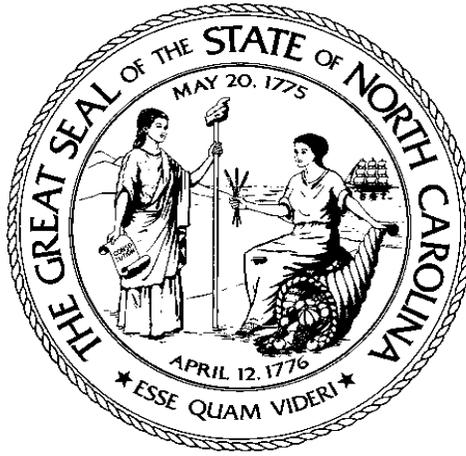


Thomas Bass Leadership Academy - The mission of the Thomas Bass Leadership Academy (TBLA) is to prepare students to become competent individuals who will become responsible, contributing citizens in a pluralistic society through a strong, research-based academic program.



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:

Alan Hawkes
Leigh MObley
Amy Ruck Kagan
Becky Taylor
Greg Schermbeck
Shannon Sellers
Tracy Kelley
Alex Quigley
Steven Walker
Cheryl Turner

Date of Review:

10/27/2014

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Thomas Bass Leadership Academy

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: Thomas Bass Leadership Academy

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

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

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

Name of contact person: *Jerome J. Washington*

Title/Relationship to nonprofit: *Chair*

Mailing address: 1007 South Roxboro Street
Durham NC 27707

Primary telephone: 919-688-1823 Alternative telephone: 313-510-3716

E-Mail address: *jjwashi@juno.com*

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

County: DURHAM

LEA: 320-Durham 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? Thomas Bass Leadership Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	110
Second Year	K,01,02,03	148
Third Year	K,01,02,03,04	188
Fourth Year	K,01,02,03,04,05	224
Fifth Year	K,01,02,03,04,05	224

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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mountvernon1

Signature

Title

mountvernon1

Printed Name

09/26/2014

Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>110 students for three total grade levels is very small. Further, the total projected student growth for five years is small and concerning.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>
<u>challenging financials?</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Alan Hawkes</u>	<u>Pass</u>
<u>Leigh MObley</u>	
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Becky Taylor</u>	
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Steven Walker</u>	
<u>Cheryl Turner</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:

The mission of the Thomas Bass Leadership Academy (TBLA) is to prepare students to become competent individuals who will become responsible, contributing citizens in a pluralistic society through a strong, research-based academic program.

Clearly describe the mission of the proposed charter school:

The mission is "to prepare students for a global technological workforce in the 21st century through collaboration, team building, inquiry-based learning, problem-based learning, and critical thinking."

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

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

The prospective students are marginalized males (single gender) coming from low income neighborhoods in southeast (Old Hayti area)/northeast Durham, North Carolina; Wake County and Orange County schools. There are also students who will most likely come to the academy who have been identified as students with special needs. The academy, in its first year, will begin with students in Kindergarten through second grade and will cascade another year, thereafter. The rationale for selecting the location and student body is based on research of single gender classes in reference to boys who tend to do better, academically, with a strong differentiated curriculum with more engaging activities.

Emerging Research (David Chadwell, 2011)

Offering single-gender classes is an effective response to school-level data that shows achievement gaps between males and females, where students are not achieving at expected levels, or as a way to engage parents by offering a choice. Educators thinking boys and girls learn differently isn't justification for offering single-gender classes. Rather, gender differences are a further reason for teachers to embrace differentiated instruction within coed as well as single-gender classes.

Although experience clearly affects the development and wiring of the brain, growing evidence suggests that gender also seems to be a contributing factor in brain development. In general, researchers agree that

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Boys have a higher physical activity level and develop self-control later than girls.

Girls seem to show stronger verbal skills and demonstrate empathy more readily than boys.

This means that there are probably more boys who are more active more often in the classroom and more girls who more often show strengths in using words verbally and in writing. Learning about gender differences can help teachers of single-gender and coed classes meet the needs of students more effectively. In single-gender classes, building a community and implementing strategies may be easier.

On April 16, 2013, Civil Rights groups decry race and disability disparities in suspensions and file complaint against Durham Public Schools with the U.S. Department of Education's Office of Civil Rights, alleging violations of the Civil Rights Act of 1964 and the Rehabilitation Act of 1973.

"The complaint exposes Durham Public Schools overreliance on out-of-school suspension, which disproportionately harms Black students and students with disabilities.

- 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 is 110 students for 2016-2017.

TBLA projects 36 Kindergarten, DPS for the 2014-2015 has 2,954 Kindergarten, TBLA has 1.2 % of DPS kindergarten

First Grade Student: TBLA projects 36 First Grade student, DPS for 2014-2014, 3,006, 1.2% of DPS

Second Grade: TBLA projects 38 Second Grade Students, DPS 2014-2015 has 2896, 1.3 % of DPS

Third Grade, TBLA projects 38 Third Grade Students, DPS 2014-2015 has 2,670, 1.4 % of DPS

Fourth Grade, TBLA projects 38 Fourth Grade Student, DPS 2014-2015 has 2507, 1.5% of DPS

Fifth Grade, TBLA project 38 Fifth Grade Students, DPS 2014-2015 has 2232, 1.7% of DPS.

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

The charter school will be different from that of the local LEA based on the emphasis of a differentiated curriculum with engaging activities to help enhance skills toward science, technology, engineering, the Arts, and mathematics (STEAM). There will be more inquiry-based, problem-based learning (PBL), and skill-building activities in and outside of the classroom. However, the NC Common Core and Essential Standards will be infused in the curriculum. In emphasis of educating the students will be driven by using the Problem-based learning approach which demonstrates that projects can increase students' interest in science, technology, engineering, mathematics and other core subjects. Students will be involved in solving authentic problems, working with others, and building real solutions within and outside of the classroom. Literacy will be embedded in all subject areas.

- 4. In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this*

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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.*

The Thomas Bass Leadership Academy is designed to "improve student learning" with a special emphasis on at-risk and/or gifted students." Improving student learning will be based on teacher quality and through a combination of content mastery, command of a broad set of pedagogical skills, and both inter/intrapersonal skills. Quality teaching matters when it comes to student learning and the success of students in an academic environment. The teachers will be highly qualified to teach at the Thomas Bass Leadership Academy and will be trained, through professional development workshops to use the Problem-based Learning (PBL) model for instruction. A program-based learning environment will be implemented to enhance students' skills in science, technology, engineering, the Arts, and mathematics, along with core courses, in the curriculum.

Through a rigorous curriculum, teachers will set high standards for students; focus on students' achievement; improve preparation for EOG's (NC Common Core and Essential Standards); and foster more engaging science/mathematics instruction. Students' assessments will be both informal and formal with the use, also, of authentic assessments such as projects, performances, etc.

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 specific and measurable goals for Thomas Bass Leadership Academy (TBLA) for the first five years are as follows:

Thomas Bass Leadership Academy - The mission of the Thomas Bass Leadership Academy (TBLA) is to prepare students to become competent individuals who will become responsible, contributing citizens in a pluralistic society through a strong, research-based academic program.

-Students will demonstrate 85% performance at grade level each year of the five year period.

-Students who are below proficiency will be able to progress to a higher performance level; and

-Students will perform at 85% proficiency level to improve their rate of growth in all subject areas.

Information related to students' academic growth will be reported to the governing board and other stateholders on a quarterly basis by the Principal of the school.

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

Fundamentally, the Board of Directors provide an independent and objective oversight role in ensuring that the school's SMART goals and objectives as delineated in the application are achieved. The goals and objectives for the each academic year will be established collaboratively with the administrative team and Board of Directors at the first meeting in July. This meeting will be a lengthy work session culminating with academic and fiscal success driven short and long term annual goals for student achievement, school development, fiscal management, and staffing plans.

Monthly presentations of achievement and school operations updates will be essential agenda items. Therefore, the school's short and long term mission driven successes will be predicated on the Board's input of meaningful goals, metrics, and action plans. The Board will monitor performance against said metrics and provide re-direction as needed.

The Board will work closely with the Principal, who is responsible for instructional delivery and achieving established goals

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Application's mission statement does not describe a single sex learning environment.</p> <p>Applicant does not sufficiently link STEAM to overall mission and single sex learning environment.</p> <p>In general, mission statement is neither clear, focused, or compelling, as a result it is not likely to produce high-quality education outcomes. It does not express clear guiding principles or core beliefs, or shared values.</p> <p>It is clear that the mission statements are not the or rationale behind the components of the application as the goals, educational program, operations, are not aligned with nor do they support the fulfillment of the mission as stated.</p>	Tracy Kelley	Mission Stat
<p>The mission and the description of the mission do not match. How does "to prepare students for a global technological workforce in the 21st century..." align with the misison?</p>	Shannon Sellers	Mission Stat
<p>weak mission statement (not connected to other parts of the application)</p>	Amy Ruck Kagan	Mission Stat
<p>single gender not mentioned in mission or vision</p> <p>what do they mean by marginalized and why special education?</p> <p>differentiation based on STEAM (first mention of it- not in mission again), questioning how STEAM relates to single gender</p> <p>how does PBL, inquiry based, etc.? fit in with single gender or STEAM and is it so different than offerings elsewhere?</p>	Amy Ruck Kagan	Educational
<p>A description of the targeted population exist but a rationale is lacking for the location and the population.</p> <p>In appendix A the mission is different than the mission stated in the application narrative.</p> <p>Appendix A does not provide substantial evidence for the education need.</p>	Shannon Sellers	Educational
<p>The applicants rationale for selecting k-2 year 1 is not addressed.</p>	Tracy Kelley	Educational
<p>The response does include a description of the targeted population however a clear rationale for selecting the location and student population is not clear. "Marginalized" is used, but there is no data to support this claim.</p> <p>Additional data regarding current achievement levels for low-income males would help further the argument as to how this proposed charter will fill a need in Durham.</p>	Greg Schermbeck	Educational
<p>Applicant response not aligned with stated mission as it identifies its target student population as students who are at risk or gifted rather than focusing on young boys. Applicant answers consistently refer to a focus on STEAM which is not aligned with schools stated mission statement.</p>	Tracy Kelley	Purposes of
<p>unsure of the emphasis on at-risk or gifted students</p> <p>nothing provided links to unique approaches</p> <p>do not see connection to improved student outcomes</p>	Amy Ruck Kagan	Purposes of
<p>None of the 6 purposes of a charter school are described. What assessments will be used? What Professional Development will be provided? How will students be held accountable? How will this school provide parents with a choice?</p>	Shannon Sellers	Purposes of
<p>More information is required. It is clear the school will focus on providing PD opportunities for teachers, however specifics of that PD is not included. Also, a clear connection should be made regarding how this PD will improve student outcomes and achievement.</p> <p>The 2nd paragraph also mentions that teachers will "set high standards for students" yet it is unclear what constitutes as high standards and precisely how teachers will hold students accountable.</p>	Greg Schermbeck	Purposes of
<p>Applications' goals are not written SMART and do not include objectives and benchmarks or state that a baseline will be established. There are no mission-specific goals around STEAM and there is not articulation of how data will be</p>	Tracy Kelley	Goals for th

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<p>obtained. There is no articulation of how objectives will support the mission, a plan for achieving AMO, measuring student longitudinal growth, or sub-group goals (especially since special needs students are a targeted group) there are no strategies for improving student achievement and closing the achievement gaps for all student groups.</p>		
<p>goals are not linked to any assessment how are they measuring progress? no goals related to governance, finance or operations no way of understanding communication or tracking of goals</p>	Amy Ruck Kagan	Goals for th
<p>What information will be presented quarterly? How will it be determined which students are below proficiency? How will you measure growth? The goals are not specific nor measurable.</p>	Shannon Sellers	Goals for th
<p>It is clear that monthly data will be presented at board meetings. More information should be collected regarding what the board will do with the information as its presented.</p> <p>Will data benchmarks be in place? Will there be a clear protocol the board will follow?</p> <p>Performance goals are listed, yet unclear. What % of students will demonstrate 85% performance? What does "Students who are below proficiency level will be able to progress to a higher performance level" mean? Is that a goal?</p> <p>Goals do not appear to be aligned to the mission and purpose as there is no mention of STEAM or specific goals for each STEAM related subject.</p>	Greg Schermbeck	Goals for th

Reviewer	Score
Leigh MObley	
Cheryl Turner	
Shannon Sellers	Fail
Amy Ruck Kagan	Fail
Alan Hawkes	
Tracy Kelley	Fail
Greg Schermbeck	Fail
Alex Quigley	
Becky Taylor	
Steven Walker	

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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.

Students need a rigorous academic program before third grade. At the third grade level, students must be prepared to take the End-of-Grade (EOG) tests in reading, writing, and mathematics. The Thomas B. Bass, Sr. Leadership Academy in the areas of Science, Technology, Engineering, the Arts, and Mathematics (STEAM) will infuse into the curriculum critical thinking, inquiry-based-problem solving learning. Students must become critical thinkers. The curriculum, of the school, will be aligned with the NC Common Core and Essential Standards. To begin a STEAM program for students in grades K-2, it is highly possible that they will master skills needed for EOG's in 3rd grade and thereafter.

Problem-based Learning (PBL) will be the major instructional method due to our emphasis on STEAM. Direct instruction will also meet the academic needs of all the students.

Formal and informal tests will be used to assess the students as well as, authentic assessment tools used for real world experiences (such as projects, portfolios, performances, etc.). Classroom grades are a part of the academic assessment, also.

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 curriculum is based on collaborative teaching to identify best practices for delivery of subject matter, to ensure student engagement, and to create an environment in which students will be able to understand and retain information. Students will be carefully monitored, of skills taught in the classroom, throughout the year to ensure that struggling students are brought up to their level. Informal tests will be administered to students biweekly. Individual plans for struggling students will be used to accurately assess students' progress.

In the Kindergarten classrooms, there will be four (4) courses: basic knowledge acquisition (BKA), mathematics, physical education, and the fine arts. Other courses such as, science, social studies, English/language arts will be integrated into BKA. However, during this time, students will read and write about various topics in social studies and science, perform science experiments, learn about diverse cultures, while developing vocabulary and language skills.

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The first (1st) and second (2nd) graders will work within an integrated curriculum which will cover humanities, mathematics and science, physical education, and the fine arts. Humanities classes will be taught each day for 90 minutes. Topics covered within the 90 minute block consist of English/language arts, geography and social studies. In Humanities, students will be exposed to a broad world view of current events, instead of focusing on a narrow scale of local events. All students will develop and improve their reading and writing skills.

The goal of the Problem-based Learning approach is to reinforce the logical connections that exist between different subject areas. Research shows that integration of different subject areas can increase topic retention and comprehension and improve critical thinking skills. Research has also proven that African American students perform well in communal settings (Do citation).

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.*

The curriculum is aligned with Thomas Bass Leadership Academy's (TBLA) mission of "preparing students for a global technological workforce in the 21st century through collaboration, team-building, inquiry based learning, problem-based learning and critical thinking." Problem-based Learning (PBL) model will be infused into the curriculum. The curriculum is also aligned with the NC Common Core and Essential Standards to assess students' progress as they are promoted from one grade to another.

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.*

Problem-based Learning (PBL) will be the primary instructional model used in the classroom along with direct instruction. Over a five year period, the school's configuration will be K-5. For the first year of implementation, the school will be K-2. The school will be comprised of all male students. Teachers are to master the strategies of PBL. The key components of PBL are as follows:

-Significant Content: Teaching students important knowledge and skills based on standards and key concepts at the heart of academic subjects; and
-21st century competencies: Students build on competencies valuable for today's world, such as problem-solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.

Reference: Buck Institute for Education (BIE), 2005.
bie.org/about/what_pbl.

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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 proposed instructional plan and graduation requirements will ensure student readiness due to careful monitoring of students' academic progress; effective teaching strategies; communication to parents of their child's academic progress on a weekly/quarterly basis; quarterly grades; exposure to real world problems and challenges; and an accurate assessment of students' scores on EOG's (NC Common Core and Essential Standards) at levels of 3, 4, and 5.

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?*
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 calendar of 185 instructional days provides student with enough time of task to become proficient learners in basic reading and mathematics align with project based activities in the STEM and the Arts areas. Classes are structured about 25 to 55 minutes daily in math, science, English, and PE, Art and Music.

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.*

Our approach to students at risk of academic failure is "catch them before they fall" through on-going observation and assessment. Increasing students self-efficacy and motivation to learn is a method to use for students success.

Students with special needs, including students eligible under Section 504, will be identified according to the NC Department of Public Instruction regulations and recommended procedures. Students will be provided with a full range of services and placements to fulfill the special education requirements identified for students with disabilities. An Individualized Education Program (IEP) will be developed in accordance with standard practices for each student with disabilities by team including: parents or guardian; the student where appropriate; the special education teacher and/or the special education related service provider as appropriate; at least one of the students general education teachers; a Local Education Agency (LEA) representative who can commit resources; a school psychologist if evaluation results are discussed or if a reevaluation plan is developed by the Charter School; and other individuals who have knowledge or special expertise regarding the student, including related or specialized services personnel as appropriate.

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The IEP team will be responsible for the development of Individualized Education Plans.

Further, the IEP team will determine appropriate services to be provided for students to include transition services, assistive technology services, and related supports.

The students IEP will reflect all the elements required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. The services will include intense elements:

- * Students present levels of functioning and academic performance;
- * Measurable annual goals and, where appropriate, short-term objectives;
- * Special education, related services, and supplementary aids and services; and
- * A statement of program modifications and/or supports to be provided for the student.

The academy will adhere to all applicable provisions of federal law, relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

The Bass Academy will ensure that all students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA): (1) will have available a free appropriate public education (FAPE); (2) are appropriately evaluated; (3) are provided with an individualized educational plan (IEP); (4) receive an appropriate education in the least restrictive environment; (5) are involved in the development of and decisions regarding the IEP, along with their parents.

All special education students will receive appropriate support, remediation, and consultation services in accordance with FAPE. All students will have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the academy or Durham Public Schools provision of FAPE.

Curricula for exceptional children in the academy will follow the curricula adapted for non-exceptional students. However, focus will be given to instruction on various subjects, depending on the needs of the individual students. Exceptional students cognitive, affective, motor and vocational development within the curricular areas will be emphasized.

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.*

Our approach to students at risk of academic failure is "catch them before they fall" through on-going observation and assessment. Increasing students self-efficacy and motivation to learn is a method to use for students

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success, providing supplemental and extended instruction, and if necessary, an intense and individualized intervention are among our key approaches in addition to individualized student instruction, tutoring, small group instruction, family involvement, and extended programs. Instruction designed to enhance language acquisition as well as content comprehension of English Language Learner students will be provided.

The first step that the Thomas Bass Learning Academy (TBLA) will take to identify ELL students is through an informal home language survey during the enrollment process. Parents will be asked to complete and submit questions that pertain to a family's or student's home language. Identification, screening and parental notification of eligible students will be within 30 days before enrollment. TBLA teachers will receive staff development in instructing ELL students. Primary strategies employed: Teachers will introduce new concepts by discussing vocabulary words as well as key concepts. Teachers will develop lesson plans that incorporate the visual and kinesthetic ELL. The fusing of the arts with our academics will benefit not only the ELL but the entire student body as well.

Other teaching strategies TBLA teachers will use will be guided interaction, direct teaching and visual aids. With the guided interaction method, the teacher will structure the lessons so that students will be able to work together in order to get clarity and understanding. This will go hand in hand with explicit instructions. Modeling, graphic organizers and visuals will be employed. The use of a variety of materials, manipulatives, visual aids, will help all students, not only our ELL students. Through the use of visuals, the language and content will become more relevant.

TBLA will monitor the development of language and content skills/knowledge as the ELL student progresses through the individualized program of instruction. Assessments of student work will be used to determine appropriate instructional approaches, adaptations, materials and coursework. In addition to informal class assessments, an ESL proficiency test will be administered once or twice a year as needed, for the purpose of reclassification of students language proficiency and determining instructional levels. An ELL will exit the program once it has been determined the student has successfully scored at a level where these services will no longer be needed.

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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.*

TBLA will identify students who are intellectually gifted through classroom observation or by transcript information from the child's previous school.

Bass Academy STEAM will work closely with the AIG Office of Durham Public Schools to make sure that our future Academically or Intellectually Gifted (AIG) students showing high performance capability academically and intellectually are correctly identified and their highly unique and specialized needs are fully met in our nurturing school environment. Bass Academy will establish an AIG Committee Review Team to be comprised of an Administrator. This committee will meet to review nominations and pertinent data to determine the continuation of the screening process for identification.

TBLA teachers will use the strategy of differentiation in order to provide challenging educational opportunities to service these students. Through the integration of the arts fused with our educational program, this will allow students to demonstrate abilities and unique talents and allow students to explore their interest and individual capabilities in many different academic and creative areas.

TBLA staff will continue to monitor the progress and success of the intellectually gifted students and use ongoing classroom work to drive instruction.

Problem-based learning, based on using the knowledge as a means to apply and solve the problem, will be used both as a pedagogical approach and curriculum design methodology. STEAM is the primary signature of Bass Academy. Technology will be simultaneously incorporated in teaching and curriculum, as the integration of technology will serve for inquiry, communication, construction and expression as well as for assessment. Action research will be employed as a practical, yet systematic research method to help teachers investigate their own teaching and their students learning in and outside the classroom.

Problem-based learning, based on using the knowledge as a means to apply and solve the problem, will be used both as a pedagogical approach and curriculum design methodology. STEAM is the primary signature of Bass Academy. Technology will be simultaneously incorporated in teaching and curriculum, as the integration of technology will serve for inquiry, communication, construction and expression as well as for assessment. Action research will be employed as a practical, yet systematic research method to help teachers investigate their own teaching and their students learning in and outside the classroom.

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Bass Academy elective curriculum is aimed to provide extra enrichment opportunities for AIG students. The academy promotes an education system that enables "all learners to develop their individual potential." For AIG students, this requires opportunities to develop in ways which may far exceed expected learning outcomes for their age.

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)*

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) Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. 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.

As part of the enrollment process TLC will contact the students previous school. A request for transcripts will be submitted to the school requesting student documents which will consist of but not limited to, report cards, health records, birth certificate (for Kindergarten students), all transcripts and other documents related to the students education, 504s or IEPs.

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Student is identified as possibly needing special education or related services. A teacher may request that a student be evaluated to see if he or she has a disability. Parents may also contact the teacher to request an evaluation.

* Evaluation An evaluation will be completed by either a school psychologist or an independent source. The evaluation will cover all areas related to the students area of disability. The evaluation will be used to determine if the student is eligible for special education services and decisions about an appropriate program.

* The psychologist, teacher, parents, and resource teacher, will look at the childs evaluation results and together decide eligibility.

* If the child is eligible for special education services, an IEP team will meet within a 30 day period to write an IEP or 504 plans for the child.

* IEP meeting is scheduled.

* The IEP team gathers to talk about the needs for the child and writes a plan to meet those needs. Parents are present at meeting. Services begin as soon as possible after the IEP is written and consent from parents is given.

* Parents are given a copy of the IEP. Each of the childs teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP or 504. This includes the accommodations, modifications, and supports that must be provided to the child.

* The students progress toward the annual goals is measured as stated in the IEP. His or her parents are periodically informed of their childs progress (such as quarterly reports)

* The students IEP is reviewed by the IEP team at least once a year, or more often if the parent or school ask for a review.

* A student is reevaluated at least every three years, unless parents and the school agree that a reevaluation is not necessary. Parents must give their consent for their childs reevaluation.

The records of students with disabilities and 504 Accommodation plans will be properly managed by:

- a) Requesting Records from previous schools
- b) Record Confidentiality (on site)
- c) Record Compliance (on site)

To request existing student records, TBLA will submit a Transcript Release Form to the school the student previously attended. The student records will be housed in locked file cabinets located in an area of the school that is designated for employees only.

Exceptional Children's Education Programming

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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.*

TBLA will seek to use an inclusion program. Existing Individual Education Plans (IEPs) will be implemented or revised based on new environmental advantages at the school with the help of a certified special education teacher. The special education teacher will consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications. IEPs will be developed, revised and implemented in accordance with Individuals with Disabilities Education Act (IDEA) and North Carolina law and regulations. All information will be monitored and reported to the student, parents and staff through meetings that will be held to discuss and implement the students IEP.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Students performance standards include:

1. Students will demonstrate at an 85% performance at grade level in each academic year. Those student who are below proficiency will progress to proficient and those who are at proficient and above proficient will progress as well.
2. The academic growth of students will be assessed annually on state criterion-reference tests when needed. Students academic progress will also be monitored by multiple methods of assessments which will include performances (the arts), projects, in-class examinations, and portfolios. Through this process teachers will be able to assess mastery of skills of students at Thomas Bass Leadership Academy.
3. For students to be considered for promotion to the next grade, students must earn a "C" or better and score at Level III of End-of-Grade Test.
4. There isn't a school Exit Plan (Elementary status)

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Student Conduct:

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

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

Be sure to include:

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

The school will promote effective discipline by utilizing a wide variety of prevention and corrective strategies that will (1) incorporate a Positive Behavior Intervention and Support Program (PBIS) and (2) align a character education systems approach. There are four (4) Levels of major infractions that may result in school suspension or expulsion:

Level 1: Using or possession tobacco

Level 2: Leaving the class, school building without teacher or staff permission, using abusive or profane language, showing inappropriate behavior or being disrespectful to the teacher or staff, and habitual violation of Level 1 behaviors.

Level 3: Intentionally disrupting the educational process, verbally or physically threatening harm another person.

Level 4: Using or in possession of a weapon, (gun, rifle, pistol or other firearms of any kind, or any dynamite cartridge, boom, mine, drugs, or alcohol; vandalizing the school's property, fighting, and sexual misconduct. setting off false alarms; theft and hate crimes.

Administrative actions for major infractions include:

Level 1: Conference with principal, student and parent, Maximum 3 day suspension.

Level 2: Conference with principal and parent, Maximum 5 day suspension.

Level 3: Conference with principal and parent, Maximum 10 days out of school suspension.

Level 4: Mandatory suspensions Any student shall be suspended for 365 days for Level 4 infractions. Legal reference: G.S. 14-269.2, 115C-47, -112, 1276, -390, -391; U. SC. C. et.seq: 20 U. S. C. 1400 et. seq..

Expulsion

Upon the recommendation of the Principal, the Board may permanently expel a student whose behavior indicated that he student's continued presence in school constitutes a clear threat to the safety of other student or employees. The Board's decisions to expel such a student shall be based on clear and convincing evidence, and shall be made in accordance with North Carolina State Board of Education guideline defining acts and conduct that are considered a clear threat to the safety of students or employees. The

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decision of the Board of Directors under this policy is final, subject only to judicial review in accordance with

Article 4 of Chapter 150b of the General Statutes.

Legal Reference: G. S. 115C-47, -391.

Due Process

If the administrator witnessed or is made aware of serious student misconduct and believes that immediate removal of the student is necessary to restore order, she/he may suspend the student immediately.

A short-term suspension is removal from the school for a period of ten days or less. The administrator may invoke a short-term suspension only after investigating the misconduct, conferencing with parents, confronting the student with the charges, and allowing for the student's response. A suspended student will be provided an opportunity to take any quarterly, semester, or grading period examination missed during the suspension period. Appeal to our principal must be requested within two days. An appeal hearing board will consist of the principal, the student's teacher, and another teacher at the school.

A long-term suspension for more than ten days but not exceeding the remainder of the school year. Parents must be notified in writing, and will have 30 days to appeal in writing. The Board must respond within 15 days of receipt, and may call a special Board meeting if one is not scheduled.

Discipline Students with Disabilities

The individualized Education Program (IEP) Team shall review pending recommendations for suspension of over ten cumulative days in a school year of student with disabilities to determine if the misconduct is a manifestation of the disability within 10 school days of the suspension. Should no manifestation is determined the parent may at the school level or file a petition with an administrative law judge. If the behavior is related to the disability, no penalty will be administered. IEP team will work with parent and student to modify the IEP.

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Section III: Education Plan Concerns and Additional Questions		
<p>incoherent ed program "highly possible" that they will master skills? how does PBL relate to STEAM? what types of assessments- how will information lead to outcomes or improvements entire section does not include anything about single gender approach</p>	Amy Ruck Kagan	Instructiona
<p>There is no mention of any baseline data or assessments. The charter should plan to administer basic diagnostic, language and other critical assessments in order to differentiate instruction.</p>	Greg Schermbeck	Instructiona
<p>Applicant presents no evidence (research or similar successful school models) to support the proposed instructional practices with similar student populations. . The assessment strategy as described is insufficient to measure student learning or effectiveness of the program. There is no connection between the proposed instructional practices and the schools mission. There is no description of how instruction will be differentiated to meet student needs.</p>	Tracy Kelley	Instructiona
<p>What assessments will be used other than EOG's in 3rd grade? How will the program be rigorous?</p>	Shannon Sellers	Instructiona
<p>The curriculum framework is not presented clearly and does not align with the schools stated mission and goals. The description of the curriculum lacks sufficient detail to determine whether it is CCSS aligned across all grade levels. Overall, the application does not propose to use a clearly defined, researched-based curriculum with the potential to raise the achievement of the intended student population. Academic calendar is messy and incoherent with sloppy presentation. Appendix B provides scope and sequence for k-2 grades only.</p>	Tracy Kelley	Curriculum a
<p>There is no mention of class size or structure. It would be helpful to gain a better understanding of how each class will be structured, measured and assessed.</p> <p>Instructional strategies are named however there is not a clear connection to how these strategies will lead to an increase in student mastery or achievement.</p> <p>The attached Instructional Calendar is not a calendar but rather a list of dates. Further, the 2nd page is difficult to follow and unclear how it relates to an instructional calendar.</p> <p>There is also mention of classes running from "25 to 55 minutes. This is a large difference in instructional time and should be clearly spelled out.</p> <p>The Curriculum Outline is also missing details. It lists (I believe) 1-2 objectives for each grade level. Yet it is unclear how these objectives were chosen or how they connect. Much greater detailed would be required in scripting an actual Curriculum Outline. *Should also be noted that Curriculum is misspelled in the attachment.</p>	Greg Schermbeck	Curriculum a
<p>What will the average class size be? This is not identified. Will reading be a focus in Kindergarten? It is stated in the application that "Research has also proven that that African American students perform well in communal settings," what about other races that will attend the school? Appendix B is very generic and focuses on one unit versus the school year. The application switches back to STEM versus STEAM in its reference to the calendar. Will the school be a STEM or a STEAM school? STEM nor STEAM are mentioned at all in the mission statement.</p>	Shannon Sellers	Curriculum a
<p>so many questions... what is a curriculum based on collaborative teaching? how are students going to be monitored- no information provided what type of informal tests? for a STEAM focus- science and technology are not core one mention of BKA block, another of a humanities block curriculum framework is unclear and without details</p>	Amy Ruck Kagan	Curriculum a

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cites laws, but lacks detail nothing about identifying or evaluation students lacks capacity	Amy Ruck Kagan	Special Prog
There is a clear plan to identify students who are ELL learners however the means to catch those students up are not sufficient. More specific plans should be created to aid the development of ELL learners. More clarity and definition should be assigned to enhancing academic opportunities for gifted students. Classroom observations and differentiation or not enough to provide a quality education for gifted students.	Greg Schermbeck	Special Prog
The question relates to students that are At-Risk and are not performing at standard and the applicant does not answer the question. The applicant answers in regards to students with disabilities. What will a teacher do for a student that is struggling? WIDA and ACCESS test are never mentioned. It is important to understand that the state provides test for placement into ELL. The sending out of a home language survey is the only an initial determination. Who will provide the PD for teachers for ELL? Is this included in the budget? Students are not typically identified as AIG until 2nd grade, so working with DPS for this information will be difficult during the first year.	Shannon Sellers	Special Prog
Section references several different school names i.e. TLC, again sloppy presentation and inconsistent focus areas arts integration, STEM, and STEAM all mentioned interchangeably.	Tracy Kelley	Special Prog
This section is not in compliance with federal and state policies. There is no information regarding child find process. The evaluation process does not follow the policies; Who is the independent source providing the evaluations? An LEA is required as part of the IEP Team; who will serve as the LEA and how will they be trained on their role and responsibilities? Is the resource teacher a certified special education teacher? Who will determine if evaluations are needed? When is parental consent required? An IEP should be developed once a student is found eligible; 30 days could be beyond the 90 day timeline. There is significant components of the exceptional children federal and state policies that are missing from this section and the information in this section does not follow the policies.	Leigh MObley	Exceptional
requirements listed- disconnected from school model	Amy Ruck Kagan	Exceptional
Not certain that the applicant understands 504 plans. Students do not necessarily have to have a psychological for placement on a 504. Who qualifies for a 504 plan? There is not a clear understanding of how records will be managed once at the school.	Shannon Sellers	Exceptional
Surface level compliance only understanding but not cohesive as segments mentioned in this section are not mentioned again and are not infused throughout the application.	Tracy Kelley	Exceptional
disconnected from curriculum, school approach and mission they continue to flip flop through school names lacks planning	Amy Ruck Kagan	Exceptional
Application lacks a realistic mission-aligned plan to identify and meet the learning needs of at-risk students, gifted and talented, and special needs students or ELL students. The overall intervention process is insufficiently developed to meet the needs of special needs students and plans for serving special populations, overall, are not aligned with the overall curriculum, instructional approaches and school mission. The school has a partial plan to identify and meet the needs of SPED students and RtI is mentioned, but details are not provided. The applicant provided only a vague plan to provide staff to meet the needs of exceptional students and there was no research to support interventions and no description of materials referenced.	Tracy Kelley	Exceptional
This section is not in compliance with federal and state policies. The school can not pre-determine that a student with a disability will be served in a inclusion model unless the IEP Team determines this is the least restrictive environment. IEPs can not be revised due to school model or lack of continuum of services. How will the school provide related services? How will the school provide comparable services when a student's IEP states a different setting other than "regular/inclusion"? How and when will progress on IEP goals be reported to parents/guardians?	Leigh MObley	Exceptional
What happens if a student enrolls with an IEP that requires separate setting? IEP's	Shannon Sellers	Exceptional

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cannot be easily changed to a different setting.		
A summary for how the school will work with EC students is presented however it lacks great detail. A clear educational plan is not described nor or a full range of services or programs discussed.	Greg Schermbeck	Exceptional
How will you know that students are at an 85% performance? When will this be measured? What assessments will be used to drive instruction?	Shannon Sellers	Student Perf
Overall, the applicant does not state clearly attainable (SMART) educational goals that reflect high standards for teaching and learning. The applicant does not articulate a plan to monitor progress toward meeting the goals of the school and the stated objectives do not align with the schools goals or mission. Applicant proposes a school model without appropriate internal assessments to evaluate student needs and the effectiveness of the academic programs, and external assessments to ensure CCSS will be met. The applicant does not specify a list of assessments to demonstrate an appropriate evaluation system/process. There is not description of a corrective action/interventions. In terms of performance management, the proposed school model does not describe a system that uses student data to determine whether the schools academic goals are being achieved and to modify it academic program in order to improve student learning and instructional effectiveness. No promotion guidelines are not included.	Tracy Kelley	Student Perf
Responses are not clear, specific or measurable. It also states that "students who are below proficiency will progress to proficient". It seems to describe that all students will move to the next grade, regardless of proficiency. There is mention of which assessments will be used, but it does not discuss how the curriculum will improve over time. An exit plan is not mentioned.	Greg Schermbeck	Student Perf
no details about assessments unsure how they will demonstrate 85% performance (performance on what) what is progress? what do they mean by as necessary? how will all types of assessments be used together for one student? why grade C and what is Level III?	Amy Ruck Kagan	Student Perf
The section on discipline for students with disabilities is not in compliance with federal and state policies. There are significant components of the procedural safeguards missing from this section and the information written, does not follow policies, NC 1504-2.1, NC1504-2.7. IEP Team is not the required members to determine manifestation. Manifestation is determined on several factors not only the student's disability. Who will determine if the removal is a change of placement? How will services be provided when a student is removed for over 10 days?	Leigh MObley	Student Cond
There are grammatical mistakes throughout this section. Narrative is not specific.	Shannon Sellers	Student Cond
verify that admission can be limited if student was previously expelled lay out infractions, but no detail about school culture or behavior systems again, no connection to single gender	Amy Ruck Kagan	Student Cond
Applicants describes a student discipline plan that is not aligned to its stated mission or geared toward specific student population of boys. The policy is punitive facing rather than focused on building a school community around best practice acculturation strategies, including a common language, shared values, motto, creeds, core principles, chants, celebrations, school wide expectations, unifying themes and restorative justice. In general, lacks cohesion and is not developmentally, culturally, linguistically likely to improve student outcomes for it targeted student population. Handbook indicates that the home school communication will use "church robo calls" applicant should seek guidance in separation laws and guidelines. The student conduct section of the application regarding school culture failed to highlight core tenets presented in the appendices, this indicates a lack of cohesion in the application writing process.	Tracy Kelley	Student Cond
Draft of the handbook is attached and detailed, however specifics of the handbook must be addressed.	Greg Schermbeck	Student Cond

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High-level behavior policies are described however there is no mention of a cultural plan or how students will be taught to develop and mature. Specifically, no program is mentioned that acknowledges both positive and negative student behavior.		
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Reviewer	Score
Cheryl Turner	
Shannon Sellers	Fail
Leigh MObley	Fail
Steven Walker	
Becky Taylor	
Alan Hawkes	
Alex Quigley	
Greg Schermbeck	Fail
Tracy Kelley	Fail
Amy Ruck Kagan	Fail

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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: Thomas Bass Leadership Academy

Mailing Address: 1007 South Roxboro Street

City/State/Zip: Durham NC 27707

Street Address: 1007 South Roxboro Street

Phone: 919-688-1823

Fax: 919-688-0163

Name of registered agent and address: Pastor Jerome J Washington
1007 South Roxboro Street
Durham, North Carolina 27707

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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		DURHAM			
		DURHAM			
Geraldine Young	Member	DURHAM	Retired Educator		
Jerome J. Washington	Member	DURHAM	Minster, Educator		
Atrayus Goode	Member	DURHAM	Diector, Youth organization		
Reverend Thomas Bass, Jr	Member	DURHAM	Business, Pastor		
Farad Ali	Member	DURHAM	Business		

Please provide the following in this location of the APPLICATION:

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

The Board of Directors is responsible for the overall academic, fiscal, and safety operations of the school, inclusive of the hiring and dismissal of staff.

The fundamentally, the Board of Directors provide an independent and objective oversight role in ensuring that the school's SMART goals and objectives as delineated in the application are achieved. The goals and objectives for the each academic year will be established collaboratively with the administrative team and Board of Directors at the first meeting in July. This meeting will be a lengthy work session culminating with academic and fiscal success driven short and long term annual goals for student achievement, school development, fiscal management, and staffing plans.

Monthly presentations of achievement and school operations updates will be essential agenda items. Therefore, the school's short and long term mission driven successes will be predicated on the Board's input of meaningful goals, metrics, and action plans. The Board will monitor performance against said metrics and provide re-direction as needed.

Meetings will also include the attendance and report participation of two committees, the Parent/Teacher Committee and the Community Relations Committee. Both groups will be value added in maintaining the Board's perspectives on students, parents, teachers and community's perception of the school.

The governance of the TBLA consists of the Principal reporting directly to the Board of Directors.

Teachers and contracted instructional support will report to the Principal

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and the Dean of Students. Human Resources Officer, Transportation, Food Service, Finance Manager, and Parent/Teacher and Community Relations reports to the Principal.

During the period prior to the opening of school, the Chair of the Board of Directors will establish Board committees, one of them will be the Governance Policy Committee. This committee will establish operations guidelines for the school.

The Board will be intentional in approving a principal before the opening of school in July. A preferred candidate shall be a school principal with at least five (5) years of experience in a public, private or charter school, proven track record of financial and management insight, and experience in educating and motivating males from economically at-risk environments.

The Board will have a close collaborative working relationship with the principal. The chair of the Board will have weekly meetings especially during the start up of school and thereafter monthly conversations or as needed. The board will formally assess the principal performance semi-annually, however performance concerns will be reviewed as they arise. A written evaluation will be conducted by all Board members and an official evaluation report will be given to the principal.

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

The current board has five members. Board members represent expertise in business, elementary education, fundraising/institutional development, student readiness for college, faith-based concerns, second chance recovery, criminal system, and assessment and evaluation systems. All of these skills-driven attributes will help to maintain an effective successful Input from other constituencies will be ascertained from the Parents/teachers and Community Relations Committees.

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 team populated the Board with interested and committed individuals. The process began with the founding team preparing a list of skills needed by Board members for a successful charter school. Potential Board members were vetted according to the criterion. Initially, three members were invited to serve and consented. The process was concluded with invitations to ten members, of that number six consented, contributing to a total of nine members.

In event of a vacancy of death, resignation, removal, disqualification or any other case, that vacancy shall be fulfilled by consensus of the remaining board members. Board members will be asked to recommend members, job description will be placed on the website and the local newspapers. The Governance Committee will be responsible for receiving all letters and resumes. The Committee will forward recommendations to the Chair of the Board, and individuals will be interviewed by the Board. The goal will be to fill the vacant Board seat at two regular meetings of the Board or with

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sixty (6)) days which ever occurs first. (See Appendix , By Laws.

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

The Board of Directors is to meet on a monthly basis, however, if circumstances prevent a monthly meeting, at least one meeting every two months is required. Special meeting as needed. There will be an annual meeting in July, wherein Directors will be selected, if necessary, immediately following the election of officers.

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

New Board members will have mentoring sessions with existing board members during the month individual(s) are elected to the Board. A veteran Board member will serve as a mentor to the newly elected Board members. members. The entire Board will be trained during the Summer before the opening of the TBLA school. The training will consist of a minimum of five hours of instruction and discussion focusing on North Carolina Open Meeting Law, Conflict of Interest, Ethics, Financial responsibility, last year's goals and objectives, ADM and academic data, and the upcoming year short and long term goals.

Draft policies for the Board will be presented for approval. There will be a first reading at the Training session . The Governance Committee will seek all feedback and bring for approval at the next meeting.

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

The specific steps the Board will take to avoid any actual conflict and to mitigate perceived conflict. The definition of conflict is stated in Appendix H. Additionally, Board members have signed a form stating that they understand and will uphold the Conflict of Interest Policy. Board members agree to disclose any potential conflict and will abstain from voting on matters related to the conflict. Potential conflict of interest will be included in Board's orientation training. Conflict of Interest disclosure will be recorded in the minutes. See Appendix H.

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

Being fully aware of certain basic policies that must be in place prior to the operation of the TBLA, such as personnel policies. the Board will utilize the Charter School.org Board Governance Training Manual process to develop policies related to the operations of the school, and will also utilize the tools provided by the Office of Charter School at NCDPI to ensue that all necessary policies are in place. The Board will focus first on identifying the need for a new policy. The recognition that there is a need for a new policy. The need can come from various sources such as board members, the charter school staff, parents, and students and the community. The Board assigns the Governance Committee inclusive of the principal and another staff members to draft the policy. Legal counsel is sought if necessary to answer all questions of the draft policy. Board will read the policy at a meeting, and provide feedback to the Governance Committee. The Governance Committee may meet with the Parents and Teachers Committee and Community Relations Committee to also seek feedback inclusive of the Board

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changes. The Governance Committee will redraft based on feedback from all stakeholder and forward to the Chair to place on the agenda for final approval.

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 are two advisory Board committees. -- Community Committee and Parent Teacher Committee. Both Committees will assist in recruiting students for the TBLA. Individuals will serve as recruitment ambassadors. The Parent Teacher Committee will serve as an advisory group to the Board and principal on issues pertaining to teacher and parents, and the committee will be included on each monthly Board agenda.

The Board will use this committee to vet proposed school policies and guidelines. The Community will also serve as an advisory role to the Board with emphasis on creating community partnerships, fundraising, and grant writing. This Committee will also have be on the Board monthly agenda. The Board Chair will assist in forming the committee and assure a Chair and officers are elected.

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

Parents and staff members will discuss the matter with individual involved in the aggrieved matter, teacher, and staff. If the matter is not satisfactorily resolved, the aggrieved individual will go to the immediate supervisor. The immediate supervisor may resolve the matter or ask the Human Resources Officer to investigate the matter. Within ten days, the immediate supervisor, i.e., presents a decision to the aggrieved party. If this does not meet the satisfaction, then the party shall in writing request a meeting with the Chair of the Board of Directors. The Chair may resolve the matter and report the decision to the Board of Directors or decide to convene a Personnel hearing on the matter. The hearing must be convened within thirty days.

If the matter involves the principal, the aggrieved party shall bring the matter to the Chair of the Board of Director. As indicated above the Board Chair will handle it appropriately by making a decision or establishing a Personnel Hearing.

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).*

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Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

Positions	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Principal	1	1	1	1	
Dean of Students					
Asst. Dean of Students (50%)		1	1	1	1
Business/Finance Manager		1	1	1	1
Human Resources Officer (50%)					
Teachers	6	8	10	12	12
Teachers Assistants		1.5	1.5	3	3
Exceptional Teacher (50%)		1	1	1	1
Clerical	1	1	1	1	
Elective Specialty Teachers, Arts, STEM (graduate students)		3	4	8	10
Food Staff (50%)	1	1	1	1	
Custodian (50%)		1	1	1	1
Transportation -Driver		1	1	1	1
Substitute Teachers as needed	2	2	2	2	
Before and After school coordinator; teachers depend on enrollment, revenue generating		1	1	1	1

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The most critical component of a successful effective school is the teaching staff. The TBLA will hire and retain high-performing teachers. High-

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performing teachers are teachers who are certified in their respective teaching areas, possess technological proficiency in utilizing technology as a tool to enhance student learning and have at least three year of teaching experience.

The TBLA will employ several strategies to hire and retain teaching staff such as focusing on notifying Teacher Education Programs of colleges and universities and Teach for American with verbal and written documents delineating the school's mission and goals, providing incentives such as merit pay, stipends for teachers in the STEM areas, utilizing veteran teachers as coaches for newly hired teaches, rewards to teachers who have National Teacher Certification, providing on-going evaluative performance reviews to assist teachers in timely student assessment improvements, granting professional development funds for teacher to attend at least one conference per year, allowing teacher the opportunity to express their opinions openly through surveys about work environment and staff satisfaction monthly meeting and quarterly surveys.

Very importantly, TBLA will make sure teachers feel that they are valued and respected and that the school recognizes teaching as a career.

Lastly, other recruitment/retention strategies consist of advertising in trade publications and leading newspapers throughout the state of North Carolina and Virginia, attending statewide, regional and national conferences to recruit, attending job fairs, establishing own job fairs, and eliciting referrals from current and retired certified teachers.

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 of Directors will govern by approving all school policies. Upon the recommendation of the principal, the Board of Directors will have final approval on the hiring, promotion, and firing of all teachers and staff. All grievance will first be heard by the Principal then the Board ha the final decision. All teachers will be encouraged to attend board meetings, and all board members will be encourage to frequent the school at least one visit per month.

The Board is also responsible for the school achieving its academic mission and goals that will include working with principal and Dean of Students to ensure all staff are cognizant of their academic roles and responsibilities The Board is also responsible for the solvent financial operations of the school and will converse with the Business manager as needed. ((See Appendix 0)

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

All employee are required to complete and sign an employment application, which will become a part of their personal files, if they are hired. Any false or deliberately misleading information on the application is ground for immediate dismissal. Any offer of employment received from TBLA is depended on the results of a criminal background check (that will be conducted by the Human Resources Officer), satisfactory completion of physical examination, a tuberculin test, and compliance for the facilitation of Reform and Control Act of 1986 (IRA). The Human Resources Officer is responsible for the facilitation of the above reference terms for hiring.

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All offers of employment and dismissal are contingent on the principal's recommendation and final approval of the Board of Directors.

References: Durham Public Schools, 2014, Staff Employment and Dismissal Policy

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

Salary ranges:

Principal- Full time -\$50,00-\$91,000

Dean of Students-Full Time- \$45,000-\$65,000

Assistant to the Dean of Students, Part-Time, 15,000-40,000

Human Resources Office, Part- Time, work as needed , \$10,000-\$20,000
contracted employee

Business Manager, Full Time

It Specialist, contracted employee, work as needed \$10,000

Coaches veteran teachers and administrators, \$1,000 stipend, contracted employee, Part-Time

Food Service, 2 staff, part-time \$2500 per person

Substitute, part-time, contracted as needed

Employment Benefits

North Carolina State Employees Retirement

Health Insurance

Social Security

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

The Employees Handbook will be emphasized by the Principal at staff meetings on the importance of staff reviewing it. Each staff person will validate receiving and that they understand it by signing a receipt..

The employees grievance policy consist of 4 steps:

First step: employees must immediately bring concern to the attention of their immediate supervisor within eight working days. The supervisor must prepare a written report indicating the date when the concern was brought to his/her attention, the nature of the concern, and results. If the matter is not resolved at this level, the Second Step will be implemented. Step 2 involves the employee's requesting a meeting with the supervisor's direct report, which may be the principal or the Board of Directors. Once he principal or he Board of Directors receives the request, they may request the Human Resources Officer to discuss the concern with the aggrieved employee. The Human Resources Officer on behalf of the employees shall provide a reply to the employee within four days. If he Human Resources Office's review does not indicate a satisfactory resolution per discussion with the employees, Step 4 is implemented. Step 3 is a personnel hearing with the Board of Directors. The Board's decision is final.

Employee termination is recommended to the Board by the principal. However, the Principal does have authorization from the Board to provide corrective action plan for any employee whose performance or contradicts the School Code of Conduct of Ethnics. The action varies from reassignment, transfer, coaching, or and written warnings or dismissal depending on the degree of the situation. If performance and/or behavior does not improve, the employee can be terminated with Board approval. The Board reserves the right to terminate at will employees without cause, without notice, without implementation of corrective action plan.

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

The Dean of Students and the Assistant to the Dean shall have experience with Exceptional Children and therefore will assist the part-time Exceptional Children's teacher.

- 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.*

TBLA will follow the federal and state guidelines regarding ELL students. These students face a language and will not be assigned to special education classes. All staff will be trained to provide the most appropriate education for these students. For the identification, monitoring, and exiting the program, TBLA will use the Home Language Survey guidelines recommended by the State Board of Education. ELL students will be taught in regular and modifications will provide for them. language. TBLA will use the World Class Instruction recommended by the State Board of Education to ascertain levels of services.

Parents/guardians will play an intricate role in understanding the dynamics of accommodations.

TBLA will hire a bilingual staff or teacher that will interpret all conversations about guideline, accommodation and exiting the program. State Board of Education to assess the level and the amount of time needed for each child.

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- 9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

Principal is responsible for the day to day operations of the school, including the supervising and observing the instructional staff's curriculum practices and professional decorum. The principal shall have a Master Degree in administration and have earned the required from the North Carolina School Leaders Licensure Assessment (SLLA,) at least three year of experience as a principal/assistant principal in a public /charter school.

Dean of Students will assist the Principal with the implementation of the school instructional program, oversight over student conduct and discipline, school volunteers, school partnerships, parents, and community involvement. The position will also have a dual function of assisting the Exceptional Teacher with developing the implementing the Individual Education Plan (IEP). Three of experience, and a Masters Degree in School Curriculum or related area.

Assistant to the Dean will assist the Dean of Students in fulfilling the job responsibilities as indicated for the Dean of Student. The person will handle data management with the WISE system. Three years of experience with exceptional children.

Exceptions Children's Teacher, part-time, work involves developing and implementing the Individual Education Program (IEP) in classroom setting that are compatible with the student's age and developmental level, developing lesson plans, adapting materials and designing activities to assist EX students develop appropriate academic behavior, and social skills

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to meet their IEP goals, monitoring student's progress and maintaining ED records compliance with state and federal guidelines. Reports to the principal. Must have exceptional children's certification.

Custodian will maintain the cleanliness of the building. ThreHigh School degree require

Transportation driver will transport student to and from school every day. Required chauffer's license.

Business Manager will report to the principal and Board of Director. The Business Manager is responsible for processing payroll and invoices, entering accounts payable transactions into the system, pre-audits to determine needs, short term and long range budget planning and prepare necessary reports to the State and the Board of Directors. Shall have a Bachelor's Degree in Business.

Human Resources Officer develops, advises, and implements policies relating to the effective use of employees in the charter school. Responsibilities will include promoting equity and diversity as part of the school culture, advising on pay and other remuneration issues, including hiring, benefits and promotion; administering payroll; maintaining employee records, developing training and dealing with grievances and implementing disciplinary procedures. Must have at least 5 years of experience. Credential _____

Contracted Services Personnel: Personnel such as speech therapist, psychiatrist, psychologist, speech therapists will be contracted on an at needed basis providing supportive services to meet student needs for academic success. Also teacher training and marketing will be contracted.

Teachers- Teaches are certified in their academic areas. They are required to teach and prepare differentiated lesson plans that will enhance technology and assessment strategies. Three years of experience, Bachelor or Masters degree with required certifications/license

Teacher Assistants- 1.5 positions for grader first two years, and 3 positions in fourth and fifth years. The church will ensure members provide volunteer support for the K-2 teachers. Assist teachers with instructional delivering. Associate degree with three years of teaching experience.

IT specialist will assist instructional staff with aligning curriculum with technology, advise administrators and teachers on hardware software, and network infrastructure needs and maintenance on all technology tools.

Extracurricular personnel- Graduate will help with STEAM curriculum alignment.

Staff Evaluation and Professional Development

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

In order for teachers to renew their teacher's license, they must have 15 hours of renewal credits. Renewal credits must coincide with their area of

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expertise. "Highly Qualified" teachers are required to renew their license every five years.

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.*

Please refer to the Faculty Handbook.

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 core components of the professional development plan for teachers will be focus on the Problem-based Learning (PBL) model. This model will be implemented in the Thomas Bass Leadership Academy classrooms. PBL training will enhance the quality of teaching which students will gain knowledge and skills "by working extended periods of time to investigate and respond to complex questions, problems, or challenges (Buck Institute for Education, 2005)." There are various component of PBL which will require teachers to meet twice, quarterly, to refresh their knowledge base of the model and to share what has been successful in the classroom and, also, to discuss some of the challenges with the model. Conferences will be available for grade level, lead teachers to attend. Upon their return, lead teachers will share information with other teachers.

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.*

Faculty members will meet one week before the opening of school. During this time, faculty meetings will be held; and professional development will be augmented to explain to teachers the importance of the instructional model for students and how best to present PBL. Professional development is a crucial part of teacher/student success. The importance of PBL will be stressed highly with several components of the model to be implemented during the school year. PBL presents 21st century competencies which will impact today's demands, such as problem-solving, critical thinking, collaboration, creativity, and communication. It has been noted that English Language Learners and Special Education students engage more frequently in activities based on PBL. All students will gain from active engagement of activities in the classroom.

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.*

Grade level meetings will be held weekly to discuss students' mastery of skills in their subject areas. Meetings are held for one hour while students are in their specialty area class (such as, music, art, physical education, library, etc.). Professional development workshops will be held three times, quarterly. These workshops are called Professional Learning Communities (PLC)

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.

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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)).

Various media to inform the public about TBLA will be utilized. The website will be designed to provide information about the school. Located on this website will be an application, volunteer and employment opportunities, and the events calendar. Social media face book, twitter and blogs post will encourage the public to engage in conversation among board members and the general public.

From the time the school is approved to open, TBLA will host several information sessions to build a coalition of support from parents and the community. Members of the Community Relations and Parent/Teacher Organization will serve as ambassadors working with board members, they will seek opportunities to talk about our Academy at civic and community events. They will also distribute and post information flyers and brochures at places such as churches, the public libraries, the social service department, and day care centers.

Marketing Time Line- All written information will be in Spanish and Spanish individuals will assist with all public contact with parents and families
September 2015- Approval to Start the Planning Year

September- December 2015 Immediately flood churches, libraries, social service department, day cares and nurseries, and other public places frequent by parents with flyers and posters

Pass out brochures in supermarkets.

January 2016- Prospective Student and Parent Fun Day and TBLA Information Session at Mount Vernon Baptist Church-

January-April- Visit public housing areas and churches and talk individually with parents, individuals who may not be at their homes leave enrollment forms under their door mats

June-July 2016- Organize another fun day at Mount Vernon Baptist Church where individuals can tour the building and meet faculty and staff

August 2016 -school opens with a Opening Ceremony of elected officials, parents, and community organizations

January-April Radio and newspaper announcements about TBLA enrollment

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.*

To foster parent involvement, TBLA operations will be transparent. The event calendar on the website will announce all-school related events such as Board of Directors meetings, parent teacher committee meetings, and parent/student conferences. The school will use robot calls, "Connections" that will notify parents during the weekend all forthcoming events for the

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week. School morning announcements will remind students to encourage their parents to attend. Board members and parent teacher committee will post blogs that will create a strong social network, thus establishing an online community, giving parents teachers, and staff the opportunity to communicate using technology. The online community is designed to be an effective form of two-way communications about school programs and the child academic progress. Communication is essential in helping us carry out our mission. Parents will receive student reports at the end of each grading period by attending a face-to-face conference with the child's teacher.

Parents will serve on the Parent Teacher Committee that will participate in making decisions about the school. Parents who have enrolled children in TBLA will be expected to volunteer time at least 3 hours at the school each month. Additionally, TBLA will provide information and ideas to families about topics on helping students with homework, making decisions about extra curricular activities, monitoring student homework and skills, and interpreting standardized tests.

Mount Vernon Baptist Church will have a fourth Sunday designated as the Thomas Bass Leadership Academy in which all parents and students and the community will be invited. A special offering will be taken at that time for the school.

At the end of the academic year, the Principal will give an oral and written report that will include data collected from parents and students satisfaction surveys and the level of participation from parents.

All written parent communication will be in both English and Spanish.

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.*

Based on timetable, the Thomas Bass Leadership Academy will open August 2016.

Application Process: The application period will open on January 15, 2016 and will close on May 14, 2016 (4 months). The application period will be posted and advertised in Durham, Wake and Orange newspapers, churches, libraries, local stores, youth and recreation centers, barber and beauty shops, in accordance with NCGD 143-318-12. This timeframe will be used throughout the succeeding years.

The lottery will convene at the school, in a public forum. This information will be posted and advertised throughout the Durham, Wake, and Orange communities of the targeted student population. The Thomas Bass Leadership

Thomas Bass Leadership Academy - The mission of the Thomas Bass Leadership Academy (TBLA) is to prepare students to become competent individuals who will become responsible, contributing citizens in a pluralistic society through a strong, research-based academic program.

Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, race, sexual orientation disability. The school shall not limit student admission on the basis of race, intellectual ability, creed, religion, or ancestry. However, the school may refuse admission to any student who has been expelled or suspended from a public school in accordance with G. S. 115C-391.

Application will include the name of the student, address, current and previous school and grades.

Lottery - In case the number of applications exceed the number of seats, a lottery will be conducted. The public and all students' parents who were not accepted will be notified by mail and email. An independent person with no connection to the school will conduct the lottery. The public will be informed 15 days prior to the lottery. A numbered waiting list will be developed to fill slots. If multiple birth siblings apply for admission, under G. S. 115C-238-29F (g) 6, the school shall enter one surname into the lottery to represent all siblings. If selected, the multiple siblings shall be admitted. Parents will be notified via in writing, phone, email, and mail of their students acceptance, during the regular enrollment process and lottery process. Parents will have five days to formally accept admission via email, letter or phone call to the Principal's Office. The school will acknowledge in written communication the letter of acceptance and include the Student Code of Conduct requiring parent and student signature and the Family/Student Handbook.

Rolling Enrollment will end on the tenth day and will be followed throughout the years. Students on waiting list will enroll in case of vacancies through a numbered waiting list. A parent does have the right to withdraw student's name at any time. However, withdrawn students can re-enroll during the annual admission process without being penalized or re-enroll during the school year as long as there is not a waiting list for the specific grades.

References:

Durham, 2014, Reaching All Minds Charter Application, 2014-2015,
Brooklyn, New York, 2013, Excellence Boys Charter School, Enrollment Admission Policy
All Boys School, 2011-2012, Oakland State, California

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Durham Public Schools

LEA #2

LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000	LEA 320	LEA 000	LEA 000
Kindergarten	36	0	0	36	0	0	38	0	0	36	0	0	36	0	0
Grade 01	36	0	0	36	0	0	36	0	0	38	0	0	38	0	0
Grade 02	38	0	0	38	0	0	38	0	0	36	0	0	36	0	0
Grade 03	0	0	0	38	0	0	38	0	0	38	0	0	38	0	0
Grade 04	0	0	0	0	0	0	38	0	0	38	0	0	38	0	0
Grade 05	0	0	0	0	0	0	0	0	0	38	0	0	38	0	0
	110			148			188			224			224		

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Section IV: Governance and Capacity
Concerns and Additional Questions

Reviewer

**Page
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.

TBLA shall ensure no child is denied access to the school due to lack of transportation. Once the student is accepted, parents will receive a Welcome package that will include a transportation inquiry form regarding means of transportation to and from school, via private car, bus, walking, or need transportation. Students needing transportation will be provided transportation via 25 church passenger bus and 15 capacity van. .

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.

TBLA will apply for Free and Reduced Lunch Nutrition Plan. Included in the budget is funding to ensure every child will have a daily meal and food will be obtained from the Food Bank of North Carolina. . Two part-time staff members will be hired to prepare breakfast and lunch in the church kitchen.

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		\$1,197.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,381.00
Property Insurance	\$150,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$4,189.00
Total Cost			\$8,730.00

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given the limited transportation capacity.		
Grammatical errors contained here.	Shannon Sellers	Transportati
How will transportation be provided to students with disabilities who require special transportation?	Leigh MObley	Transportati
can the church provide the transportation? costs? driver?	Amy Ruck Kagan	Transportati
Additional information should be provided regarding the Food Bank of North Carolina and the details of providing breakfast and lunch to all students. Projected enrollment information regarding the number of students that may qualify for FRL would also be helpful.	Greg Schermbeck	School Lunch
Will the Food Band of North Carolina provide food for free? If not, this is not budgeted.	Shannon Sellers	School Lunch
The applicant does not provide an adequate description with sufficient detail on how student food service needs will be addressed that is aligned and in compliance with states requirements.	Tracy Kelley	School Lunch
how will they meet state breakfast and lunch standards?	Amy Ruck Kagan	School Lunch
There is no contingency plan listed. There is no lease agreement for the use of the church. There is a letter saying that they can use the church, but it would need some work.	Shannon Sellers	Facility and
The application does not provide an adequate description of facilities requirements necessary to ensure the full implementation of the schools' STEAM program. The school has not demonstrated that the facility is in compliance with applicable codes, health, safety and ADA requirements etc.	Tracy Kelley	Facility and
No contingency plan is attached or described. Further, there also does not appear to be a signed agreement indicating that the school can run out of Mount Vernon Baptist Church. Therefore, it currently doesn't seem like a realistic plan. I'm also unclear if a charter schools can be housed in a church.	Greg Schermbeck	Facility and
unclear facility plans renovations needed- budget? costs?	Amy Ruck Kagan	Facility and

Reviewer	Score
Shannon Sellers	Fail
Tracy Kelley	Fail
Greg Schermbeck	Fail
Alex Quigley	
Becky Taylor	
Leigh MObley	
Amy Ruck Kagan	Fail
Cheryl Turner	
Steven Walker	
Alan Hawkes	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2016-17

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1320 - Durham Public Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,759.31	110	\$523,524.10
Local Funds	\$3,086.19	110	\$339,480.90
Federal EC Funds	\$3,768.11	15	\$56,521.65
Totals			\$919,526.65

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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	\$523,524	\$749,962	\$831,760	\$1,097,586	\$1,097,586
-Local Per Pupil Funds	\$339,481	\$523,594	\$549,642	\$725,214	\$725,214
-Exceptional Children & Federal Funds	\$56,522	\$59,445	\$62,415	\$65,535	\$65,535
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$919,527	\$1,333,001	\$1,443,817	\$1,888,335	\$1,888,335

***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									
Administrative & Support Personnel:															
Lead Administrator	1	\$52,000	\$52,000	1	\$50,520	\$50,520	1	\$52,156	\$52,156	1	\$53,564	\$53,564	1	\$54,170	\$54,170
Assistant Administrator	1	\$42,000	\$42,000	1	\$42,420	\$42,420	1	\$41,612	\$41,612	1	\$42,860	\$42,860	1	\$44,149	\$44,149
Assistant Administrator (50%)	1	\$10,000	\$10,000	1	\$10,100	\$10,100	1	\$10,303	\$10,303	1	\$10,309	\$10,309	1	\$10,309	\$10,309
Finance Officer	1	\$17,500	\$17,500	1	\$17,675	\$17,675	1	\$18,205	\$18,205	1	\$18,751	\$18,751	1	\$19,313	\$19,313
Human Resources Officer	1	\$15,000	\$15,000	1	\$15,150	\$15,150	1	\$15,605	\$15,605	1	\$16,072	\$16,072	1	\$16,554	\$16,554
Clerical	1	\$31,000	\$31,000	1	\$31,310	\$31,310	1	\$32,249	\$32,249	1	\$33,216	\$33,216	1	\$33,312	\$33,312
Food Service Staff	1	\$10,000	\$10,000	1	\$10,000	\$10,000	1	\$10,000	\$10,000	2	\$21,430	\$42,860	2	\$22,072	\$44,144
Custodians	1	\$10,000	\$10,000	1	\$10,100	\$10,100	1	\$10,201	\$10,201	1	\$10,507	\$10,507	1	\$10,822	\$10,822
Transportation Staff	1	\$12,000	\$12,000	1	\$12,000	\$12,000	1	\$12,000	\$12,000	1	\$12,000	\$12,000	1	\$10,000	\$10,000
A - Total Admin and Support:	9		\$199,500	9		\$199,275	9		\$202,331	10		\$240,139	10		\$242,773
Instructional Personnel:															
Core Content Teacher(s)	6	\$35,000	\$210,000	6	\$35,350	\$212,100	6	\$36,410	\$218,460	6	\$37,502	\$225,012	6	\$38,631	\$231,786
Electives/Specialty Teacher(s)	3	\$2,000	\$6,000	4	\$2,000	\$8,000	8	\$2,000	\$16,000	10	\$2,000	\$20,000	10	\$2,000	\$20,000
Exceptional Children Teacher(s)	1	\$20,000	\$20,000	1	\$20,200	\$20,200	1	\$20,806	\$20,806	1	\$21,430	\$21,430	1	\$22,072	\$22,072
Instructional Support	1	\$10,000	\$10,000	1	\$10,000	\$10,000	1	\$10,000	\$10,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000

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Core Content Teacher, Yr 2	0	\$0	\$0	2	\$35,000	\$70,000	2	\$36,050	\$72,100	2	\$37,132	\$74,264	2	\$38,245	\$76,490
Core Content Teacher, Yr. 3	0	\$0	\$0	0	\$0	\$0	2	\$35,000	\$70,000	2	\$36,050	\$72,100	2	\$37,132	\$74,264
Core Content Teacher, Yr. 4	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	2	\$35,000	\$70,000	2	\$36,050	\$72,100
Core Content Teacher, Yr 5	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	2	\$35,000	\$70,000
Teacher Assistants	1.5	\$21,000	\$31,500	1.5	\$21,630	\$32,445	1.5	\$22,278	\$33,417	1.5	\$22,946	\$34,419	1.5	\$23,635	\$35,453
Teacher Assistant, Yr. 3	0	\$0	\$0	1.5	\$21,630	\$32,445	1.5	\$21,000	\$31,500	1	\$21,630	\$21,630	1	\$22,278	\$22,278
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Substitute Teachers	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000
It Specialist	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$10,000	\$10,000	1	\$10,000	\$10,000
Extracurricular Personnel	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	14.5		\$297,500	19		\$405,190	25		\$492,283	30.5		\$588,855	32.5		\$674,443
A+B = C - Total Admin, Support and Instructional Personnel:	23.5		\$497,000	28		\$604,465	34		\$694,614	40.5		\$828,994	42.5		\$917,216
Administrative & Support Benefits															
Health Insurance	4	\$5,178	\$20,712	4	\$5,178	\$20,712	5	\$5,178	\$25,890	5	\$5,178	\$25,890	5	\$5,178	\$25,890
Retirement Plan--NC State	4	\$6,502	\$26,008	4	\$6,697	\$26,788	5	\$6,640	\$33,200	5	\$6,684	\$33,420	5	\$7,661	\$38,305
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	10	\$0	\$0	10	\$0	\$0	10	\$0	\$0	10	\$0	\$0	10	\$0	\$0
Social Security	10	\$1,677	\$16,770	10	\$1,728	\$17,280	10	\$1,975	\$19,750	10	\$2,036	\$20,360	10	\$2,233	\$22,330
D - Total Admin and Support Benefits:	28		\$63,490	28		\$64,780	30		\$78,840	30		\$79,670	30		\$86,525
Instructional Personnel Benefits:															
Health Insurance	7	\$5,178	\$36,246	9	\$5,178	\$46,602	11	\$5,178	\$56,958	13	\$5,175	\$67,275	15	\$5,175	\$77,625

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Retirement Plan--NC State	7	\$6,505	\$45,535	9	\$6,505	\$58,545	11	\$6,505	\$71,555	13	\$6,505	\$84,565	15	\$6,505	\$97,575
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	12.5	\$1,677	\$20,963	14.5	\$1,677	\$24,317	17.5	\$1,677	\$29,348	19.5	\$1,677	\$32,702	21.5	\$1,677	\$36,056
Disability	12.5	\$0	\$0	14.5	\$0	\$0	17.5	\$0	\$0	19.5	\$0	\$0	21.5	\$0	\$0
Medicare	12.5	\$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
E - Total Instructional Personnel Benefits:	51.5		\$102,744	47		\$129,464	57		\$157,861	65		\$184,542	73		\$211,256
D+E = F - Total Personnel Benefits	79.5		\$166,234	75		\$194,244	87		\$236,701	95		\$264,212	103		\$297,781
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	37		\$262,990	37		\$264,055	39		\$281,171	40		\$319,809	40		\$329,298
B+E = H - Total Instructional Personnel (Salary & Benefits)	66		\$400,244	66		\$534,654	82		\$650,144	95.5		\$773,397	105.5		\$885,698
G+H = J - TOTAL PERSONNEL	103		\$663,234	103		\$798,709	121		\$931,315	135.5		\$1,093,206	145.5		\$1,214,996

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	\$3,000	\$6,000	\$10,000	\$10,000	\$11,000
	Paper	\$1,500	\$5,000	\$8,000	\$8,500	\$9,500
	Computers & Software	\$6,500	\$8,000	\$10,000	\$12,000	\$7,000
	Communications & Telephone	\$6,000	\$8,000	\$9,000	\$13,000	\$9,000
	Copier leases	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$3,500	\$6,000	\$7,000	\$8,000	\$9,000
	Student Accounting	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$18,000	\$20,000	\$20,500	\$30,000	\$10,000
Facilities	Facility Lease/Mortgage	\$20,000	\$50,000	\$60,000	\$80,000	\$100,000
	Maintenance	\$4,800	\$8,000	\$9,000	\$10,000	\$13,000
	Custodial Supplies	\$5,000	\$7,000	\$8,000	\$8,500	\$10,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$8,000	\$10,500	\$10,500	\$11,000	\$11,500
	Gas	\$5,000	\$8,000	\$8,000	\$8,500	\$10,500
	Water/Sewer	\$1,250	\$1,750	\$1,700	\$1,750	\$2,000
	Trash	\$800	\$900	\$1,000	\$11,000	\$12,000
Transportation	Buses	\$8,000	\$10,000	\$12,000	\$18,000	\$20,000
	Gas	\$6,100	\$9,500	\$10,000	\$12,500	\$14,500
	Oil/Tires & Maintenance	\$3,500	\$8,500	\$10,500	\$11,500	\$14,000
Other	Marketing	\$7,000	\$30,000	\$30,000	\$38,000	\$32,000
	Child nutrition	\$25,000	\$30,000	\$30,000	\$40,000	\$40,000
	Travel	\$6,000	\$10,000	\$10,000	\$10,000	\$15,000
	Audit	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	K - TOTAL Administrative & Support Operations	\$174,450	\$272,650	\$300,700	\$377,750	\$385,500
	Instructional:					
Classroom Technology	Computers	\$10,000	\$20,000	\$20,000	\$40,000	\$20,000
	Software	\$8,000	\$12,000	\$14,500	\$14,500	\$14,500

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	Instructional Technology	\$0	\$0	\$4,000	\$15,000	\$12,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$20,000	\$25,000	\$25,000	\$25,000	\$25,000
Books and Supplies	Instructional Materials	\$5,000	\$20,000	\$10,000	\$35,000	\$25,000
	Curriculum/Texts	\$6,000	\$15,000	\$15,000	\$15,000	\$15,000
	Copy Paper	\$2,000	\$6,000	\$5,000	\$8,000	\$10,000
	Testing Supplies	\$3,000	\$15,000	\$10,000	\$15,000	\$20,000
	Other	\$0	\$0	\$0	\$0	\$0
Other	Scientific Equipment Supplies	\$0	\$50,000	\$15,000	\$70,000	\$15,000
Classroom Technology	Technology Hardware	\$0	\$0	\$0	\$0	\$0
	Hardware	\$0	\$0	\$0	\$0	\$0
	Technology Hardware	\$0	\$0	\$0	\$0	\$0
Other	Renovations	\$0	\$30,000	\$30,000	\$50,000	\$0
	Technology Hardware	\$0	\$0	\$0	\$0	\$0
	Technology Hardware	\$0	\$0	\$0	\$0	\$0
	Auditor	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
	Furniture	\$0	\$30,000	\$0	\$40,000	\$50,000
	Steam Supplies	\$3,000	\$0	\$20,000	\$40,000	\$50,000
	L - TOTAL Instructional Operations	\$66,000	\$232,000	\$177,500	\$376,500	\$265,500
	K+L = M - TOTAL OPERATIONS	\$240,450	\$504,650	\$478,200	\$754,250	\$651,000

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$663,234	\$798,709	\$931,315	\$1,093,206	\$1,214,996
M - TOTAL OPERATIONS	\$240,450	\$504,650	\$478,200	\$754,250	\$651,000
J+ M =N TOTAL EXPENDITURES	\$903,684	\$1,303,359	\$1,409,515	\$1,847,456	\$1,865,996
Z - TOTAL REVENUE	\$919,527	\$1,333,001	\$1,443,817	\$1,888,335	\$1,888,335
Z - N = SURPLUS / (DEFICIT)	\$15,843	\$29,643	\$34,303	\$40,880	\$22,339

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

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

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

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

Provide the break-even point of student enrollment.

The student enrollment number projections were based on facility space allotment and community needs to reduce suspension and dropout among male especially African Americans (Durham Herald, April 16, 2013).

We have not projected any funding from planned fund raising events, however, we feel safe to state that approximately 2 percent of our budget will come from fundraising efforts, especially grants.

TBLA has projected a 5% increase in State ADM, ADM local funds, and exceptional children as revenue, using 2014-2015 as a benchmark year.

Salaries were increased for Administrators at 1% cost of living and subsequent years a 2-3% merit. 3% was tabulated in the budget.. Since teachers are the bedrock of the School, teachers and teacher assistants will be provided a 2-3 % merit increase per year. Projections were posted at 3%. Part-time staff such as custodian, and transportation driver will not receive increases.

Benefits are: Health Insurance, \$5,176; Retirement Plan-North Carolina, \$6,506; and Social Security, \$1,677.

Our payroll and salary projections is based on the North Carolina Department of Public Instructions Planning

Integration of STEAM and the Arts will be supported by Specialty teaches, graduate students from North Carolina who are majoring in the STEAM academic areas. A of 10 students will provide more project-based individualized support in STEMS and the ARTS. Funds have been allocated to lease instruments and other supplies

Our break-even point of student enrollment will be the 4th year, in which we feel confident that we will not need to use any of fund balance.

The administrative office was budgeted \$10,000 per year to cover computers,

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software, paper, printer, copier lease which will also be used by teachers.

Instructional support and materials for teachers and students, food services, transportation, and the rental and usage of the Church that will house our school.

Classroom will have a mixture of learning tools, such as textbooks and printed materials and 21st century learning tools, scientific equipment and computers. Funds have been allocated to support the different modalities of student learning.

The Instruction Technology Specialist is hired when TBLA grows to include 4th and 5th graders because each of these students will have their own. The IT specialist will work with teachers and students in the use of software application, hardware, and Internet resources, to enhance student learning and engagement. Technology will be used for differentiated instruction and provide our students with technology skills to communicate, conduct research and making learning fun.

Other professional at \$18,00-\$20,500 per will be used to contract exceptional children's needs, such as a Speech Pathologist.

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

The school's contingency plan is to reduce or eliminate the cost of living 1% and 2-3 % merit increases to staff, and if necessary reduce the payroll and benefits by 3% and the operating cost by 2%. This will provide an additional \$75,000 to the projected surplus a surplus per year ranging from \$25,000-\$49,000..

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

We will rely only on state, local and federal exceptional children's funding.

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

16-19 student- teacher ratio

- 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.*

All contracts under \$10,000 will be handled by the principal. Some of TBLA contract will consist for speech occupational therapy, psychological evaluations, financial audits, IT, These services will be selected through a bidding process as regulated by the State codes. The human resources officer and the finance manager will provide oversight of the process. All bidder proposals will be reviewed by the Finance Oversight Committee and upon the Board request, the finalist will be interviewed by the Board.

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

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Curricular offerings, transportation plans, and facility need are aligned with the school's mission. percentage of the budget is, as expected personnel, with teachers and other instructional support. be the largest component of the budget. We have also incorporated travel to workshops and conferences, professional development at the school site, and technology support as a STEM and arts support.

We are cognizant that the majority of our students will need a hot lunch. Therefore two staff part time have been added to the budget.

Technology is critical to assists the learning process. Therefore every teacher will have a laptop in their classroom, with instructional software. There will be a computer lab for students with essential technology. The library support has been enhanced by increasing the volumes that support student as live long learners.

The budget has a small fund balance to support unexpected expenses.

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 Board will direct the Principal and Finance Manager to strive for a minimum unreserved fund balance of 2-5 % per year. To achieve this goal, the Finance Oversight Committee of the Board of Directors, the principal, and the Corporation treasurer will review the monthly budget and provide a report to the Board of Directors at each monthly meeting.

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

The facility that will be used is Mount Vernon Baptist Church, 1007 South Roxboro Street, Durham, 27707. The space allotment is appropriate for the number of students. The Board will provide \$2,000 per month for facility usage.

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*

The School will have assets of student desks, library books, a computer room with 8 laptops belonging to the Church.

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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?

TBLA will employ a Office manager to maintain internal controls, safeguard assets, accurate and adequate record keeping. The Office (Finance)Manager will be responsible for developing a Finance Manual, which will be approved by the Board. For check signatures the Chair of the Board and treasurer will sign all checks. Endorsements for deposits to the Corporation will be done by the Board Chair and Treasurer. The principal and assistant principal will be authorized to sign checks for recurring expenses not exceeding \$2500.

Assets of the Corporation will also be the responsibility of Finance Officer in collaboration with the Board treasurer. Additionally, the Board will vigilantly monitor the budget and accounting reports at each monthly meeting. The Board will also establish a Finance Oversight Committee to provide feedback and guidance to the Finance Manager.

An independent audit will be conducted annually by Thomas & Gibbs, CPAs, PLLC and filed with the NC Local Government Commission and NCDPI. The finance manager will assist the auditor in providing necessary documents. A description of the services that the auditor will provide is located in the Appendix.

TBLA will use Intuit software for managing payroll and providing reports to the State.

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

TBLA is not aware or know of possible related transactions. Guidelines to disclose and handle related transactions are discussed in our conflict of Interest policy.

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.

Thomas & Gibbs CPAs, PPLL, an approved company by the North Carolina Local Government Commission, will serve as the auditing firm. The address is: Fayetteville Road Office Park

6114 Fayetteville Road, Suite 1010,
Durham, NC 27713.

919/544-0555 Phone; 919/544-0556 Fax; 866/956-5544 Toll

Free

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
The number of projected EC students seems low for the targeted demographic.	Shannon Sellers	Budget Reven
*Other funds no applicable.	Greg Schermbeck	Total Budget
Salaries for support staff seem low. How will you get qualified applicants?	Shannon Sellers	Personnel Bu
It is unclear why the school in year 1, needs both a full-time HR Officer and a Finance Officer and the associated salaries for these positions are very low. Wondering why the transportation person is full-time. Budget does not provide for PD resources in the budget.	Tracy Kelley	Personnel Bu
More information should be gathered regarding the Finance Officer, Human Resource Officer and Clerical. At this time, it is unclear if each are full-time. The salary structure also seems odd for these positions: FO = \$17,500 HRO = \$15,000 Clerical = \$30,000 Elective teachers are also only budgeted for \$2,000. Again, unclear if they are slotted as full-time. EC teacher is slotted for \$20,000. Again, unclear if they are slotted as full-time. Will likely be difficult to staff a qualified EC teacher for \$20,000.	Greg Schermbeck	Personnel Bu
doesn't align to staffing model doesn't align to mention of two food workers low salaries 2k for specials teachers? doesn't reflect increase in teachers	Amy Ruck Kagan	Personnel Bu
Applicant does not provide a legitimate market-based justification for facilities rent (i.e. cost per square foot) that increases by over 50% after year 1 and increases 20% every year after without providing for how space will increase. Scientific supplies and technology expenditures are not aligned with school mission, given STEAM focus.	Tracy Kelley	Operations B
under estimated costs of all office equipment legal counsel costs low low on maintenance no record of lease costs why the bus costs? why the jump in marketing costs?	Amy Ruck Kagan	Operations B
Incredibly difficult to believe that ample instruction and class materials will be provided with only \$1,500 allocated. in year one. Would request more information regarding what \$18,000 for "Other Professional" is reserved for. \$20,000 is allocated for Facility Lease / Mortgage however no cost is mentioned earlier in the application. Projected budget for STEAM supplies over three years is \$3,000, 0, and \$20,000. Much more information is required. Many aspects of this budget appear unrealistic.	Greg Schermbeck	Operations B
How will STEAM be implemented effectively if you only spend \$10,000 on computers and \$0 on classroom technology? Will \$20,000 be enough to cover PD for STEAM and PBL? Budget does not seem realistic. If you don't spend money on furniture, where will you get furniture for classrooms?	Shannon Sellers	Operations B
Is there a budget item for contractual staff for students with disabilities (related	Leigh MObley	Operations B

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services such as speech, occupational therapy, counseling, adaptive PE, etc.) as well as students not yet identified and who are recommended for evaluations?		
tight surplus numbers, challenging in year 5	Amy Ruck Kagan	Total Expend
Though there is a projected surplus of \$15,843, much more financial information is required in order for this budget to be considered realistic.	Greg Schermbeck	Total Expend
The projections seem to be low in all areas and not realistic.	Shannon Sellers	Total Expend
There is not a realistic assessment of expenses or a connection to the schools mission and focus.	Tracy Kelley	Total Expend
weak contingency plan budget does not account for two lunch people what do they mean board will provide 2k for facility	Amy Ruck Kagan	Budget Narra
Many grammatical mistakes in this section. The answers to questions 1 and 2 are not clearly answered. There is no real break even point financially listed. Student teacher ratio is unclear. What will be the student-teacher ratio? the budget only shows \$20,000 for building/lease, this page specifies that you will pay \$2,000 a month; are you only renting for 10 months? A realistic contingency plan does not seem to be in place.	Shannon Sellers	Budget Narra
2% of this budget is projected to come from fundraising however no current fundraising plans are in place. More information must be gathered around this point. More information is required in the school's contingency plan. Cutting benefits should not be included as part of a contingency plan. Per comments left in the previous section. Many aspects of the budget appear to be under-funded and should be closely reviewed. *There are multiple typos on this part of the application.	Greg Schermbeck	Budget Narra
The budget narrative is inconsistent with overall budget as narrative indicates facilities cost at 2000k per month totaling 50k per 10 month school year for year 1 but in year two lease goes up to 5k and then in all subsequent years increases by 2k per year.	Tracy Kelley	Budget Narra
A thorough audit process is not described. The application states that the named vendor will conduct an annual audit.	Greg Schermbeck	Financial Au
The budget and content sections of the school design do not always match. There is no plan to conduct an audit and it is unclear whether school is aware of the needs to follow GAAP as there is not a sufficient description of internal policies or controls. The application indicates that spending decisions will be regulated, however, a clear description of the hierarchy and process is not provided. There is no plan for evaluating expenditures	Tracy Kelley	Financial Au

Reviewer	Score
Greg Schermbeck	Fail
Steven Walker	
Alan Hawkes	
Alex Quigley	
Shannon Sellers	Fail
Leigh MObley	
Amy Ruck Kagan	Fail
Cheryl Turner	
Tracy Kelley	Fail
Becky Taylor	

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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).

mountvernon1

Date: 09/26/2014

Applicant Signature:

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

Print/Type Name: mountvernon1

Board Position:

Signature: _____

Date: 09/26/2014

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

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

<u>Initial Screening</u>

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Mission, Purposes, and Goals	- shannon1974
Education Plan	- shannon1974
Governance and Capacity	- shannon1974
Operations	- shannon1974
Financial Plan	- shannon1974
OVERALL	- shannon1974 - dtsmith840 - shannon1974

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission and the description of the mission do not match. How does "to prepare students for a global technological workforce in the 21st century..." align with the mission? - shannon1974</p> <p><u>Mission Statement</u> Application's mission statement does not describe a single sex learning environment. Applicant does not sufficiently link STEAM to overall mission and single sex learning environment. In general, mission statement is neither clear, focused, or compelling, as a result it is not likely to produce high-quality education outcomes. It does not express clear guiding principles or core beliefs, or shared values. It is clear that the mission statements are not the or rationale behind the components of the application as the goals, educational program, operations, are not aligned with nor do they support the fulfillment of the mission as stated. - kelleystacy</p> <p><u>Mission Statement</u> weak mission statement (not connected to other parts of the application) - aruckkagan</p> <p><u>Educational Need and Targeted Student Population</u> The response does include a description of the targeted population however a clear rationale for selecting the location and student population is not clear. "Marginalized" is used, but there is no data to support this claim. Additional data regarding current achievement levels for low-income males would help further the argument as to how this proposed charter will fill a need in Durham. - gscherbeck</p> <p><u>Educational Need and Targeted Student Population</u> A description of the targeted population exist but a rationale is lacking for the location and</p>
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the population.
In appendix A the mission is different than the mission stated in the application narrative.
Appendix A does not provide substantial evidence for the education need.
- shannon1974

Educational Need and Targeted Student Population

The applicants rationale for selecting k-2 year 1 is not addressed. - kellelytracy

Educational Need and Targeted Student Population

single gender not mentioned in mission or vision
what do they mean by marginalized and why special education?
differentiation based on STEAM (first mention of it- not in mission again), questioning how STEAM relates to single gender
how does PBL, inquiry based, etc.? fit in with single gender or STEAm and is it so different than offerings elsewhere? - aruckkagan

Purposes of Proposed Charter School

More information is required. It is clear the school will focus on providing PD opportunities for teachers, however specifics of that PD is not included. Also, a clear connection should be made regarding how this PD will improve student outcomes and achievement.

The 2nd paragraph also mentions that teachers will "set high standards for students" yet it is unclear what constitutes as high standards and precisely how teachers will hold students accountable. - gschermbek

Purposes of Proposed Charter School

None of the 6 purposes of a charter school are described. What assessments will be used? What Professional Development will be provided? How will students be held accountable? How will this school provide parents with a choice? - shannon1974

Purposes of Proposed Charter School

Applicant response not aligned with stated mission as it identifies its target student population as students who are at risk or gifted rather than focusing on young boys. Applicant answers consistently refer to a focus on STEAM which is not aligned with schools stated mission statement. - kellelytracy

Purposes of Proposed Charter School

unsure of the emphasis on at-risk or gifted students
nothing provided links to unique approaches
do not see connection to improved student outcomes - aruckkagan

Goals for the Proposed Charter School

It is clear that monthly data will be presented at board meetings. More information should be collected regarding what the board will do with the information as its presented.

Will data benchmarks be in place?
Will there be a clear protocol the board will follow?

Performance goals are listed, yet unclear.
What % of students will demonstrate 85% performance?
What does "Students who are below proficiency level will be able to progress to a higher performance level" mean? Is that a goal?

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	<p>Goals do not appear to be aligned to the mission and purpose as there is no mention of STEAM or specific goals for each STEAM related subject. - gscherbeck</p> <p><u>Goals for the Proposed Charter School</u> What information will be presented quarterly? How will it be determined which students are below proficiency? How will you measure growth? The goals are not specific nor measurable. - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Applications' goals are not written SMART and do not include objectives and benchmarks or state that a baseline will be established. There are no mission-specific goals around STEAM and there is not articulation of how data will be obtained. There is no articulation of how objectives will support the mission, a plan for achieving AMO, measuring student longitudinal growth, or sub-group goals (especially since special needs students are a targeted group) there are no strategies for improving student achievement and closing the achievement gaps for all student groups. - kelleltracy</p> <p><u>Goals for the Proposed Charter School</u> goals are not linked to any assessment how are they measuring progress? no goals related to governance, finance or operations no way of understanding communication or tracking of goals - aruckkagan</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> There is no mention of any baseline data or assessments. The charter should plan to administer basic diagnostic, language and other critical assessments in order to differentiate instruction. - gscherbeck</p> <p><u>Instructional Program</u> What assessments will be used other than EOG's in 3rd grade? How will the program be rigorous? - shannon1974</p> <p><u>Instructional Program</u> Applicant presents no evidence (research or similar successful school models) to support the proposed instructional practices with similar student populations. . The assessment strategy as described is insufficient to measure student learning or effectiveness of the program. There is no connection between the proposed instructional practices and the schools mission. There is no description of how instruction will be differentiated to meet student needs. - kelleltracy</p> <p><u>Instructional Program</u> incoherent ed program "highly possible" that they will master skills? how does PBL relate to STEAM? what types of assessments- how will information lead to outcomes or improvements entire section does not include anything about single gender approach - aruckkagan</p> <p><u>Curriculum and Instructional Design</u> There is no mention of class size or structure. It would be helpful to gain a better understanding of how each class will be structured, measured and assessed.</p>

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Instructional strategies are named however there is not a clear connection to how these strategies will lead to an increase in student mastery or achievement.

The attached Instructional Calendar is not a calendar but rather a list of dates. Further, the 2nd page is difficult to follow and unclear how it relates to an instructional calendar.

There is also mention of classes running from "25 to 55 minutes. This is a large difference in instructional time and should be clearly spelled out.

The Curriculum Outline is also missing details. It lists (I believe) 1-2 objectives for each grade level. Yet it is unclear how these objectives were chosen or how they connect. Much greater detailed would be required in scripting an actual Curriculum Outline.
*Should also be noted that Curriculum is misspelled in the attachment. - gschermbeck

Curriculum and Instructional Design
What will the average class size be? This is not identified. Will reading be a focus in Kindergarten? It is stated in the application that "Research has also proven that that African American students perform well in communal settings," what about other races that will attend the school?
Appendix B is very generic and focuses on one unit versus the school year.
The application switches back to STEM versus STEAM in its reference to the calendar.
Will the school be a STEM or a STEAM school? STEM nor STEAM are mentioned at all in the mission statement. - shannon1974

Curriculum and Instructional Design
The curriculum framework is not presented clearly and does not align with the schools stated mission and goals. The description of the curriculum lacks sufficient detail to determine whether it is CCSS aligned across all grade levels.
Overall, the application does not propose to use a clearly defined, researched-based curriculum with the potential to raise the achievement of the intended student population.
Academic calendar is messy and incoherent with sloppy presentation. Appendix B provides scope and sequence for k-2 grades only.
- kellestracy

Curriculum and Instructional Design
so many questions...
what is a curriculum based on collaborative teaching?
how are students going to be monitored- no information provided
what type of informal tests?
for a STEAM focus- science and technology are not core
one mention of BKA block, another of a humanities block

curriculum framework is unclear and without details - aruckkagan

Special Programs and "At-Risk" Students
There is a clear plan to identify students who are ELL learners however the means to catch those students up are not sufficient. More specific plans should be created to aid the development of ELL learners.

More clarity and definition should be assigned to enhancing academic opportunities for gifted students. Classroom observations and differentiation or not enough to provide a quality education for gifted students.

- gschermebeck

Special Programs and "At-Risk" Students

The question relates to students that are At-Risk and are not performing at standard and the applicant does not answer the question. The applicant answers in regards to students with disabilities. What will a teacher do for a student that is struggling?

WIDA and ACCESS test are never mentioned. It is important to understand that the state provides test for placement into ELL. The sending out of a home language survey is the only an initial determination. Who will provide the PD for teachers for ELL? Is this included in the budget?

Students are not typically identified as AIG until 2nd grade, so working with DPS for this information will be difficult during the first year. - shannon1974

Special Programs and "At-Risk" Students

Section references several different school names i.e. TLC, again sloppy presentation and inconsistent focus areas arts integration, STEM, and STEAM all mentioned interchangeably.

- kellelytracy

Special Programs and "At-Risk" Students

cites laws, but lacks detail

nothing about identifying or evaluation students

lacks capacity

- aruckkagan

Exceptional Children – Identification and Records

Not certain that the applicant understands 504 plans. Students do not necessarily have to have a psychological for placement on a 504. Who qualifies for a 504 plan? There is not a clear understanding of how records will be managed once at the school. - shannon1974

Exceptional Children – Identification and Records

Surface level compliance only understanding but not cohesive as segments mentioned in this section are not mentioned again and are not infused throughout the application. - kellelytracy

Exceptional Children – Identification and Records

This section is not in compliance with federal and state policies. There is no information regarding child find process. The evaluation process does not follow the policies; Who is the independent source providing the evaluations? An LEA is required as part of the IEP Team; who will serve as the LEA and how will they be trained on their role and responsibilities? Is the resource teacher a certified special education teacher? Who will determine if evaluations are needed? When is parental consent required? An IEP should be developed once a student is found eligible; 30 days could be beyond the 90 day timeline. There is significant components of the exceptional children federal and state policies that are missing from this section and the information in this section does not follow the policies. - michelle_mobley

Exceptional Children – Identification and Records

requirements listed- disconnected from school model - aruckkagan

Exceptional Children – Education Programming

A summary for how the school will work with EC students is presented however it lacks

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great detail. A clear educational plan is not described nor or a full range of services or programs discussed. - gscherbeck

Exceptional Children – Education Programming

What happens if a student enrolls with an IEP that requires separate setting? IEP's cannot be easily changed to a different setting. - shannon1974

Exceptional Children – Education Programming

Application lacks a realistic mission-aligned plan to identify and meet the learning needs of at-risk students, gifted and talented, and special needs students or ELL students. The overall intervention process is insufficiently developed to meet the needs of special needs students and plans for serving special populations, overall, are not aligned with the overall curriculum, instructional approaches and school mission.

The school has a partial plan to identify and meet the needs of SPED students and RtI is mentioned, but details are not provided. The applicant provided only a vague plan to provide staff to meet the needs of exceptional students and there was no research to support interventions and no description of materials referenced. - kellestracy

Exceptional Children – Education Programming

This section is not in compliance with federal and state policies. The school can not pre-determine that a student with a disability will be served in a inclusion model unless the IEP Team determines this is the least restrictive environment. IEPs can not be revised due to school model or lack of continuum of services. How will the school provide related services? How will the school provide comparable services when a student's IEP states a different setting other than "regular/inclusion"? How and when will progress on IEP goals be reported to parents/guardians? - michelle_mobley

Exceptional Children – Education Programming

disconnected from curriculum, school approach and mission
they continue to flip flop through school names
lacks planning - aruckkagan

Student Performance Standards

Responses are not clear, specific or measurable. It also states that "students who are below proficiency will progress to proficient". It seems to describe that all students will move to the next grade, regardless of proficiency.

There is mention of which assessments will be used, but it does not discuss how the curriculum will improve over time.

An exit plan is not mentioned. - gscherbeck

Student Performance Standards

How will you know that students are at an 85% performance? When will this be measured?

What assessments will be used to drive instruction?
- shannon1974

Student Performance Standards

Overall, the applicant does not state clearly attainable (SMART) educational goals that reflect high standards for teaching and learning. The applicant does not articulate a plan to monitor progress toward meeting the goals of the school and the stated objectives do not align with the schools goals or mission.

Applicant proposes a school model without appropriate internal assessments to evaluate student needs and the effectiveness of the academic programs, and external assessments to ensure CCSS will be met. The applicant does not specify a list of assessments to demonstrate an appropriate evaluation system/process. There is not description of a corrective action/interventions.

In terms of performance management, the proposed school model does not describe a system that uses student data to determine whether the schools academic goals are being achieved and to modify it academic program in order to improve student learning and instructional effectiveness.

No promotion guidelines are not included. - kellestracy

Student Performance Standards

no details about assessments

unsure how they will demonstrate 85% performance (performance on what)
what is progress?

what do they mean by as necessary?

how will all types of assessments be used together for one student?

why grade C and what is Level III? - aruckkagan

Student Conduct and Discipline

Draft of the handbook is attached and detailed, however specifics of the handbook must be addressed.

High-level behavior policies are described however there is no mention of a cultural plan or how students will be taught to develop and mature. Specifically, no program is mentioned that acknowledges both positive and negative student behavior. - gscherbeck

Student Conduct and Discipline

The section on discipline for students with disabilities is not in compliance with federal and state policies. There are significant components of the procedural safeguards missing from this section and the information written, does not follow policies, NC 1504-2.1, NC1504-2.7. IEP Team is not the required members to determine manifestation.

Manifestation is determined on several factors not only the student's disability. Who will determine if the removal is a change of placement? How will services be provided when a student is removed for over 10 days? - michelle_mobley

Student Conduct and Discipline

There are grammatical mistakes throughout this section. Narrative is not specific. - shannon1974

Student Conduct and Discipline

Applicants describes a student discipline plan that is not aligned to its stated mission or geared toward specific student population of boys. The policy is punitive facing rather than focused on building a school community around best practice acculturation strategies, including a common language, shared values, motto, creeds, core principles, chants, celebrations, school wide expectations, unifying themes and restorative justice.

In general, lacks cohesion and is not developmentally, culturally, linguistically likely to improve student outcomes for it targeted student population.

Handbook indicates that the home school communication will use "church robo calls" applicant should seek guidance in separation laws and guidelines. The student conduct section of the application regarding school culture failed to highlight core tenets presented in the appendices, this indicates a lack of cohesion in the application writing process. - kellestracy

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	<p><u>Student Conduct and Discipline</u> verify that admission can be limited if student was previously expelled lay out infractions, but no detail about school culture or behavior systems again, no connection to single gender - aruckkagan</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> *Yet to obtain status. - gscherbeck</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> not yet obtained - aruckkagan</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Organizational chart provides a clear structure however more detailed should be included to understand how the teachers work together.</p> <p>Evaluation of the governing board are predicated on the school reaching their goals. However, no specific criteria or plan is outlined for how the board will respond to inadequate results.</p> <p>Bylaws are attached however no policies are included. The attachment states policies will be drafted once the non-profit is approved.</p> <p>*There are multiple typos in this section of the application. - gscherbeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> This section contains numerous grammatical mistakes. The duties of current board members is not clear. Who will be responsible for the board training? Term limits for board members are not discussed. There is no clear criteria for any evaluation for board members nor director. The application does not address the grievance process for parents. - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant intends to advertise for potential Board member in the newspaper? The grievance process is not in keeping with best practices. The Board does not identify its committees and if it does it does not include an Academic Committee. The application presents an inexperienced Board of Directors without the capacity to oversee a successful school. Board membership reflects a lack of diverse skills and no specific needs or qualifications for Board members are listed. There is no description of the board election process decision making process or membership terms. There is no description of roles and responsibilities of the Board and the roles and responsibilities of the principal. The Principal qualifications are not described and there description of a process for hiring and evaluating the principal. Application does not sufficiently describe how it will comply with open meetings law, open records law, and while conflict of interest policy is incomplete.</p> <p>The plans proposed for Board member training only provide for new member training as a one-time event rather than a comprehensive plan for continuous improvement. The training plan does not make use of on-line board training modules. - kelletryacy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> org chart- PTA and community relations committee should not report to principal board member with simple assault history numerous religious connections</p>

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board responses don't connect with mission, nor with goals or success indicators
basic understanding of board role demonstrated
no mention of desired board size or types of committees (bylaws say 1-15)

no discussion of evaluation
articles of incorporation state that the corp. will not have members
- aruckkagan

Proposed Management Organization (EMO/CMO)

*Nothing was selected since the charter school does not plan to contract with an EMO / CMO. - gschermebeck

Proposed Management Organization (EMO/CMO)

N/A - aruckkagan

Projected Staff

It appears on the budget that the EC teacher will be full time; however, here it says 50%. - shannon1974

Projected Staff

Applications' org chart does not present a clear concise, coherent org structure i.e. teachers report to Dean of Students, but their is no job description for Dean of Students and while a Human Resources Officer is listed on staffing plan there is not a HR Officer included in org. what is the purpose of having an HR Officer? chart. - kelleltracy

Projected Staff

no dean of students, but an assistant dean of students? (not clearly reflected in org char - aruckkagan

Staffing Plans, Hiring, and Management

Teach for American should be correctly noted as Teach For America.

There is a drastic range listed for the Principal's salary (\$50,000 - \$90,000). More information should be gathered.

No actual hiring protocols or an interview process is described. A clear process must be described in order to truly hire the most qualified and effective teachers.

*There are multiple typos in this section. - gschermebeck

Staffing Plans, Hiring, and Management

It is not clear how the board will recruit teachers. In one place it states that teachers will need three years of teaching experience, but in another it states that the board will reach out to Teacher Ed programs at colleges.

The mission in Appendix O does not match the mission statement on the application. Appendix O does not contain many policies that hold staff to high standards. Salary ranges do not coincide with the budget. In what areas will the Dean of students assist the EC teacher? Will a part time EC teacher be able to fulfill all requirements of all EC students? Some of the information seems to be old information. For example: What is the WISE system? If this is NCWise, it is no longer used by DPI. - shannon1974

Staffing Plans, Hiring, and Management

There is no sound recruitment strategy provided that is aligned with schools mission and

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	<p>targeted population. - kelleystacy</p> <p><u>Staffing Plans, Hiring, and Management</u> teacher recruitment not connected to subject area, single gender approach or instructional design ridiculous salary ranges PT positions not likely for running school nothing about hiring practices or dismissal - aruckkagan</p> <p><u>Staff Evaluation and Professional Development</u> Detailed evidence was not provided in this section. The application refers us to the employee handbook.</p> <p>PBL professional development is mentioned however it is stated that teachers will attend two PD sessions quarterly. Specifics of the sessions or how they are aligned or not mentioned. - gscherbeck</p> <p><u>Staff Evaluation and Professional Development</u> PBL professional development aligns with the school; however, there is no mention of STEM/STEAM PD. Will teachers received STEM/STEAM training? The handbook is very generic as far as teacher evaluation goes. There is no mention of mentors, etc. If first year teachers are they will have to be evaluated on the NC Teacher Evaluation tool. There is no mention of this in the handbook. - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> Description of staff evaluation process is not provided. Applicant describes a PD that is minimal, not aligned with stated mission to educate boys in STEAM who are at risk, and is not based on teacher need or student progress monitoring. The application does not provide a clear process for evaluating teacher effectiveness i.e. informal teacher observation and feedback. School model lacks the structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practices. There is no articulation of how PD and structures for collaboration are evaluated for their effectiveness on raising student achievement. There is no description of how job-embedded coaching and other supports provide follow up on the implementation of what is learned through PD. The PD plan does not prioritize CPT that is focused on taking instruction to the next level of development and addressing the needs of the whole child. - kelleystacy</p> <p><u>Staff Evaluation and Professional Development</u> no position identified how will PBL be taught- who, when, money, etc.? how will teachers' progress be measured? what types of information discussed at weekly meetings to discuss mastery of skills? - aruckkagan</p> <p><u>Marketing Plan</u> There is no mention of how many families will be contacted or recruited to attend the school. The charter school should have a clear sense of how many families must be targeted in order to reach their projected enrollment for year 1. - gscherbeck</p> <p><u>Marketing Plan</u> The marketing plan does not describe or reflect efforts to attract boys or students interested in STEAM. - kelleystacy</p> <p><u>Marketing Plan</u></p>
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	<p>not linked to mission or single gender why spanish? grammar! - aruckkagan</p> <p><u>Parent and Community Involvement</u> The applicant answers the questions to after the school opens how they will communicate. HOw will they communicate prior to the school's opening? - shannon1974</p> <p><u>Parent and Community Involvement</u> Plans for parent anc community communication and engagement are unrealistic and are not mission aligned, as there are no partnerships aligned to stated mission and mentioned in Handbook (i.e. 100 Black Men, Alpha Phi Alpha) . Plans to incorporate church into parent community outreach may not be strategically in keeping with separation policies, applicant should proceed with caution as some parents/families may feel excluded or will opt not to participate. The applicant presented little or no description or evidence of support from the larger community and no articulation about volunteer requirements or opportunities. Applicant does not describe a strategic plan to connect the school with mission-aligned community organizations (i.e. Universities, professional groups) or resources. - kellestracy</p> <p><u>Parent and Community Involvement</u> centered on church, but lacks details expected volunteering - aruckkagan</p> <p><u>Admissions Policy</u> No information is included regarding withdraws or transfers. Further, more information is required to understand the process and policies for enrollment and admissions. - gscherbeck</p> <p><u>Admissions Policy</u> The admission's policy does not clearly state this is a single gender school. There are grammatical errors in this section. - shannon1974</p> <p><u>Admissions Policy</u> nothing about wait lists, etc. nothing about pre-admission activities nothing about application process - aruckkagan</p> <p><u>Projected Student Enrollment (Table)</u> The table is complete however projections seem unrealistic and minimal. - gscherbeck</p>
<p>Operations</p>	<p><u>Transportation Plan</u> There is a typo in the application; "One" should be "Once". The application also lacks a "thorough explanation" of how students will be transported and how routes will be determined. Additional details need to be included regarding the "25 church passenger bus and 15 capacity van." - gscherbeck</p> <p><u>Transportation Plan</u> How will transportation be provided to students with disabilities who require special transportation? - michelle_mobley</p> <p><u>Transportation Plan</u></p>

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	<p>Applicant does not provide assurances that the transportation plan meets all state and local requirements for the transfer of students. Applicant does not describe a decision making process for determining which students will be eligible for transportation, given the limited transportation capacity. - kellestracy</p> <p><u>Transportation Plan</u> can the church provide the transportation? costs? driver? - aruckkagan</p> <p><u>Transportation Plan</u> Grammatical errors contained here. - shannon1974</p> <p><u>School Lunch Plan</u> Additional information should be provided regarding the Food Bank of North Carolina and the details of providing breakfast and lunch to all students.</p> <p>Projected enrollment information regarding the number of students that may qualify for FRL would also be helpful. - gscherbeck</p> <p><u>School Lunch Plan</u> The applicant does not provide an adequate description with sufficient detail on how student food service needs will be addressed that is aligned and in compliance with state requirements. - kellestracy</p> <p><u>School Lunch Plan</u> how will they meet state breakfast and lunch standards? - aruckkagan</p> <p><u>School Lunch Plan</u> Will the Food Bank of North Carolina provide food for free? If not, this is not budgeted. - shannon1974</p> <p><u>Facility and Facility Contingency Plan</u> No contingency plan is attached or described. Further, there also does not appear to be a signed agreement indicating that the school can run out of Mount Vernon Baptist Church. Therefore, it currently doesn't seem like a realistic plan. I'm also unclear if a charter school can be housed in a church. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> The application does not provide an adequate description of facilities requirements necessary to ensure the full implementation of the schools' STEAM program. The school has not demonstrated that the facility is in compliance with applicable codes, health, safety and ADA requirements etc. - kellestracy</p> <p><u>Facility and Facility Contingency Plan</u> unclear facility plans renovations needed- budget? costs? - aruckkagan</p> <p><u>Facility and Facility Contingency Plan</u> There is no contingency plan listed. There is no lease agreement for the use of the church. There is a letter saying that they can use the church, but it would need some work. - shannon1974</p>
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<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> The number of projected EC students seems low for the targeted demographic. - shannon1974</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> *Other funds no applicable. - gschermebeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> More information should be gathered regarding the Finance Officer, Human Resource Officer and Clerical. At this time, it is unclear if each are full-time. The salary structure also seems odd for these positions: FO = \$17,500 HRO = \$15,000 Clerical = \$30,000</p> <p>Elective teachers are also only budgeted for \$2,000. Again, unclear if they are slotted as full-time.</p> <p>EC teacher is slotted for \$20,000. Again, unclear if they are slotted as full-time. Will likely be difficult to staff a qualified EC teacher for \$20,000. - gschermebeck</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Salaries for support staff seem low. How will you get qualified applicants? - shannon1974</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> It is unclear why the school in year 1, needs both a full-time HR Officer and a Finance Officer and the associated salaries for these positions are very low. Wondering why the transportation person is full-time. Budget does not provide for PD resources in the budget. - kelleltracy</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> doesn't align to staffing model doesn't align to mention of two food workers low salaries 2k for specials teachers? doesn't reflect increase in teachers - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Incredibly difficult to believe that ample instruction and class materials will be provided with only \$1,500 allocated. in year one.</p> <p>Would request more information regarding what \$18,000 for "Other Professional" is reserved for.</p> <p>\$20,000 is allocated for Facility Lease / Mortgage however no cost is mentioned earlier in the application.</p> <p>Projected budget for STEAM supplies over three years is \$3,000, 0, and \$20,000. Much more information is required.</p> <p>Many aspects of this budget appear unrealistic. - gschermebeck</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u></p>
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	<p>Is there a budget item for contractual staff for students with disabilities (related services such as speech, occupational therapy, counseling, adaptive PE, etc.) as well as students not yet identified and who are recommended for evaluations? - michelle_mobley</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> How will STEAM be implemented effectively if you only spend \$10,000 on computers and \$0 on classroom technology? Will \$20,000 be enough to cover PD for STEAM and PBL? Budget does not seem realistic. If you don't spend money on furniture, where will you get furniture for classrooms? - shannon1974</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Applicant does not provide a legitimate market-based justification for facilities rent (i.e. cost per square foot) that increases by over 50% after year 1 and increases 20% every year after without providing for how space will increase. Scientific supplies and technology expenditures are not aligned with school mission, given STEAM focus. - kelleytracy</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> under estimated costs of all office equipment legal counsel costs low low on maintenance no record of lease costs why the bus costs? why the jump in marketing costs? - aruckkagan</p> <p><u>Total Expenditure Projections (Table)</u> Though there is a projected surplus of \$15,843, much more financial information is required in order for this budget to be considered realistic. - gscherbeck</p> <p><u>Total Expenditure Projections (Table)</u> The projections seem to be low in all areas and not realistic. - shannon1974</p> <p><u>Total Expenditure Projections (Table)</u> There is not a realistic assessment of expenses or a connection to the schools mission and focus. - kelleytracy</p> <p><u>Total Expenditure Projections (Table)</u> tight surplus numbers, challenging in year 5 - aruckkagan</p> <p><u>Budget Narrative</u> 2% of this budget is projected to come from fundraising however no current fundraising plans are in place. More information must be gathered around this point.</p> <p>More information is required in the school's contingency plan. Cutting benefits should not be included as part of a contingency plan.</p> <p>Per comments left in the previous section. Many aspects of the budget appear to be under-funded and should be closely reviewed.</p> <p>*There are multiple typos on this part of the application. - gscherbeck</p> <p><u>Budget Narrative</u> Many grammatical mistakes in this section. The answers to questions 1 and 2 are not clearly answered. There is no real break even point financially listed. Student teacher</p>
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	<p>ratio is unclear. What will be the student-teacher ratio? the budget only shows \$20,000 for building/lease, this page specifies that you will pay \$2,000 a month; are you only renting for 10 months? A realistic contingency plan does not seem to be in place. - shannon1974</p> <p><u>Budget Narrative</u> The budget narrative is inconsistent with overall budget as narrative indicates facilities cost at 2000k per month totaling 50k per 10 month school year for year 1 but in year two lease goes up to 5k and then in all subsequent years increases by 2k per year. - kellelytracy</p> <p><u>Budget Narrative</u> weak contingency plan</p> <p>budget does not account for two lunch people what do they mean board will provide 2k for facility - aruckkagan</p> <p><u>Financial Audits</u> A thorough audit process is not described. The application states that the named vendor will conduct an annual audit. - gscherbeck</p> <p><u>Financial Audits</u> The budget and content sections of the school design do not always match. There is no plan to conduct an audit and it is unclear whether school is aware of the needs to follow GAAP as there is not a sufficient description of internal policies or controls. The application indicates that spending decisions will be regulated, however, a clear description of the hierarchy and process is not provided. There is no plan for evaluating expenditures - kellelytracy</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> 110 students for three total grade levels is very small. Further, the total projected student growth for five years is small and concerning. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> challenging financials? - aruckkagan</p> <p><u>Appendices</u> Student Handbook identifies partnerships with several organizations that are not mentioned at all in the application narrative-Alpha Phi Alpha, Mt Vernon Church 100 Black Men, etc. The ROAR program for school wide behavior is not described and the overall handbook is not aligned to school stated mission i.e. mentions no skirts in dress code section which is unexpected given the school is a single-sex model. Inconsistencies in the name of the academy are evident throughout the Handbook, application, and appendices. Appendix K provides meeting minutes that reveal inconsistencies in mission, purpose, focus of overall school design. - kellelytracy</p>

<p align="center">Charter School Advisory Board Subcommittee</p>	
<p>Mission,</p>	

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Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening 10/27/2014	OCS deems this application complete. The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	On January 12, 2015 the CSAB subcommittee voted deny this application for interview. The subcommittee vote was 2 yes to 4 no. The full CSAB vote was 1 yes to 9 no for interview. Concerns outlined consisted of the following: Alex: Problem with the alignment of the missions and clarity of finance. Some need of an all male single gender schools but application has some concerns. Some task force set out in Durham school board and there is a need for it. Empathetic to the need. Concerning to me that they are failed as a group. Becky: agrees with Alex and thinks there a lot of holes. Move not have them in for interview. Grammar issues and spelling issues and doesn't seem strong. Cheryl: seconded the motion. Steven: on the fence and realistic on their enrollment. Not move forward carries.
Application Interview	
OVERALL	