in professional development and technology for a 1:1 initiative (see Other in Instructional operating costs). Finally resources will be adequate to fund college textbooks by the third year as students begin to embark on college classes related to their career goals.

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

The school will seek to maintain 18% of annual income in a fund balance, which should generate at least \$500,000 annually by the third year.

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

Not applicable since Elizabeth City State University has agreed to host the school on facilities on their campus.

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*

Not anticipated at this time.

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

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

The school will rely on advice from a locally-contracted CPA to establish these internal controls, coupled with feedback from an annual audit to improve these processes.

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

No known or anticipated party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

he board is considering and will solicit bids from the following audit firms:

Mason L. Spruill, CPA, 521 S. Hughes Blvd., Elizabeth City, NC, 27909 Phone: (252)338-3860 info@mlspruillcpa.com

Strickland & Jones PC, 749 Boush St, Norfolk, VA, 23510 (757) 627-7672 www.stricklandandjones.com

Sherri Rose, CPA, PLLC, 8732 Union Grove Church Rd., Chapel Hill, NC 27516 Phone: 919-913-8081 info@Sherrirosecpa.com

Lisa P. Gill, CPA, PC, 4700 Falls of Neuse Road, Suite 230, Raleigh, North Carolina

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
No specific dollar amount slated in the letter of assurances. How will the board ensure they will indeed receive the funds without a dollar amount committed.	Deanna Townsend-Smith	Total Budget
Although assistance securing a grant is mentioned, the Letter of Assurances from NC New Schools (Appendix S) does not specify the financial contribution for "Other Funds" @ \$100k. Also, the letter from the legislator indicates that, if necessary, legislation would be proposed, but it does not clearly represent an assurance of funding for a projected budget deficit.	Kevin Piacenza	Total Budget
No dollar amount committed in letter of commitment.	Mary Carmichael	Total Budget
While this aligns with the application, if the student population is not able to all take honors classes they may need to modify their plan and this budget. This seems likely given the geographic region they are working to serve.	Mary Carmichael	Personnel Bu
Seems ambitious and impractical to have only the principal and one clerk for the first three years. Who will be charged with the numerous operations tasks facing a charter school?	Paige Hirsch	Personnel Bu
Given the school's mission, high school grade levels, and target population, why is there not a counselor position budgeted? Is NC State Retirement contribution correct @ \$8,079 and \$6,505? This seems low compared to recent rates.	Kevin Piacenza	Personnel Bu
There are a significant number of line items (facilities, legal counsel, other professional staff) that are listed at "0" which seems unlikely to be the petitioner's intent. Further, given the school will be growing, why is there no computer/software budget for 17-18, 18-19, or 20-21?	Paige Hirsch	Operations B
Operations budget does not include: - contracted services: OT, psychological testing, speech, etc. - legal services - student accounting -\$7,500 for financial services for 120+ students and staff is not realistic for full services including: accounting, payroll and benefits management	Kevin Piacenza	Operations B
No money budgeted for legal counsel. Facility at no cost with limited documentation.	Mary Carmichael	Operations B
There are some areas in which the applicant has not accounted for - since some items will be needs such as contracted services how does the proposed school plan to pay for these services?	Deanna Townsend-Smith	Operations B
First year total revenue used for this chart includes "Other Funds" @ \$100k that is not explicitly covered in Appendix S.	Kevin Piacenza	Total Expend
School is running a deficit in 2019-2020 and 2020-21 -\$101,381 -\$154,343	Mary Carmichael	Total Expend
The applicant has a negative fund balance in the last 2 years in excess of over \$200,000 dollars. There are no assurances in the budget included to cover this shortfall.	Deanna Townsend-Smith	Total Expend
Why the negative deficits in last two years?	Paige Hirsch	Total Expend
Although assurances are mentioned within the application- the assurances were not incorporated into the budget and the proposed applicant has a negative fund balance in the last 2 years in excess of \$200,000. What is the board's plan to ensure this shortfall does not occur? In the assurance letters provided the organizations/individuals did not stipulate a particular amount to ensure the shortfall is covered.	Deanna Townsend-Smith	Budget Narra
While the school states it " will seek to maintain 18% of annual income in a fund balance, which should generate at least \$500,000 annually by the third year." It then seems to eat away at that with a deficit the next two years.	Mary Carmichael	Budget Narra
The assurances provided in Appendix S do not explicitly cover the \$100k "Other Funds" in first year.	Kevin Piacenza	Budget Narra

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How is student ratio 20:1 if four core teachers are teaching 120 students in two different grade levels?		
Fundraising is used as justification for possible shortfalls in services for EC students. The applicant failed to describe the procedures and internal controls and methods for conducting an independent financial audit.	Deanna Townsend-Smith	Financial Au
There are many areas of concern with the financial section of this application. The negative fund balance in the last 2 years is concerning?		

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

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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).

neaaat1

Date: 09/25/2014

Applicant Signature:

The foregoing application is submitted on behalf of Northeast Academy of Aerospace and Advan (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: neaaat1

Board Position: Joseph Peel

Signature: _____

Date: 09/25/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

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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
0	11 HN,AQ,ES, 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.

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Initial Screening	
Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	- dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> What are examples of expected STEM careers beyond aviation? - paigeabramsonhirsch</p> <p><u>Mission Statement</u> Although the mission statement seems to accurately describe the school's proposed intent, it could be more compelling. If more of the elements in the mission description could be worked into the mission itself, it would be more effective. - kpiacenza</p> <p><u>Educational Need and Targeted Student Population</u> Description does not discuss specific student need-academic or otherwise, but rather focuses on the economic need of the region and the poverty levels affecting many families. - paigeabramsonhirsch</p> <p><u>Educational Need and Targeted Student Population</u> Specifically, what are and where are the aerospace businesses mentioned in this section? (beyond the two referenced in Appendix A). Has a survey specific to enrolling in this school been conducted? - kpiacenza</p> <p><u>Purposes of Proposed Charter School</u> The proposed applicant states there are commitments from the Coast Guard Base - what is the plan to ensure this collaboration actually takes place?</p> <p>How will the applicant ensure that all 6 legislative purposes are met? How will success be measured to ensure all 6 legislative purposes are met as outlined within the application? - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> What are STEM specific courses not available in LEA?</p> <p>Will "partners" alone be responsible for providing accountability feedback? How will that</p>

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	<p>process be facilitated over time?</p> <p>What is meant by "failure will not be an option"? Does that relate to summative assessment results or project performance? Can't "failure" be a learning experienced in STEM-based work? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> No individual student growth goals. Is the first goal and annual goal or over the term of the charter? - paigeabramsonhirsch</p> <p><u>Goals for the Proposed Charter School</u> There are no STEM focused goals.</p> <p>The student achievement goals may want to demonstrate improvement over time of individual students. Example, the first goal may not be possible if the student population the first year if the majority of students came in performing below grade level. The following goal may also be hard to attain in the first years and could be reworded to focus on the student growth instead of the overall school. *The Northeast Academy for Aerospace & Advanced Technologies will meet or exceed all subject area student growth standards. - maryvcarmichael</p> <p><u>Goals for the Proposed Charter School</u> Based on the targeted population described earlier, it is questionable if the goals set are attainable especially within the first few years of operation. What is the plan to gradually attain the goals set so that the goals set are more realistic? - dtsmith840</p> <p><u>Goals for the Proposed Charter School</u> Details related to board monitoring goals lacks details. Who is responsible? What goals? The stated goals are very broad and it is not clear how they could be used in a "strategic plan".</p> <p>Performance goals lack specificity with respect to academic growth on a year by year basis. Will 80% be at or above state average first year? How high above? Are there STEM specific goals?</p> <p>85% of parents satisfied does not seem ambitious given goal of less than 8% student attrition.</p> <p>No discussion of financial goals is noted. - kpiacenza</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Further documented evidence in Appendix U (note - applicant sends reader to look at T). - maryvcarmichael</p> <p><u>Instructional Program</u> Is there any foreign language program? No FL teachers identified in budget. - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> The STEM component of the sample scope and sequence is not clearly defined. Since this appears to be a focus for the school, how will the STEM component be measured and included in the graduation requirements? - dtsmith840</p> <p><u>Curriculum and Instructional Design</u></p>

	<p>B1 seems incomplete as a scope and sequence document. - paigeabramsonhirsch</p> <p><u>Curriculum and Instructional Design</u> I am not sure I see a comprehensive curriculum framework for the 7th and 8th grades. Appendix B seems to only include reference to Math and Science. - maryvcarmichael</p> <p><u>Special Programs and "At-Risk" Students</u> While the applicant addresses the needs of ELL and EC students there is not a clear plan on how the school will meet the needs of students who are identified as "At Risk." How will the school address the needs of students who may not be able to meet the standards outlined?</p> <p>Earlier in the application the applicant states a longer school day will not be available until trust is built - how will the needs of the academically gifted student be addressed until that occurs? Since the school proposes to be innovative in their instructional practices what other innovative activities can be used or developed for academically gifted students attending the school? How will the school identify students who do not come with the identification of academically gifted? - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u> No mention of RTI or other best practice to provide tiers of support to struggling students. No definition of "appropriate person" who will be charged with putting together a plan for success. Is this a teacher? Principal? Counselor? - paigeabramsonhirsch</p> <p><u>Exceptional Children – Identification and Records</u> How does the proposed school plan to accommodate the needs of students who may need or have a 504 plan? - dtsmith840</p> <p><u>Exceptional Children – Identification and Records</u> A specific system for managing 504 plans is not clearly presented in this section. - kpiacenza</p> <p><u>Exceptional Children – Education Programming</u> If a parent makes a referral, the IEP team will be the individuals who make the determination of what areas are to be evaluated. It should not go directly to a psychologist for evaluations, for various reasons, there may not be a need for psychological evaluations (there may already be this info that the IEP team would have to review; all categories of EC do not require psych evals, there may be other areas that need evaluations such a as speech, OT, PT, etc. Or the IEP team may make a determination, based on existing data that an evaluation is not warranted. A parent request for evaluations is just that, it must be reviewed by an IEP team, but the team may not come to an agreement that the student is in need of an evaluation, or there may be current evaluations from the previous school system that the team needs to review before making a determination. The process for obtaining evaluations is not compliant. A teacher cannot obtain consent for evaluations from a parent. The decision to obtain evaluations for the purpose of determining eligibility for special education and related services can only be done by a legally composed IEP team. be careful using terms such as "full educational evaluation" - again, the IEP team make the determination of what areas are evaluated and each area to be evaluated must be clear to the parent before obtaining an Informed Consent to Evaluate. Also, the term "pre-referral" when referencing the initiation of interventions is very problematic. It indicates predetermination that the student is going to be referred to EC. The purpose of the research based interventions is to see if the student will respond not to lay the path to EC. If the parent does not wish the student to be evaluated the</p>
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	<p>school/LEA actually has the option to file due process to evaluate. Not sure they really understand this portion of the regulations. This part of the charter is full of non-compliance that could potentially get them into real trouble. - marie_massengill</p> <p><u>Exceptional Children – Education Programming</u> The IEP team is not fully described and there is no discussion of contracting for services, eg., psychological testing, OT, speech therapy, etc. - kpiacenza</p> <p><u>Student Performance Standards</u> The first question is not sufficiently answered. The system used to analyze data to drive instructional decision-making is unclear. - paigeabramsonhirsch</p> <p><u>Student Performance Standards</u> What is the plan to ensure the school reaches the 80% passing rate on state assessments and reaches the 95% graduation rate annually as established earlier in the application?</p> <p>What is the alternative for the students who demonstrate difficulty with the honors classes and rigorous curriculum provided by the school? Will there be an alternate graduation route developed for these students that is still in line with the proposed mission? - dtsmith840</p> <p><u>Student Performance Standards</u> Unique student performance goals seem to be missing.</p> <p>While it is great to offer honors level courses it is not fully clear how the school will meet the needs of a child reading several grade levels behind or not able to demonstrate math fluency.</p> <p>Also - I have concern about the statement - Students must pass all EOCs in order to graduate. Is this a state requirement? There may be students that pass course work and course tests, but not the end of course exam. (This does seem to be mitigated in the proposed student handbook with some kind of waiver.) - maryvcarmichael</p> <p><u>Student Performance Standards</u> Specific time referenced assessment strategies are not presented. An online platform for managing assessment and grading is noted but not specifically identified or described. - kpiacenza</p> <p><u>Student Conduct and Discipline</u> In the handbook a student's continued enrollment in the school is jeopardized for continued enrollment. Enrollment cannot be jeopardized by attendance - how does the school plan to address this issue? - dtsmith840</p> <p><u>Student Conduct and Discipline</u> Is code of conduct outlined in the handbook? It's referenced, but I didn't actually see it. - paigeabramsonhirsch</p> <p><u>Student Conduct and Discipline</u> No real concerns. Would suggest that staff/administrator PD is planned regarding disciplining students with disabilities or those suspected of having a disability. - marie_massengill</p>
Governance and	<u>Tax-Exempt Status 501 (c)(3)</u>

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<p>Capacity</p>	<p>Not yet applied - applicant group will have 24 months should they be approved to provide documentation. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Based on responses in the Board Member forms not all board members selected have a clear understanding of the mission of the school or how to measure success. How does the board plan to address this to ensure all board members are working toward a common goal and have a clear understanding of the mission?</p> <p>The Board of Directors will need to submit the actual criminal background checks conducted for review by the evaluation team as current documentation needs further clarification.</p> <p>- dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> I have concerns about the two advisory teams functioning off to the side of but in direct relationship with both the board and the CEO. This may need to be asked about at the</p> <p>In the bylaws it lists the board will "Develop marketing materials." This may be more of an operational responsibility than an governance issue once the school is open. - maryvcarmichael</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Applicant group is not partnering with an EMO/CMO. - dtsmith840</p> <p><u>Projected Staff</u> Minimal detail around hiring practices-no demo lesson or evidence of successful teaching experience required? - paigeabramsonhirsch</p> <p><u>Projected Staff</u> In year one how will a core teacher with EC responsibilities be able to manage both roles? How will this teacher deliver services in either a full inclusion or in pullout situations and teach their core classes?</p> <p>How will four core teachers effectively serve 120 students in two different grade levels? Instructional plan describes a 20:1 student to teacher ratio? - kpiacenza</p> <p><u>Staff Evaluation and Professional Development</u> Minimal description of PD. - paigeabramsonhirsch</p> <p><u>Marketing Plan</u> No discussion of how the school will ensure it recruits a balanced population. - paigeabramsonhirsch</p> <p><u>Parent and Community Involvement</u> How frequent is "regular parent/student/teacher conferences"? Given nontraditional model and 4 core teachers serving 2 grade levels this communication model will be critical. - kpiacenza</p> <p><u>Admissions Policy</u> Admission cannot be tied to geographic location as admittance into a charter school cannot be denied as long as a student is domicile in NC. How will the board ensure this enrollment policy is in line with NC Charter School Law? - dtsmith840</p>
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	<p><u>Admissions Policy</u> What is meant by "geographic area served by school"? Isn't that any NC resident? Also, "passed the previous grade" as a qualifier is a concern. If a retained 8th grader is applying for the 8th grade will they be admitted? - kpiacenza</p> <p><u>Projected Student Enrollment (Table)</u> Unclear why the school plans to open at grade 8 and then grow down and up. Assuming most high schools begin at grade 9, grade 8 is not a common transition point. - paigeabramsonhirsch</p>
Operations	<p><u>Transportation Plan</u> Has contracting with "local school districts" been explored? Is this even feasible? - kpiacenza</p> <p><u>Civil Liability and Insurance</u> The total cost provided in the table is \$7,291.00, but the quote in Appendix P \$9,866.00. - kpiacenza</p> <p><u>Civil Liability and Insurance</u> The quoted insurance amount in Appendix P and the amount quoted within the application are 2 different amounts. There is a \$2,595 difference between the two figures. The insurance quote in the appendix and the budget match; however there is misalignment within the application and the budgeted amount. - dtsmith840</p> <p><u>Civil Liability and Insurance</u> Appears to be a difference in these numbers and the budget. - maryvcarmichael</p> <p><u>Facility and Facility Contingency Plan</u> Does Appendix Q state a guarantee of facility use for school at no cost including utilities? Will this space be adequate as school grows according to 5 year plan? What is the square footage and possible up fit cost to get CO for a secondary school? - kpiacenza</p> <p><u>Facility and Facility Contingency Plan</u> How do petitioners know that costs will be in line with budget projections? - paigeabramsonhirsch</p>
Financial Plan	<p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> No dollar amount committed in letter of commitment. - maryvcarmichael</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> Although assistance securing a grant is mentioned, the Letter of Assurances from NC New Schools (Appendix S) does not specify the financial contribution for "Other Funds" @ \$100k.</p> <p>Also, the letter from the legislator indicates that, if necessary, legislation would be proposed, but it does not clearly represent an assurance of funding for a projected budget deficit. - kpiacenza</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> No specific dollar amount slated in the letter of assurances. How will the board ensure they will indeed receive the funds without a dollar amount committed. - dtsmith840</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Seems ambitious and impractical to have only the principal and one clerk for the first three years. Who will be charged with the numerous operations tasks facing a charter school? -</p>

	<p>paigeabramsonhirsch</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> While this aligns with the application, if the student population is not able to all take honors classes they may need to modify their plan and this budget. This seems likely given the geographic region they are working to serve. - maryvcarmichael</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Given the school's mission, high school grade levels, and target population, why is there not a counselor position budgeted? Is NC State Retirement contribution correct @ \$8,079 and \$6,505? This seems low compared to recent rates. - kpiacenza</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> There are a significant number of line items (facilities, legal counsel, other professional staff) that are listed at "0" which seems unlikely to be the petitioner's intent. Further, given the school will be growing, why is there no computer/software budget for 17-18, 18-19, or 20-21? - paigeabramsonhirsch</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Operations budget does not include: - contracted services: OT, psychological testing, speech, etc. - legal services - student accounting -\$7,500 for financial services for 120+ students and staff is not realistic for full services including: accounting, payroll and benefits management - kpiacenza</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> No money budgeted for legal counsel.</p> <p>Facility at no cost with limited documentation. - maryvcarmichael</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> There are some areas in which the applicant has not accounted for - since some items will be needs such as contracted services how does the proposed school plan to pay for these services? - dtsmith840</p> <p><u>Total Expenditure Projections (Table)</u> Why the negative deficits in last two years? - paigeabramsonhirsch</p> <p><u>Total Expenditure Projections (Table)</u> School is running a deficit in 2019-2020 and 2020-21 -\$101,381 -\$154,343 - maryvcarmichael</p> <p><u>Total Expenditure Projections (Table)</u> First year total revenue used for this chart includes "Other Funds" @ \$100k that is not explicitly covered in Appendix S. - kpiacenza</p> <p><u>Total Expenditure Projections (Table)</u> The applicant has a negative fund balance in the last 2 years in excess of over \$200,000 dollars. There are no assurances in the budget included to cover this shortfall. - dtsmith840</p> <p><u>Budget Narrative</u> The assurances provided in Appendix S do not explicitly cover the \$100k "Other Funds" in first year.</p>
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	<p>How is student ratio 20:1 if four core teachers are teaching 120 students in two different grade levels?</p> <p>Fundraising is used as justification for possible shortfalls in services for EC students. - kpiacenza</p> <p><u>Budget Narrative</u> While the school states it " will seek to maintain 18% of annual income in a fund balance, which should generate at least \$500,000 annually by the third year." It then seems to eat away at that with a deficit the next two years. - maryvcarmichael</p> <p><u>Budget Narrative</u> Although assurances are mentioned within the application- the assurances were not incorporated into the budget and the proposed applicant has a negative fund balance in the last 2 years in excess of \$200,000. What is the board's plan to ensure this shortfall does not occur? In the assurance letters provided the organizations/individuals did not stipulate a particular amount to ensure the shortfall is covered. - dtsmith840</p> <p><u>Financial Audits</u> The applicant failed to describe the procedures and internal controls and methods for conducting an independent financial audit.</p> <p>There are many areas of concern with the financial section of this application. The negative fund balance in the last 2 years is concerning? - dtsmith840</p>
<p>OVERALL</p>	<p><u>Cover Page</u> Some concerns regarding the language used in the Exceptional Children Section. The charter indicates that after 2 interventions the school will do a complete educational evaluation, rather than an EC referral will be completed. The IEP team will make the decision of what, if any, evaluations will be completed. This is also the case with a parent referral. There is language in the charter that indicates that the teacher will seek permission from the parent to make a referral - parent is not needed for the referral. There appears to be some confusion on the Child Find Process. There is language in the discipline section that seems to indicate that for any student exhibiting behavior issues a FBA and BIP will be developed. This is an IDEA requirement in very specific situations for identified students. While it may appear to be proactive to develop a FBA and BIP for a non-EC identified student it could make the school vulnerable to a claim/complaint from the parents that the school staff had a basis of knowledge that the student may be a student with a disability in need of special education and related services. There are also references in several places that positive behavior intervention will be utilized. Will this school put PBIS into place and have the staff fully trained in how to employ this program? - marie_massengill</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment figures are tactical and realistic. Typically it is easier to fill lower grades before filling higher grades. What is the proposed applicants intent behind adding 7th grade in the 2nd year and 6th grade in the fifth year? - dtsmith840</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the rationale for beginning at 8th grade, not a natural transition point, and then growing both up and down? - paigeabramsonhirsch</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p>

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	<p>Seem to be missing total projected student enrollment for second year. - maryvcarmichael</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p> <p>What is the reasoning for not starting 6-8 and adding high school grades? It might prove difficult recruiting 8th grade students who are settled at their middle school. - kpiacenza</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Ms. Nance explained that Northeast Academy of Aerospace is applying to open in the Fall of 2015 and met the requirements to participate in the Accelerated Application process in which the planning year would be accelerated. There were three out of seven board members that were not present at the meeting. Mr. Sanchez asked how the board would measure their goals overtime. The board chair responded that there would be baseline data that would be established during year one. Growth and rigor would grow every year and the board would create a three year plan. There would also be a set of process goals</p>
Education Plan	<p>Mr. Walker asked about aerospace in the area. The board chair responded that Elizabeth City has the largest coast guard in the state. They repair more planes than any government entity in the world.</p> <p>Mr. Walker asked how many of the students would go straight to jobs versus the university. The board chair stated that the children would learn a lot of the information from the community college program. Aerospace is the focus and 30-40% would go to college.</p> <p>Mr. Maimone asked why the projected enrollment was low since there would be a need in the area. The board chair responded that he would like to train the teachers and not bite off more than the board could chew in its first year. Its better to go slow than fast.</p> <p>Mr. Quigley asked if a school leader has been identified. The board chair responded that there were three powerful candidates that have been identified.</p> <p>Mr. Sanchez noted that this was an innovative group. He added that some things need to be tightened up in the application but they have the board that could do that.</p>
Governance and Capacity	
Operations	
Financial Plan	<p>Ms. Nance stated that the budget does not have money for facilities. The board chair replied that there is a line item for \$60,000 for facilities. Mr. Maimone noted that he was surprised that there were deficits in years 4 and 5. The board chair explained that there should not be any deficits. There was an issue with the online application in that the applicants wanted to include additional LEAs and the system would not allow the additional information to be included. Mr. Sanchez noted that it was explained in the clarification documents.</p>
OVERALL	<p>Mr. Quigley inquired about the partnership with the university. The partnership with the school has been a moving target because they have had three changes in their chancellor. The charter school will rent space because on the college campus because there are</p>

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	three empty buildings there. They will also provide food services. The charter school will also consider being a lab school for their School of Education.
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Overall Summary

Initial Screening	The Office of Charter Schools deems this application complete.
09/26/2014	The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	<p>On January 12, 2015 the CSAB subcommittee voted to move this application to the interview. The subcommittee vote was 6 to 0. The full CSAB vote was 10 to 0.</p> <p>Concern that year four and five have a negative balance. The applicant group stated that there was a mistake in the application on-line system and the budget has been corrected to have positive fund balances. Ms. Nance pointed out that the applicant group has provided a new budget but that is new information. Mr. Maimone said the new budget is clarification. OCS says the applicant group has made the criteria for acceleration. Ms. Swinson explained that this letter does not entitle them to an automatic interview. Mr. Maimone asked if the group was participating in the training this year. The board replied no. Ms. Sutton questioned why begin with 8th grade. Ms. Nance stated that their response makes sense that they want to get their 8th graders ready for high school. Mr. McLaughlin stated that this is a very innovative program and they already have partners at the university. The board was asked how do you know the demand is there for your program? The board responded that they do not have a parent survey but they have a lot of information from dissatisfied people. County commissioners are behind the school. The county commissioners have already given a grant for this school. It was a strategic plan not do to a parent survey. They have worked hard to build relationships around the community. They want to make sure they enter this relationship with a good relationship with the schools. Mr. Maimone asked what are you going to do for the training if you are going to open in August? The board chair responded that he really hadn't received information about the training being provided by OCS at this time. Mr. Maimone made the motion to recommend for interview. Ms. Sutton seconded.</p>
Application Interview	On February 10, 2015 the CSAB subcommittee voted to recommend this application to the SBE to start accelerated process. The full CSAB vote was 11 to 0.
OVERALL	This application will be forwarded to the SBE to participate in the accelerated process. The vote was unanimous.