



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Paul L Dunbar Charter School

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

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

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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 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 25, 2015 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: Paul L Dunbar Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Paul L. Dunbar Charter School*

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

Name of contact person: *Dr. Nan Lund*

Title/Relationship to nonprofit: *Secretary*

Mailing address: 419 EASTWOOD DR
SALISBURY NC 28146

Primary telephone: 704-630-9206 Alternative telephone: 919-539-8060

E-Mail address: lundnj@yahoo.com

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

County: ROWAN

LEA: 800-Rowan-Salisbury Schools

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

No:

Yes:

If so, provide the name of the third party person or group. Donnie McQueen

List the fee provided to the third party person or group. 0.00

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

Mr. Donnie McQueen is the primary writer for this application. He will continue to assist us in the process going forward and will be a consultant throughout the process. Dr. Cynthia McQueen will serve as one of the initial Board members. These experienced charter school operators, we believe, will enhance the successful submission of our charter school application and assist in the navigation of the first five or so years of this very challenging and complicated process.

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

No:

Yes:

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? Paul L. Dunbar Charter School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 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
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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 governance, operations, 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.

dunbar
Signature

Board Chair
Title

dunbar
Printed Name

09/25/2015
Date

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 Paul L. Dunbar Charter School (PLDCS) is to develop the gifts and talents of each child through the acquisition of knowledge and skills as preparation for service to the self, family, community, nation, and the world.

Clearly describe the mission of the proposed charter school:

The purpose of this school is to provide quality education in a community that currently is not served by any schools. The goals are 1)to establish expectations of excellence in the children, parents, teachers, and the community 2) to maximize effectiveness of instructional time by utilizing a structure of 9-week cycles with each focusing on particular common core objectives, and 3)to use effective assessment tools to help students & teachers recognize and develop the gifts of the students.

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.*

East Spencer is a municipality of approximately 1,500 residents (2010 census). There is no school in East Spencer. The population is 11.79% white and 85.81% African American; Hispanics and Latinos are 2.74% of the population. Children under 18 make up 33.8 % of the population. The per capita income for the town was \$10,180 in 2010. About 32.2% of families and 35.8% of the population were below the poverty line, including 47.4% of those under age 18. These figures may be considered as unchanged or increased since there has been no economic development in or near East Spencer since the census. Children are bused to other towns within Rowan County to attend school. The Rowan-Salisbury school system (RSS) is struggling to accommodate the growing population in the county. Current system-wide enrollment exceeds building capacity by more than 8,200 students. Seventeen percent of elementary students are in temporary classrooms. There is limited school choice in Rowan County. There are no charter schools.

We anticipate that most of the students we will attract will reside in East Spencer or neighboring communities in northern Rowan County. It is likely that most of the students will qualify for free or reduced-price lunch subsidies.

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).*

Projected Enrollment: Paul L. Dunbar (PLD) School will open with 100 students in K through grade 2. It will ultimately expand to 300 students, with one grade level and additional classes at lower grade levels added each year so that in year 5, the program will be K through 5 with 2 classes at each grade level. We anticipate that 100% of students will reside in the Rowan-Salisbury LEA. There were approximately 9,200 elementary school children in 20 schools in the RSS system in 2014. In the initial year (K-2) the PLDCS would serve less than .01% of public school students.

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

1. PLDCS will emphasize high expectations of students, teachers, parents, and community. Students will expect to be successful; parents and teachers will expect success.
2. Parents will be an integral part of the school team. They will commit to engaging with teachers and to encouraging and helping students to be successful.
3. PLDCS will incorporate immersion Spanish into all classrooms.
4. All adults associated with the school will be expected to model active engagement with learning, appropriate presentation and behavior, team work and collaboration.
5. Assessment will focus on evaluating and improving instruction.
6. Curricular focus will be on expanding knowledge that will lead to success in later life, and will be facilitated by 9-week cycles that develop that knowledge in depth.
7. Students who have not been able to achieve success at any level in any cycle will be assisted to accomplish the goals with extended time.
8. Common Core standards will guide each 9-week segment to assure all areas are covered.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*

4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Teachers at PLDCS will be encouraged to design curriculum units that are interesting to them and to their students. While all state requirements for testing will be followed, teachers will also have latitude in designing assessment strategies to measure student achievement. They will be encouraged to share ideas amongst the staff and also in wider venues such as regional and state associations. Attendance at conferences will be supported for teachers who develop presentations. Collaboration will be expected and nurtured to provide teachers with an atmosphere that encourages new ideas.

2. PLDCS will administer End of Grade (EOG) tests in Math and Reading to third graders in year 2. In each subsequent year, we anticipate growth of these scores reflecting improved instruction as additional assessment will guide decision-making in curriculum and methodology. These additional assessments will combine teacher-developed tools as well as norm-referenced measures.

3. As there are no other Charter Schools in Rowan County, the PLDCS will give students the opportunity to choose an alternative to traditional Rowan-Salisbury Schools (RSS). This is particularly relevant in that the municipality of East Spencer has no RSS school. The focus on individual achievement, preparation for college, excellent role models, unique curricular structure, parent involvement, and other features of the proposed school will be attractive to parents who want their children to be challenged and supported.

4. PLDCS will provide students with a structured nine-week study cycle that will help them focus on integrated content within that cycle. This structure will also help parents understand the content and make it easier for them to help their children. With students, parents, and teachers all focused on a singular topic, collaboration in planning, scheduling and remediation will be facilitated. All areas of the Common Core will be covered in this manner by the end of term. A consortium of teachers, parents, and tutors will be established as a Professional Learning Community (PLC). This team will attend professional development trainings throughout the year. They will monitor student achievement and will be advisory to the Board.

5. The goal of PLDCS is to optimize the learning of each individual student. Students at risk for failing will be identified as soon as their difficulties are apparent and a Circle of Support will be instituted. This will include the child's parents and other family members, teachers, volunteer tutors, and classmates. Support will be holistic to promote academic success and emotional well-being for the student. Students who are gifted will have the opportunity for accelerated movement through the standard curriculum and supplemental advanced material. Each student identified as gifted will be given a faculty or volunteer adviser to plan with and guide the student to explore areas of interest, such as arts, science, business, or civic engagement. They will also be assisted in applying for activities or institutions appropriate for them.

6. In addition to the nine-week curricular structure, PLDCS will offer other innovative teaching methods. As literacy will be the cornerstone of the program, we will use the Read Right system developed by Dr. Dee Tadlock for teaching reading. Independent research has supported the effectiveness of this approach (see www.tutoringforreading.com). The Professional Learning Community (PLC) will be given workshops in implementing this program prior to year 1. Success of the program will be regularly evaluated and changes or additions will be implemented. The Board and the PLC will be charged with researching innovative teaching methods, including on-site visits to programs implementing them.

7. Spanish immersion lessons will be incorporated into the curriculum at all levels. This will involve use of media such as Skype to connect with schools in Spanish speaking countries.

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.*

1. Develop expectation of excellence for all participants - students, parents, teachers, community. In many schools, the assumption is that some students will excel and others will not. At PLDCS, the assumption is that all students have the capacity to excel and it is the role of the parents, teachers, and the community to make sure this potential is actualized. Judging the accomplishment of this goal will be somewhat subjective, but high attendance rates, exemplary behavior, participation in after-school activities, and increased attendance at school and community events will be evidence that this goal is being met.

2. Expected outcomes for students in K-2 will be identified or developed based on Common Core materials and additional measures judged to be relevant. Incoming students will be assessed at the beginning of the year and again at end of year to determine progress. The goal will be that 80% of students will meet the expected outcomes. Programs and measurement tools will be evaluated each year.

3. Expected outcomes for students in 3-5 will be identified or developed based on Common Core materials and additional measures judged to be relevant. Students will be assessed at the beginning of the year and again at the end of the year. Third through fifth grade students will also take the NC State End of Grade tests in Math and Reading, with fifth grade students also taking Science tests. The goal will be that 80% of students will meet the expected outcomes in the first year at PLDCS (i.e., K-2 in year 1, new students subsequent year); by year 2, the goal will be that 90% of students in grades 1-3 will meet the expected outcomes. Programs and measurement tools will be evaluated each year.

3. The Board will be responsible for ensuring that NC State laws governing Charter Schools are followed. The Board may be expanded to 9 members, with at least one and possibly 2, position being held by a parent of a student attending PLDCS. Members of the Board will complete Board training and will receive continuing education on Board policies. Board meetings will be held monthly. Parents will be encouraged to attend all Board meetings.

4. Academic staff will be accountable for academic performance. All

academic staff will submit a quarterly review of student progress to the Board.

5. All school staff will operate within the constraints of the budget as approved by the Board. A financial statement will be presented at each Board meeting.

6. The Board will engage the broader community in raising funds through grants and private donations over the first five years.

7. By year three, there will be a fund balance surplus equivalent to three months operating expenses.

8. The Board will issue an annual report to the community detailing the accomplishment of these goals.

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

Annual surveys will be done of parents, teachers and students to assess their satisfaction with the development of the knowledge and talents of the students, and their perceived progress toward preparation for their future.

Additionally, open meetings will be held annually for the discussion of the mission and operation of PLDCS.

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.

PLDCS will provide an instructional program structured in a nine-week study cycle. The goal is to give students the opportunity to master essential knowledge and skills before they move to the next level. Each week will have defined curricular objectives and teachers will assess students at the end of the week. Based on assessment results, students will be assigned to either a Reteach or an Enrich group. Beginning the following Monday, students will attend a 30-minute session every day of the week. For those in the Reteach session, teachers will approach the objectives using different lessons for students needing additional time or a different approach to learn the material. They will be assessed again at the end of the week. Tutors will be available to help individual students or small groups who continue to have problems. Students who have mastered the basic concepts (Enrich group) could be given a variety of opportunities, including going to a higher level classroom for the 30-minute session, researching the topic or looking up more advanced vocabulary on-line, or peer tutoring a classmate. Re-teach and Enrich is modeled after a successful program in the Vail, Colorado schools.

Immersion Spanish will be included daily in each classroom. Led by a native Spanish speaker, these classes will mimic the way children learn their first language, relying on context and conversation to teach vocabulary and structure rather than using the traditional textbook approach. Collaboration with a school in Guatemala is anticipated, and will include Skype conversations with Spanish-speaking peers, adding cultural awareness to the language experience.

The instructional program will be based on focus and fun. The nine-week cycle will help students, teachers, and parents focus on related content for an extended time and will lead to greater depth of understanding. In order to develop and maintain joy in learning, students will be guided to discover their own talents and interests, and to bring into reality their visions, hopes and dreams for their future. Paul L. Dunbar wrote that learning brought him joy, and that joy helped him to achieve success. We are committed to facing the challenge of helping each student discover this joy.

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 at PLDCS will be based on the NC Common Core standards and supplemented with units and materials unique to the school.

The basic learning environment will be classroom-based, with opportunities for age-appropriate independent learning and off-campus activities.

Class size for K-3 will be no more than 27 students; class size in 4-5 will be no more than 30 students.

The school year will follow the calendar of the RSS system, with the addition of 5-7 Saturday classes for students who need extra help. The school day will begin at 7:15 a.m. and end at 3:45. This 8 1/2 hour day exceeds the state minimum of 1,025 hours of instruction.

Sample curriculum for elementary grade span can be found in Appendix B.

Alignment with North Carolina Accountability Mode:

All BOG and EOG testing will be carried out as outlined in the NC Accountability Model.

*The Beginning-of-Grade 3 (BOG3) English Language Arts/Reading Test will be administered to students at grade 3 to establish a baseline measure of students English Language Arts/Reading skills.

*Students at grades 3-5 will take the English Language Arts/Reading and Mathematics End-of-Grade (EOG) Tests during a designated testing window at the end of the school year.

*Students at grade 5 will take the Science EOG Test during a designated testing window at the end of the school year.

*A sample of students at grade 4 will participate in the National Assessment of Educational Progress (NAEP) assessments.

*A sample of students at grade 4 will participate in the PIRLS, sponsored by the National Center for Education Statistics (NCES).

*Alternate assessments will be used for many state tests for students with disabilities who have Individualized Education Programs (IEPs).

Primary instructional strategies:

*Read Right Program will be the cornerstone of the literacy curriculum at PLDCS. This approach, developed by Dr. Dee Tadlock has been used at Torchstone Academy, Raleigh with very good results. This approach relies on "implicit procedural learning" in the context of paragraphs rather than focusing on individual words. Learners are taught to anticipate the author's meaning in a passage, and then deduce what the words are to arrive at that meaning. In addition to published descriptions of this approach, there is on-line training for teachers and tutoring for students.

*Instruction will be based on competencies that are identified for each subject. These will be aligned in nine-week study blocks, with weekly goals identified within those blocks. As described above, the Re-Teach and Enrich plan will be implemented to assess each student at the end of a week to determine which students have met the goals and which students need further time and instruction to meet them.

*Technology: A computer lab will be established with internet connection. As resources become available, computers will be placed in each classroom and will be utilized for instruction with the wealth of instructional material available. A Skype connection will make it possible for students to connect with students in Guatemala to practice Spanish and learn about another culture. The Professional Learning Community of Board members, teachers, and parents will research and advise on acquisition of these

materials.

*Activities outside of the classroom will be used during the school day to teach concepts, vocabulary, and skills through projects that will be interesting and productive.

*A school garden will be developed and maintained by students who will develop logic, visualization, motor skills, reading comprehension, math computation, as well as learning patience and delayed gratification. Building a greenhouse will develop skill in planning and construction techniques.

*Physical education and team sports will be part of the regular curriculum to develop understanding of healthy lifestyles, cooperative learning, and emotional balance.

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 mission of PLDCS is to develop each student's capabilities to the highest possible level while providing support from parents and teachers to achieve this goal. The curriculum requires individual attention to the strengths and stumbling blocks of each student and addresses both. A wide variety of enriching and interesting opportunities will be available to broaden the worlds of these students and prepare them for their futures. Accountability is built into each component of the curriculum with assessments of goals at the end of each week, at the end of each 9-week block, and at end of year.

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.*

Primary instructional strategies that teachers will master:

*Read Right Program will be the cornerstone of the literacy curriculum at PLDCS. (Tadlock, K.R. and D. Tadlock, 2004) This approach will probably not be familiar to most teachers and will require extensive preparation prior to the opening of the school. We will call on the Principal and teachers from Torchlight Academy to help with this preparation, as well as exploring the need to contract for further instruction.

*Instruction will be based on competencies that are identified for each subject. Teachers will need to develop goals that align with weekly lessons and also the nine-week study blocks. This will require orientation to intensive goal setting.

*As described above, the Re-Teach and Enrich plan is also an innovative approach and will require the teachers to develop strategies to

implement it. It will require looking for alternative strategies to teach the material and cooperation among team members.

*Teachers will learn how to track each student's progress and prepare quarterly reports to the Board.

*Teachers will familiarize themselves with various on-line resources available for them and for their students.

*Teachers will explore ways to bring available activities such as the garden, arts, and other projects into their lessons.

These strategies have been shown to be successful in other schools and, we believe, represent best-practices for our target population in that they combine rigor with support for each student.

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.*

All students will be assessed every 9 weeks to ascertain their progress toward meeting the goals set for that instructional block. If they have not accomplished those goals, they will have additional instruction during the re-teach time built into the school day. Additionally, 5-7 Saturdays will be school days for any student needing extra instruction or time to accomplish the goals. The goal will be to identify and remedy problems quickly so they do not accumulate, thus maximizing the readiness of each student to progress on to the next grade level and grade span. We will reserve the option to review our calendar prior to opening to determine if it would be best for our operations to serve children 185 school days or 1,025 hours per year.

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 proposed calendar identifies the 9-week blocks that are central to the instructional program. Students and parents will be aware from the beginning of the year that these periods of sustained focus will engage them in exploring and understanding the material presented during that block. This extended time gives each student the opportunity to find ways to this understanding that draw on individual talents and interests. The calendar also includes Saturday sessions throughout the school term to help those students who have not been able to fully master the material.

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.*

Addressing At-risk Student Populations

The Board, faculty, and staff recognize that education and preparation of at-risk student populations to achieve and excel in academic performance poses many challenges for the Paul L. Dunbar Charter School. Our curricula will provide aspects of flexibility that allow our educators to customize learning and lesson plans that will effectively engage students, using highly interactive learning activities, intervention, and assessment to individualize learning opportunities for all students. First-year objectives require teachers to assess student strengths and weaknesses to determine effective strategies and activities that will help students meet and exceed state goals. Students needing assistance to overcome barriers to meeting state goals will receive personalized assistance as part of our student intervention program, which is designed to (1) identify student deficiency (2) take corrective actions to ensure they are performing at or above expected levels of proficiency, and (3) engage parents and other family members in the process. Our process may include establishment of a Circle of Support that includes the teacher, the parents and other family members, peers where appropriate, and interested community members such as church friends. A personalized plan will be designed to assist students in meeting expectations. Additionally, this well-documented process serves as a guide to make recommendations concerning promotion or retention decisions, and informs parents about the schools efforts to prevent failure of student achievement. Teachers will assess the student's progress based on a holistic approach, considering numerous factors, including student proficiency based on standardized assessments, teacher assessments, and student's overall progress throughout the school year. The teacher assessment will involve the student's achievement at grade level, academic correction measures, attendance, behavior, and disciplinary assessment. This holistic approach allows the teacher and administration to provide effective recommendations that are in the best interest of the student that can be shared with parents.

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.*

1. All students identified as limited English proficient (LEP) will be assessed annually to determine progress and level of English language proficiency.

*Language-minority students will be identified through a home-language survey (HLS) process.

*Eligibility for being assessed on the WIDA ACCESS Placement Test (W-APTTM) is based on results of the HLS process.

*The W-APT will be administered to all eligible, initially enrolled, language-minority students (in kindergarten through grade five) within thirty (30) calendar days after the beginning of the school year, or within fourteen (14) calendar days of enrollment if the student is enrolled after the beginning of the school year.

*If the student is identified as LEP, the W-APT provides guidance

concerning which tier (level) of the English language proficiency test should be administered to the student. The score on the W-APT also determines eligibility for state LEP testing accommodations.

*The HLS process and the identification and subsequent placement of LEP students in English as a Second Language (ESL) services will be guided at the state level by the NCDPI Curriculum and Instruction Division.

*The annual English language proficiency test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0), designed to satisfy federal requirements for Title III will be used.

*The Alternate ACCESS for ELLs will be used for students who are identified as language minority students and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment.

2. Students who are identified as in need of ESL instruction will be provided with individual or group instruction within the regular classroom or with limited pull-out services as much as possible to build and maintain relationships with their English speaking peers and the opportunities to learn from their peers.

3. The results from the annual administration of the ACCESS for ELLs 2.0 are used to measure progress and proficiency of LEP students in the English language.

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.*

North Carolina legislation requires that all gifted children be served. It does not specify the requirements or criteria for identification of these children. It specifies that each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The Board shall include parents, the school community, representatives of the community, and others in the development of this plan. PLDCS will follow these requirements. It is anticipated that the plan will first rely on two primary channels to identify gifted children, reports from parents and observations by teachers. At enrollment, some parents may already have identified or suspected that they have a gifted child. They will have noted some or all of the characteristics of giftedness, including that their child is very observant, extremely curious, has intense interests, excellent memory, long attention span, or excellent reasoning skills. These children generally have accelerated language development as evidenced by extensive vocabulary, early and extensive reading, and a lot of "what if" questions. Teachers may also make these observations, as well as see a constellation comprised of such qualities as well-developed powers of abstraction, conceptualization and synthesis, quickly and easily seeing relationships in ideas, objects or facts, fluent and flexible thinking, elaborate and original thinking, excellent problem solving skills, rapid learning with less practice and repetition, unusual and/or vivid imagination.

Parents and teachers will be encouraged to share their observations of the

child to round out a profile of the child's particular gifts and interests. A decision about whether testing will be required and, if so, what instrument(s) and criteria for inclusion in a gifted program will be reached by the above-mentioned Board.

Programs for gifted children will be individualized to draw on the interests and capabilities of each child. A staff or volunteer mentor will be responsible for working with the parents and the student to design such a plan, drawing on the wealth of resource materials and information available, such as the Davidson Gifted Database Resources.

Monitoring progress will involve weekly and nine-week assessments as described for all PLDCS students, with on-going evaluation of the success of the over-all plan.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

The initial enrollment application will not contain any mention of an exceptional children's program. However, once a student is accepted for enrollment, the student registration form will request information from the parent regarding exceptional children status. In addition, all the files from the sending school will be requested, including exceptional children's program files on each student enrolled. A search in CECAS will be done to determine if any student enrolled in school has an existing IEP or 504 Plan.

The school Principal will supervise the coordination of identification of students that previously received EC or 504 Services and will file the first 60 day report. All regular education teachers will receive training in "Project Child Find." Teachers will conduct a response to intervention (RTI) program to aid in the identification of students in need of exceptional children services. The RTI process is a multi-tiered approach of

interventions to students who demonstrate academic or behavioral deficiencies. The RTI process is designed to assist in screening students for eligibility for exceptional children services by providing multiple interventions before an actual referral for exceptional children services made by teachers. The school will also publish the process to our parents in the student handbook so that parents will understand that they can make a referral to have their child tested for exceptional children services eligibility. The school will provide all testing and conduct appropriate process including an eligibility determination meeting. We will follow the normal rules to determine eligibility within 90 days of the documented request.

Once the appropriate referral is made either by the parent or teacher, the exceptional children's coordinator will conduct a meeting to obtain permission from the parent for testing. Once testing is completed and all information is gathered that sheds light on the student's needs, an IEP meeting will be conducted to determine whether the student is eligible for exceptional children services. If the student is determined to be eligible the IEP will be established and the student will begin to receive services. The school shall maintain a separate filing cabinet and filing room, under lock and key, for exceptional children and 504 accommodation plan records. A records request will be sent to previous schools seeking the general student file and specifically requesting an exceptional children's file if one exists.

The school shall develop a detailed policy and procedure that addresses the issue of confidentiality and identifies who is eligible to view exceptional children and 504 records and which identifies the purpose of reviewing, and when and where the review will occur.

The school shall establish a plan of monitoring to assure records security compliance and also to determine that all appropriate records are maintained including the DEC system of forms. The school shall develop internal audit protocols and regularly monitor exceptional children files for compliance with state and federal law.

Exceptional Children's Education Programming

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

The school shall hire a licensed and highly qualified exceptional children's teacher/coordinator in the initial start up at the school. The school will establish a secure and dedicated filing area for records of exceptional children. The school will also identify sources of contract services and have them ready to provide any educational services the on-site exceptional children's teacher is not qualified to provide. The school will also contract with a speech pathologist, an occupational therapist, and a licensed school psychologist to provide related services.

The school principal will assure that the school has obtained all exceptional children's records for newly enrolled students at the earliest possible date to assure that the school is prepared to implement existing IEP's and 504 plans. The principal will also assure that all teachers receive proper training in "response to intervention" and that the school is prepared to identify students who may be eligible for exceptional children services and to assure that those students are processed into the program appropriately.

Exceptional children's teacher/coordinator shall develop and submit a regular schedule indicating that all exceptional children timely receive services required in their IEP. This information shall be reported to the school principal on a monthly basis. The school principal shall make regular general reports to the school's Board sufficient to keep the Board informed of the status of compliance with providing exceptional children services without identification of specific students.

Exceptional children's teacher/coordinator shall provide a weekly update to parents on student progress of students served in the exceptional children's program or that have a 504 plan. The report to parents shall include academic progress as well as report on student behavior. The exceptional children's coordinator shall also conduct a weekly review with each student to apprise them of their progress and to encourage their success.

The school shall provide continuity of services to students with disabilities to meet the students' needs in the least restrictive environment possible. Parents should not be financially charged for any exceptional children services provided by the school. The school shall maintain systems of supports which include any services such as speech therapy, occupational therapy, or psychological services which may be required by the IEP. The school should implement its own internal compliance program to assure that students are appropriately served. The school shall also develop an appropriate system to determine when students may no longer be eligible for exceptional children services and shall conduct the appropriate processes to exit down from the program. The school will always maintain the goal of providing the best possible education to students in the least restrictive environment by integrating children with special needs into regular classrooms whenever possible.

The program shall remain fluid with the ability to adapt and provide push in services, resource room support, support and assistance to teachers, and any format that may be required based upon student needs. The program shall also have readily available any related services that student's IEP requires.

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.*

Performance Standards:

The Board of Directors, faculty and staff are committed to ensuring that all students are able to demonstrate mastery of skills and knowledge, according to North Carolina state standards and the Core Knowledge Sequence, which provides guiding principles and instructions for determining what a student should learn in each grade, and that recommends promotion or retention determinations. The Paul L. Dunbar Charter School will set high expectations for student performance to facilitate meeting the proposed desired outcomes as described in the Goals section of this application. Faculty and staff will collaborate to ensure that students are appropriately enrolled in those courses designed to meet their specific needs and to achieve their desired goals. Students will be promoted based on their proficiency and mastery of Common Core Curriculum Standards (CCSS) and North Carolina Essential Standards. Faculty and staff will utilize authorized assessment tools to assist in determining each students level of proficiency in CCSS and North Carolina Essential Standards. In addition to the identified assessment tools, faculty and staff will employ other methods that might enhance or facilitate the achievement of desired outcomes, and for the purpose of delivering a sequenced and personalized curriculum for elementary education. The following assessment tools will be used to assess and evaluation students at Paul L. Dunbar Charter School: (1) North Carolina Mandatory Assessments (2) READY EEOG testing; (3) EEOG exams, and (4) Smarter Balanced CCSS measurements. For Primary classes, NWEA MAP, and MAP for Primary Grades will be used. At the Paul L. Dunbar Charter School, students will be engaged in interactive, web-based, Common Core assessments that target various instructional levels of students, while providing faculty and staff with skill sets, and established goals to promote growth and development within the first academic year.

Paul L. Dunbar Charter School faculty and staff, will also apply Weekly Standards Assessments, which incorporates critical thinking and writing skills to measure proficiency. Teachers will develop pre-testing and post-testing assessments to document the students progress. Students will receive Project-Based Performance Tasks, and Inquiry Based Projects to test their ability for developing and testing hypotheses.

The Paul L. Dunbar Charter School will comply with, and maintain adherence to the North Carolina Promotion and Retention Regulations. Care will be taken to ensure compliance with North Carolina policy and laws in respects to student promotion. Faculty and staff will ensure that information is made available to parents, and that consistent communication will occur throughout the year via the Paul L. Dunbar Charter Schools student support plans. Time table of reports to parents in included in Parent Handbook Appendix D.

Students at the Paul L. Dunbar Charter School must maintain passinggrades of a "D" or higher in Math, English, Social Studies, Science, and Reading to

meet North Carolina goals, including mastery of grade level desired outcomes. Students who do not meet mastery requirements in core courses will have opportunities for course recovery that will be determined and adapted to students based on needs. All students must perform at grade level proficiency, or higher, on State EOG examinations, in reading and math. Those students not performing at the required levels will be retained.

Addressing At-risk Student Populations

The Board of Directors, faculty, and staff recognize that education and preparation of at-risk student populations to achieve and excel in academic performance poses many challenges for the Paul L. Dunbar Charter School. Our curricula will provide aspects of flexibility that allow our educators to customize learning and lesson plans that will effectively engage students, using highly interactive learning activities, intervention, and assessment to individualize learning opportunities for all students. First-year objectives require teachers to assess student strengths and weaknesses to determine effective strategies and activities that will help students meet and exceed state goals. Students needing assistance to overcome barriers to meeting state goals will receive personalized assistance as part of our student intervention program, which is designed to (1) identify student deficiency (2) take corrective actions to ensure they are performing at or above expected levels of proficiency, and (3) engage parents in the process. Our process establishes collaboration with the teacher, student, and the parents to ensure awareness of a personalized plan designed to assist students in meeting expectations. Additionally, this well-documented process serves as a guide to make recommendations concerning promotion or retention decisions, and informs parents about the schools efforts to prevent failure of student achievement.

Exit Standards:

Students at the Paul L. Dunbar charter School must be able to demonstrate mastery of skills and course content in each subject at the K-1 to K-4 grade levels, before moving on to the next grade. Requirements for all students to move beyond the elementary levels to middle school are aligned with the Common core learning Standards. The students' levels of proficiency will be assessed using the state exams, including, NWEA MAP exams, and internal school evaluations and assessments, and student grades.

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.*

Discipline Guide

An effective school climate is one that is nurturing, safe, and conducive to learning. In establishing a discipline policy, it is important to focus on encouraging students to make good choices and to accept responsibility for their behavior. In making these decisions, students learn that there are rewards and consequences for their action. Our job as educators and parents is to guide students toward making wise choices.

Reflection Room/ALC - Alternative Learning Center (In School Suspension)

The Reflection Room time is a grace period and a reminder for the students and parents that some behaviors are not conducive to the learning environment or consistent with the high expectations of the school. It is meant to discourage inappropriate, or rude behavior. The purpose of the Reflection Room/ALC is to remove misbehaving students from class but keep them in school doing academic work so they can continue to learn. Students remain in The Reflection Room for a designated period of time, from 30 minutes to an entire school day.

The student handbook (Appendix D) will specify the consequences of specific violations of school code of conduct, ranging from in-school suspension to 10 days of suspension from school.

Parents are asked to discuss this policy with their child to ensure the child is aware of the discipline policy so that they will not have to experience the consequences. Special consideration for children with disabilities will be discussed with parents until consensus is reached on guidelines.

Offenses include:

- Talking back to the teacher or any staff
- Disrespect shown to teacher or any staff
- Refusal to comply with teacher's or staff's directions
- Mumbling under one's breath in the teacher's presence
- Leaving class without permission
- Throwing food in the cafeteria
- Defacing/destroying school property
- Continually verbally harassing another student
- Stealing
- Actions that could endanger the safety of self or others
- Interfering with the learning of others
- Name calling (profanity) of fellow students
- Use of any object as a weapon (pencil, pen, etc.)
- Use of profanity toward staff (under breath or out loud)
- Hitting another student (victim does not hit back)
- Punching another student (victim does not hit back)
- Slapping another student (victim does not hit back)
- Fighting (both students hit each other)
- Skiping school/leaving the building without permission
- Falsely setting off fire alarm

Throwing a tantrum

Possession of/use of mace, pepper spray

Instigating a fight or disturbance

Co-conspirator in an offense/disturbance

Insubordination

Intentional injury of another

Injury caused by accidental/careless act

Grievance Procedures

As with any parental concerns, parents are asked to make an appointment with the child's teacher if it is a classroom matter, or with the Principal if the concern is with school policy. If the concern is not resolved by intervention of the Principal, the parent is asked to put the concern in written form, addressed to the Board which has the final authority to take action. Rights of parents and procedures for addressing grievances are outlined in the student handbook (Appendix D).

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: Paul L. Dunbar Charter School

Mailing Address: Kenneth Lydell Fox, Chair

City/State/Zip: East Spencer NC 28039

Street Address: 109 East Jackson Street

Phone: 704-280-2153

Fax: 919-850-9961

Name of registered agent and address:

Kenneth Lydell Fox
109 East Jackson Street
East Spencer, NC 28039

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

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 the Paul L. Dunbar Charter School, in conjunction with Torchlight Academy LLC, will be ultimately responsible for the academic, fiscal, and regulatory oversight of the school. Board oversight consists of approval of all school policies and monitoring of policy implementation, and working with the Principal and other staff to monitor the schools academic, non-academic, and financial performance. The schools academic and nonacademic goals will be divided into subcategories relating to (1) student participation and satisfaction, (2) academic scholarship, (3) co-curricular activities, and (iv) enrichment and citizenship. The academic and non-academic goals will include school performance indicators relating to performance as measured by performance on statewide assessments and school developed academic and non-academic assessments, including end-of-year Roundtable presentations and measures of student participation in co-curricular activities, in addition to attendance rates and student enrollment numbers. Board members will have access to data regarding school performance on a monthly basis. which will include but not be limited to; statistics on the school, including current enrollment, average daily attendance, and various demographic, discipline, and academic statistics. Moreover, the Principal and other staff will present to the Board at least monthly (and more frequently if requested) reports on student progress and where the school stands in meeting its semi-annual, annual, and multi-year goals. Such reports will be detailed and will give information by grade level, in aggregate and disaggregated forms. Fiscal Oversight: The Board, in conjunction with the Torchlight Academy LLC, will work with the Principal and other staff to develop fiscal guidelines and policies, as well as tools for annual budgeting, fiscal oversight, and reporting on the schools fiscal health. The Principal will meet with the Audit and Finance Committee monthly to report on where the school stands in meeting its budget and fiscal goals, and to review the budget for the subsequent year. In addition, the Audit and Finance Committee will meet periodically with the schools internal and external auditors regarding audits of the schools financial performance and fiscal soundness. The Boards other responsibilities include (1) electing/removing Board members, (2) appointing/removing the schools leadership and agents, prescribing their duties, and fixing their compensation, (3) managing the schools affairs, and implementing regulations with respect thereto, (4) approving such contracts as necessary or desirable for the school, (5) overseeing the schools operation through TAS, (6) causing the school to become exempt from federal income taxation, (7) monitoring the schools operations and applying any surplus resulting from any business activity in which the school may engage, (8) acting as Board member under any trust incidental to the schools purposes, (9) acquiring/holding/disposing of property for the school, and (10) indemnifying and maintaining insurance for the schools Board members, employees, and agents (subject to the provisions of the Not-for-Profit

Corporation Law and the limitations under the schools By-laws).

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 Board currently consists of seven members, with at least one additional parent member to be added when student enrollment has been established. Additionally, a member with a financial background will be needed. The founding Board members have significant academic and educational experience, in conjunction with the capacity to sustain the school as it accomplishes its desired outcomes. Members have a wide span of significant skills and experiences, including academics, community development, mental health and wellness, business and finance, non-profit management and organizational development. There are several members with experience in the educational arena, and who have served on governing boards aligned with schools. Each Board member shares the desire to impact the East Spencer-Rowan County community via promoting a culture of innovation, in conjunction with educational services that address the dynamics in the East Spencer community. Several of the founding Board members have some alignment with the East Spencer community, and have an understanding of the plight of the residents and children in the community. Some have lived in the community, while others have worked extensively in the community, proving community support services. As noted above, the Board will use a variety of mechanisms to assure continual monitoring of educational and operational progress.

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?*

In early 2012, the founding members of the Paul L. Dunbar Charter School established strategies based on the glaring need for a community school in East Spencer. There has not been a school in the community for more than 25 years, nor a library, or any educational development facility to assist children and residents. Recognizing that literacy is a basic right and element needed to promote healthy development, the founding members desired to focus on plans to provide East Spencer with a school that offers an innovative educational experience, while ensuring that each and every student achieves proficiency and mastery of essential skills. From 2012 to the present time, Board members have been involved in sharing their ideas and strategies with members of the larger community, including parents and residents, elected and appointed government officials, public organizations that advocate for child development, and other community organizations. Kenneth Fox and Whitney Peckman, both were instrumental in sustaining the strategy and keeping the community focused on the need to provide children with a school that catered to the obvious needs in East Spencer. Over the past few years, some individuals who were involved in the earlier discussions moved on to other development opportunities. However, Dr. Nan Lund, Russell Swilley, Pastor Patrick Tate, Sophia Copeland, and Dr. Cynthia McQueen became interested in the development of a charter school for East Spencer, and the idea took on a new life. New Board members will be recruited if/when a current Board member wishes to be replaced or when a need is identified for additional expertise/experience on the Board.

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

Board meetings will be held monthly at the school. The Board may also schedule additional meetings as it determines necessary, including for matters such as the election of Board members. Notice of all Board meetings will be given, and all Board meetings will be conducted, in accordance with the Open Meeting Law and other applicable law.

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).*

Each new Board member will be provided with information about the school (including the charter and financial statements) and will tour the school and meet the staff. During orientation, the Board will discuss the expectations for Board members, and will particularly discuss (1) new Board members specific personal and/or professional skills in relation to the Board's needs, (2) applicable legal requirements with respect to Board service, and (3) Board members fiduciary responsibilities. In the event a new Board member is appointed to a Board committee, the committee chairperson will assist the new committee member with learning the information relevant to committee service, recommend training opportunities, as well as set aside time for training during Board and committee meetings. Training will take into consideration the needs of individual Board members and of the Board. The Board Chairperson will maintain a directory of training events and topics, which may be incorporated into the Board's annual retreat as described in Professional Development. The Chairperson will acquire information about training opportunities from various sources and will provide an updated schedule of training events at each Board 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.*

Our conflict of interest policy is designed to protect the public interest when making financial decisions or other arrangement that might benefit the private interest of an officer, director for specific body of the nonprofit corporation. This policy is intended to compliment any applicable state law or state board policies governing conflicts of interest. Prevention is the best method. Board members shall never waive our policy on conflicts, by either eliminating or fully disclosing them as soon as they arise. Transparency is a strong defense against problems such as excessive perks for Board members, or groups within the organization who may desire to profit from their relationship with Board members.

Policies & Procedures:

1) Required Disclose. Any actual or perceived conflicts of interest, all interested person must disclose the existence of his or her financial or other interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

2) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of

Directors or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Directors or committee members shall determine if a conflict of interest exists.

3) Procedures for Addressing the Conflict of Interest:

a) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest

b) The Board chairman shall, if necessary, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c) After exercising due diligence, the Board of Directors shall determine whether the nonprofit can obtain more favorable terms from a person or entity that would not give rise to a conflict of interest.

d) If a more favorable transaction is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the best interest of the nonprofit, insuring at all times that its decision is compliant with all state and federal laws.

4) Violations of the Conflicts of Interest Policy.

a) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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

All decisions will be based on policies established and voted on by the Board of Directors. We will seek legal guidance and professional council to help establish Board policy and procedures that are compliant with all state and federal laws. We will also continue our training as a Board to seek out best practices and proven methodologies that have been found effective in other States. This Board will ensure that our school has all necessary policies and procedures in place, including but not limited to, student discipline, a uniform policy for staff and students, transportation policy, student records and the Family Educational Rights and Privacy Act, Special Education, English language learners policy, emergency procedures, and fiscal operations procedures. Input from school leaders, teachers and parents will be sought and considered that they may be incorporated as part of any new school policies. The Board will review all policies and procedures on an annual basis at special meeting held exclusively for this purpose. Board policy and procedure shall be reviewed and updated annually, or as needed to insure alignment with the school's mission

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.

In order that the Board establishes deep rooted relationships with parents

and students our Board will develop a Council of Parents. Our desire is to improve parent and student participation in the governance and growth of the school. This body will be designed to allow input on a regular basis from both the students and parents we are attempting to serve. There are no other plans at this time for any other body, council or association affecting the schools governing body and or leadership.

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

Grievances Process For Parent

Classroom teachers and front office staff will be the first point of contact to address their concerns. Teachers will respond to parent grievances in the presence of an administrator and in accordance with a set of guidelines by the Board. If parents are unsatisfied with the response from this meeting parents may request a meeting with any member of the school's leadership team, including the Principal to address the concern. Every reasonable attempt will be made to respond appropriately to parent concerns in a way that resolves the issue satisfactorily.

On the occasion when when these efforts fail to resolve a concern, parents may bring the unresolved concern to the Board directly, either by writing to the published address for Board members or by email. Any concerns not resolved at this point may be presented by the parent at the next Board meeting.

Grievances Process For Employees

Every attempt will be made to help staff resolve concerns or grievances via face-to-face meetings with the concerned parties and or administrators. Complainants should schedule a conference with their immediate supervisor to discuss the issue. Administrators may redirect complainant to the appropriate personnel if this step has not already been followed. Employees may be required to memorialize serious concerns or accusations in writing. In the event that staff cannot resolve a concern by speaking directly with the school leaders, staff may bring the unresolved concern to our Board. Prior to such meeting, School administrators may also require the complainant provide to the School Principal a Grievance Letter that identifies (a) the issue/concern/complaint, (b) what steps have been taken to resolve the situation, and (c) proposed solutions.

Employment between staff and the Board is on an at-will basis. Policies and procedures that define methods for handling unacceptable performance by teachers or school leaders will be established. A working environment that allows administrators to make decisions sensitive to the demands of parents and students is our first concern. Effective administrators must be able to identify and support or terminate ineffective staff as appropriate. We will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. In the event that performance is found unacceptable, and based on the unique circumstances, disciplinary actions may be taken by school administrators. Discipline may include but not be limited to a warning, the creation of a performance action plan, suspension, termination or administrative leave. The Board will consider appeals that it are required under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board to consider an appeal a revise written statement may required to clarify any developments since the board's initial decision. The Board will respond to the appeal within 30 days of the receipt of any additional written statements. The Board or its designee shallrender a final ruling on the grievance within 30 days or at its next regularly scheduled Boards meeting,

whichever is later.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

Not Applicable

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

Name of the Company: TORCHLIGHT ACADEMY SCHOOLS LLC
Address: 2665 TIMBER DR #111
GARNER NC 27529
Website: n/a yet
Phone Number: 919-538-8060
Contact Person: DON MCQUEEN
Fax: 919-850-9961
Email: torchlight.director@gmail.com

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

Don and Cynthia McQueen have served at the helm of Torchlight Academy for the past thirteen years as Executive Director and Principal, respectively. They have prudently steered the school in its growth and success. The McQueens recently formed an Educational Management firm, Torchlight Academy Schools LLC, giving them opportunities to bring high quality education to a broader population of students, especially to those who are at-risk and economically disadvantaged. Our Board wishes to retain the McQueen's excellent leadership, and engage their management services. We believe this

to be far preferable to the trial and error approach to hiring administrators or engaging an out-of-state management firm, and will best assure the quantitative and qualitative results demonstrated during our investigation of their currently operating school.

Northeast Raleigh Charter Academy, under the founding administrators, was a charter school on the brink of failure. Allegations of financial mismanagement, poor test scores, and inadequate facilities eroded the confidence of parents and staff reducing the student population to 14. Were it not for the vision of the Charter School Advisory Board of that time and the aid of Dr. Tucker, the McQueens would never have been afforded the opportunity to achieve the results that inspire our application. During their tenure, Torchlight experienced significant academic success demonstrated in recent years by the data and graphs provided as part of this application. In addition, financial stability, and parent/staff confidence has resulted in strong public support. The McQueens were instrumental in securing the schools charter renewal in all 13 years of their stewardship. In 2014 they secured the first ten-year term, in part by being 100% in compliance with all requirements of the State Board of Education and the Office of Charter Schools. Their experienced leadership and operational integrity makes them a preferred charter school partner.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one?*

Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Other EMO/CMOs were considered. We found that these organizations did not always deliver what they promised. In fact, Torchlight Academy, under the leadership of Don and Cynthia McQueen, has performed better, both academically and in matters of state compliance, than some management run schools. NHA, an EMO which manages the greatest number of schools in North Carolina, and who serves at-risk populations at some of their locations, had a letter grade and/or growth scores below state standards in 5 of their 8 schools, according to the 2013-2014 state reports. Forsyth Academy 42(D)-Growth score 82.3, Greensboro Academy 42(D)-Growth score 82.3, PreEminent Academy 30(F)-Growth score 58.8, Research Triangle 42(D)-Growth score 91.2, Summerfield Academy 69(C)-Growth score 60.0. KIPP operated schools in North Carolina were also examined and found that one of their three schools, KIPP Charlotte, scored 46(D) and had a growth score of 87.7. KIPP had no data available for KIPP Halifax for the 2013-14 school year. Further analysis of these management companies to determine if some of the schools managed & which scored well, according to state analysis, we're located in areas that served at risk students. Other management companies were investigated and it was concluded that companies like Accelerated Learning Solutions, Roger Bacon Academies, and Mastermind Preparatory, all seemed to have crafted their service for schools developed to express their unique mission & objectives.

Fees:

Our investigation determines the following; Accelerated Learning - 97% of all gross monthly revenue

Charter Schools USA 15% of revenues. NHA-97% of all funds to NHA. KIPP 1% of state and local revenue not exceeding \$30,000 annually. This helped us to determine that the fees associated with our contract with Torchlight Academy Schools LLC were in line with common practices for management companies operating in North Carolina, and that our expectation for results could be

met or exceed

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

During our examination of student performance for Torchlight Academy, we determined that this management team demonstrated positive outcomes for student performance. We've examined district schools in the same geographic area as Torchlight Academy and with a similar free and reduced lunch population. According to published reports in the Raleigh News and Observer, Torchlight Academy earned an "Exceeds" rating from 2010 to 2013 yet had a higher free and reduced lunch population than all schools in Wake County - 80% in 2010, and near 90% by 2013.

"Interpreting the results State officials say that proficiency rates were much lower than in prior years because the exams are more rigorous. Students are expected to meet goals for progress. The goals are tailored to each school, based mainly on results of tests students took in previous years. Students are expected to show a year's worth of growth, regardless of where they started and if they pass".

-Not Met: Most students failed to show a year's worth of growth of classroom material.

-Met: Most students showed they made a year's worth of growth.

-Exceeds: Most students showed more than a year's worth of growth."

(Bonner, Lynn, and T. K. Hui. "New Scoring Scale Helps NC School Students Test Performance Improve." RALEIGH: New Scoring Scale Helps NC School Students Test Performance Improve. N.p., 4 Sept. 2014. Web. 22 Sept. 2014).

In a letter to William Coby, State Board of Education Chairman, Dr Pam Bank Lee, Chairwomen of Torchlight Academy stated: "During the McQueens tenure as administrative employees, the school experienced significant academic growth and success,....(they)were instrumental in getting the schools charter renewed in 2014, for their first ten-year term. Their continued involvement provides for critical leadership continuity and community support fostered by their prudent stewardship and operational integrity...the school experienced significant student body growth...Parents and their children were inspired by the introduction of foreign language study and the exchange of cultural experiences with students from China and other parts of the world". At the time of their application for renewal, the school operated by the McQueens was found to be 100% in compliance with all state and federal requirements.

We believe our relationship with this management company will drastically shorten our learning curve and create significant stability in our program, particularly the area of finance. During our investigation of school closures, we found 56 schools in North Carolina since the advent of charter schools in our state. Not one school had been closed or had their charter revoked for a lack of academic performance, yet many had been closed, charter revoked, or relinquished their charter because of financial weaknesses or financial mismanagement. A review of Torchlight Academy's 2013 audit, as was noted by the auditor in Management Discussion and Analysis, Torchlight Academy assets exceeded liabilities by nearly one-half million dollars as of June 30, 2013. As of June 30, 2012 the net position of Torchlight Academy stood at just over \$400,000. This represented a \$73,000 increase over year end. The audit also points out that the unrestricted fund balance for 2013

was \$304,330, and in 2012 it was \$221,803. This represents more than a 37% increase in unrestricted/surplus funds. The net unrestricted balance in 2014 was \$484,780, and in 2015 school year net unrestricted/surplus fund balance was \$534,796. This is clear evidence of fiscal responsibility, and gives this Board confidence in Torchlight Academy Schools LLC's ability to responsibly manage, maintain, and improve the financial condition of the school overtime, and further, to do so with the highest level of integrity.

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

Board independence and control of the School will be preserved via contractual control and accountability measures. We will hold the charter for the school and will be responsible for advancing our mission. The terms of our services agreement favors our children and their families. Our charge will be to hold TAS accountable for the school's academic, financial & compliance performance. We will also retain independent legal counsel, annually contract with an independent auditor, and may, if the need arises, engage a third-party independent elevation entity in order to ascertain the efficacy of the management companies execution of Board policies, procedures and overall results. The School Board may terminate its agreement with the management company if it fails to remedy a material breach of its agreement within (30) days after receiving notice of such breach from the School Board. A material breach includes, but is not limited to (1) failure to account for expenditures or pay operating costs pursuant to the budget, (2) failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided that they do not violate the Charter or applicable law, (3) a receipt by the Board of an unsatisfactory report from an independent education consultant retained by the Board regarding the services or the schools performance, provided the unsatisfactory performance cannot be adequately corrected or explained, (4) a determination that our agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status, or (5) any action or inaction by the management company that places the Charter in jeopardy of termination, suspension or revocation. Board members will not be providing start-up funding and facility arrangements, raise funds, secure real estate, or arrange facilities financing. The agreement with TAS has been vetted by state legal officials, and recently approved by the State Board of Education.

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

TAS shall select and hire qualified personnel to perform the duties of school operations. They will have the responsibility and authority to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with our bylaws, the Charter and applicable law. With the exception of teachers, and unless otherwise agreed by the written consent of the parties, all school personnel shall be employees or independent contractors of TAS. The compensation of all employees or contractors working at the school shall be included in the budget. TAS shall disclose to the Board, and state officials where required, the level of compensation and fringe benefits provided by TAS to TAS employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of, or

services provided, by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of any school student(s). The School administrator (the "Administrator") will be an employee of TAS. The duties and term of the Administrator's employment will be determined by TAS. The Administrator shall work with TAS in the operation and management of the School. The Administrator shall recommend to the Board, for its consideration and approval, teachers who are qualified in the grade level and subjects required by the school to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the school and TAS for such purposes as inclusion in the compensation and employee benefit plans of TAS, payroll administration and other employment policies and practices; provided however, in all circumstances, the board shall ultimately control the hiring and discharge decisions with respect to teachers.

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

Our Board plans to use, but not be limited to, the following metrics on an annual basis to evaluate and objectively assess the effectiveness of the management company: 1) attendance will meet or exceed 90%

2) students will score at or above the 65th percentile in a majority of grades and tested subjects in grades 2-8 as measured by beginning-to-end-of-year growth on a national standardized assessment such as MAP, 3) students will meet or exceed the performance of school with similar demographics of nearby schools,

4) the Board will conduct a formal annual performance review of TAS, 5) an annual parent-satisfaction survey will be conducted with at least a 60% response rate and satisfaction rating of at least 85%, 6) the school will conduct an unqualified annual audit which the Board will review, and 7) the Board will review the Performance Framework and other reports provided by the OCS.

The School Board may terminate its agreement with the management company if it fails to remedy a material breach of its agreement within (30) days after receiving notice from the School Board of such breach. A material breach includes, but is not limited to, (1) failure to account for expenditures or pay operating costs pursuant to the budget, (2) failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided that such do not violate the Charter or applicable law, (3) a receipt by the Board of an unsatisfactory report from an independent education consultant retained by the Board regarding the services or the school's performance, provided the unsatisfactory performance cannot be adequately corrected or explained, (4) a determination that our agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status, or (5) any action or inaction by the management company that places the Charter in jeopardy of termination, suspension or revocation.

7. *Is the facility provided by the EMO/CMO? N*

- If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

Northeast Raleigh Charter Academy (doing business as Torchlight Academy) is the only school under the management of Torchlight Academy Schools LLC (TAS) at this time.

2014 - 2015 school year - \$550,240.00

2013 - 2014 school year - \$284,935.00

2012 - 2013 school year - \$304,330.00

9. *Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provides confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

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

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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.

Year 1: Administrator/Principal, 4 full-time Teachers, 1 EC Teacher, 2 secretary/administrative assistants (one Spanish speaker), 2 support staff person, 1 transportation coordinator(part time), 2 food service persons, 2 custodians. The finance/bookkeeper, student information management assistant, and other ancillary staff will be supplied.

The budget details staff configuration for the next 4 years.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board, in conjunction with Torchlight Academy LLC, will determine the staff positions that need to be filled in order to best serve the needs of students. Search for teachers and support staff will begin as soon as the application is approved. The search will focus on local and regional area contacts for the initial year, with expansion into the larger market as the school becomes established. The preferred candidates we seek will have degrees in the appropriate subject area or grade level; will have references and /or experience that demonstrate a commitment to creating an atmosphere of high expectations and individual achievement, and will have demonstrated ability to work collaboratively. Applications will be received and screened by the Board for compliance with qualifications for the position. Top candidates for each position will be sent to the Principal for further evaluation, interview and recommendation to the Board. Following satisfactory criminal background checks, confirmation of college transcripts, and follow-up with reference sources, the candidate will be offered a position by the Board. When the contract is accepted, the

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individual will be given a start date and information on New Teacher Orientation. The goal will be to have all hiring done prior to this orientation which will be held in late July.

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.

As described in the Management Company section, the school Administrator/Principal will be an employee of TAS. The Administrator shall recommend to the Board, for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and TAS for such purposes as inclusion in the compensation and employee benefit plans of TAS, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. 115C-238.29(f)(E)(1). TAS shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of TAS, work at the School on a full or part time basis.

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

As described above, the Board will receive recommendations from the Principal for candidates to hire. Criminal background checks and verification of transcripts and references will be conducted before a contract is offered. Dismissing a staff member may occur only after a progression of actions, beginning with a warning, and would be an action of the Board. This progression is detailed in the Staff Handbook Appendix O.

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

Compensation will not rely on the state salary schedule but will be competitive with the local market. Teacher salary guidelines will be used with differentiated levels of pay based on years of experience, performance and specific school needs. Performance will be measured by student achievement growth.

Staff will be offered a 401(k) retirement plan.

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

The Board will develop a process to aid employees in resolving a concern or grievance, beginning with communication with the Principal. In the event the employee cannot resolve the conflict with the Principal, the concern or grievance will be brought to the Board. The Board may seek outside mediation to resolve issues. The Board will have final authority to act on personnel or policy changes to resolve the issues.

Termination of an employee can occur only after attempts at resolving problems of unacceptable performance or behavior have failed. Prior discipline will include a warning, creation of a performance coaching plan, or suspension/administrative leave. The goal will always be to help the employee grow and succeed. See draft Employee Handbook (Appendix O) for more information on corrective action

7. Identify any positions that will have dual responsibilities (within or without the organization) and

the funding source for each position.

N/A

- 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.*

When possible, we will hire teachers with Special Education, Gifted Education and ELL degrees as determined by our student population. Recognizing the difficulty in recruiting staff in these areas, due to the greater demand than supply, we may need to contract with part-time professionals and hire individual aides or mentors to assist students with these profiles.

- 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).*

A majority of classroom teachers will have certification in the area in which they will teach (elementary education, elementary special education) which indicates that they have completed a Bachelors degree at minimum and have shown competence in their area of instruction. Non-degree teachers will be encouraged to seek appropriate degrees and all teachers will be encouraged to have or seek Licensure.

Teachers will be responsible for following the approved curriculum with flexibility in how they choose materials and techniques for instruction. They will establish weekly goals and assessment measures for each unit and coordinate these weekly units within nine-week study cycles. They are responsible for increasing achievement levels of students, identifying and using a variety of materials and methods to meet each students needs, and keeping accurate records. They will present reports on each students achievements quarterly to the Board.

Teachers will attend orientation and professional development experiences sponsored by PLDCS. They will request and work with volunteers when needed. They will coordinate calendars and daily schedules with other teachers to assure smooth transitions and distributed workloads for students.

All staff will participate in the Professional Learning Communities with parents and demonstrate the ability to communicate effectively with parents.

The Principal will hold an advanced degree and have successful experience in teaching, organizing, and planning. The Principal must be able to relate to a diversity of stakeholders, including students, teachers, parents, and members of the wider community. The Principle will be the primary spokesperson for PLDCS. Responsibility for overseeing daily operation of the school, employee oversight, compliance with all laws and regulations, communicating with the Board are responsibilities of the Principal.

Staff Evaluation and Professional Development

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

The Administrator hired by TAS will be responsible for assuring that certification/licensure requirements are met for each teacher. The Board will be continuously updated on all teacher certification/license concerns.

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

The Principal will guide teachers to develop ever-increasing effectiveness in the classroom. Teachers will be observed regularly by the Principal or designated staff member with follow-up conferences to discuss strengths and challenges, and suggestions for additional materials or practices that may benefit teachers and students. The Principal may use any of a number of observation protocols, which will be chosen in consultation with the Professional Learning Community. A written performance evaluation will be performed at least twice a year.

Teachers will be evaluated with respect to the job that they are performing as well as all aspects of the expectations of PLDCS. As they demonstrate the ability to take on additional responsibilities, their talents will be utilized in the manner deemed most suitable to their demonstrated ability and the needs of Paul L. Dunbar Charter School.

All beginning teachers will be assigned a mentor to assist with day-to-day questions and concerns as well as support for curriculum development, instructional practices, and classroom management. Schedules will be coordinated so mentors can observe and consult with the new teacher.

- 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.*

Professional Development will be continuous and on-going to maximize the skills and satisfaction of teachers and to assure best practices throughout the school. The Board, the Principal and teachers will jointly determine the areas that most call for professional development. These activities will include but not be limited to the following:

- 1) New Teacher Orientation. All teachers new to the PLDCS will attend a mandatory four-day immersion orientation to acquaint them with the mission and purpose of PLDCS. They will be introduced to the unique curriculum model and instructional practices that they will be expected to incorporate into their classrooms. Orientation will also set the tone of cooperation and team work that underlies much of the success of the School.

- 2) All teachers, including returning teachers, will attend two days of staff development prior to the start of the school year. This will give instructional staff the opportunity to conduct grade-level planning and work together or a deeper understanding of core concepts. It also is an opportunity to get acquainted, and discuss non-instructional policies and procedures, including classroom management, building student relationships, and support systems.

- 3) School-based professional development throughout the school year will focus on areas identified in the School Improvement Plan (SIP) which will serve as a comprehensive needs assessment of student achievement, school environment, teacher and parent community, and administrative data.

- 4) Staff will be encouraged to attend conferences and presentations to learn about new research and approaches in their field. They can apply for financial support.

- 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.*

As detailed above, our professional development activities will begin prior

to school opening.

New Teacher Orientation will provide teachers new to PLDCS with a thorough understanding of the mission, purpose, population, and approaches of our school. They will become familiar with the curricular model and schedule of nine-week blocks focused on singular topics. They will understand the Reteach and Enrich approach with its reliance on identifying and assessing competencies. They will understand the research supporting single gender classrooms. They will understand and be ready to implement the Read Right approach to literacy. They will appreciate that they are part of a learning community that includes parents and students. This Orientation will be held in July to give new teachers time to plan for school opening following these approaches.

Two days of professional development will be held before the opening of school for all teachers. New and returning teachers will collaborate on grade-level planning and coordination. Returning teachers will share ideas and experience with the curricular and instructional approaches with new teachers. Information will be shared on enrollment numbers and demographics. Any changes in policies, facilities or standards will be presented.

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.

In addition to required professional development sessions prior to the beginning of a school year, approximately 6 days will be devoted to staff professional development during the school year. Students will not attend on these days. These will be included in the school calendar and distributed to parents at the beginning of the year. Additionally, the daily schedule incorporates 45 minutes of planning time for teachers which can be used for developmental activities such as observing a colleague or discussion with mentor or Principal. There will also be 5-7 days planned at the beginning of every school year prior to the arrival of students.

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.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects 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-218.45(e)).

As the first Charter School in Rowan County, we anticipate media interest and coverage. Therefore, we will prepare press releases at each stage (approval, renovation of building, hiring, etc.) Representatives of the Board and of Torchlight Academy LLC will be available for interviews. In the event that our application is approved, we are committed to ensuring

that our marketing strategies are strengthened to effectively raise awareness about our intentions and efforts. The goals of the enrollment strategies are to ensure effective communication of our plans, a focus on the grassroots segments of the community, and, key stakeholder within the community, such as:

- * HeadStart, preschool programs and area childcare providers
- * Local chambers of commerce, Rotary, Lions Club, Moose Lodge, etc.
- * Community churches
- * Community centers, agencies and neighborhoods

Our marketing strategies will include radio, Internet, public promotions, and door-to-door information campaigns in the months before enrollment begins. We have identified the following mediums to effectively market and advertise our plans: WDCG, WFXC, WQOK, Rowan County Free Press, and the Salisbury Post. Additionally, we intend to employ the services of The Carolinian, Facebook, Google, and Carolinaparent.com to maximize our marketing efforts. The Principal and staff will also conduct monthly enrollment sessions to provide information and answers to any questions and concerns expressed by parents, or community members. Significant time and consideration will be allotted to ensure that parents have the opportunity to learn more about the mission, values, and goals of the Paul L. Dunbar Charter School. Specialized school staff will be available to explain the educational design. Mailings will be sent to families within a 3-mile radius of the school inviting them to informational meetings and school visits. This may be supplemented with door-to-door distribution of information and invitations to assure that the immediate community is aware of and understands the Charter School option. Advertising may include outdoor signage, ads in Salisbury Post and on local radio stations several months before the school opens. We will establish a Facebook page and a website so we can be located with google search.

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.*

Making initial contact with parents and community representatives will be the goal of the marketing plan. When parents express interest in PLDCS, they will be invited to visit the school, observe classes, and talk with teachers and other parents. They will understand that enrolling their child means their commitment to be involved as a partner in the learning community. They will be provided with the Parent Agreement that lays out parents' rights and responsibilities. Newsletters, website and Facebook page will keep interested parents involved and informed as they make the decision to apply for admission.

A family orientation will be held at the end of the summer to allow students and their families to meet the principal, teachers, classmates, and other Paul L. Dunbar Charter School families. The mission and purpose of the school will be presented, and the nature of the Professional Learning

Community will be explained.

Family members will be encouraged to attend all meetings. At least one Board member will be a representative parent. Meeting agendas will be distributed to all parents prior to these meetings, and will be posted on the website. Family members will be encouraged to attend development opportunities offered for staff. They also will be encouraged to volunteer in classrooms and for school events.

Regular communication between teachers and family members will be accomplished through notebooks and/or electronic mail that provide both home and school updates on accomplishments, problems, and needs for further contact. Conferences will be scheduled with each teacher at regular intervals, with additional meetings as warranted.

Parents will be surveyed twice each year to give confidential feedback on their satisfaction with their students progress and interactions with the school. This "Voice of the Parent" survey is designed to drive action and accountability so that the school remains student- and family-focused.

A Parent Room will be established to help family members feel at home in the school and encourage their presence and active involvement in school activities. This will give parents a place to develop relationships, hold meetings, form clubs, and discuss matters of mutual interest. A computer will be provided so they can access online courses and materials as well as monitor and track their child's attendance and academic performance.

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.*

Open Enrollment Period (OEP) for the first year of operation will tentatively begin on April 1 and last for two weeks. In subsequent years, the OEP is from the first day of the preceding school year until the last business day in February. Applications will be accepted during a school year until all available places are taken.

A random-selection process will be performed using a computer software from an independent company and will be open to the public. Names will be randomly selected until all available seats for each grade level have been filled. Any remaining names will be randomly selected to establish a waiting list priority. After all eligible names have been assigned, names of applicants who submitted applications after the OEP will be added in order in which they were received. The random-selection process will be video recorded and kept as an official record.

PLDCS will give enrollment priority to siblings of currently enrolled students who were admitted in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, the charter school may give enrollment priority to children of the initial members of the charter school's board of directors, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. Accepted students must confirm their intent to attend the school within four weeks of acceptance. The school will follow up with non-respondents. All parents of accepted students will receive a letter/postcard informing them that they will forfeit their enrollment unless the student attends the first day of school or they request in advance an excused absence.

Enrolled students will be re-enrolled in successive years without reapplying. Students on the waiting list must re-apply for the next year during the OEP.

Transfer applications will be accepted for available seats until the end of the current year and applications will be processed upon receipt of properly completed records release from another school. Student withdrawal will be processed upon parental request.

A student who does not attend the first day of school without excuse will be withdrawn. Attempts to contact the parents will be documented. Withdrawals or transfers out will be effective on the date the student was last in attendance at the school. Once a student withdraws or transfers, a new application must be submitted for re-admission.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Rowan-Salisbury 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.

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000	LEA 800	LEA 000	LEA 000
	100			175			225			275			300		

V. OPERATIONS

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

The PLDCS transportation policy will comply with state law. Transportation shall not be a barrier to any student who wishes to attend PDLCS. We anticipate that the majority of our students will reside within proximity to our school. Parents will be asked to transport their student to school when possible. In addition to providing transportation, this will provide an opportunity for staff and parents to meet during morning drop-off and afternoon pick-up and encourage parents to participate in the school day. It will give students a transition between school and home that is safe, smooth, and welcoming, and anticipate that students will arrive at school more focused and with lower levels of anxiety.

As this transportation strategy will not be a viable option for every family, other options may include carpools or private carriers. During orientation before the first day of school, parents and guardians will be offered resources to coordinate their transportation needs. The budget includes \$9,000 for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

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.

Following USDA procurement requirements and in compliance with Federal Regulation 7 CFR 210.16, a food service provider will be contracted to operate our food service program. Students will pay a predetermined price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program and the School Breakfast Program.

All meals will meet the nutritional requirements set forth by the United States Department of Agriculture in accordance with the National School Lunch Program and School Breakfast Program. Our food service provider will also provide extensive support with menu planning, nutritional analysis, food handling safety, and sensitization. Cold breakfast and a hot meal for lunch will be offered daily, with federal subsidies for qualifying students, to meet students needs and ensure that students can focus on the work of learning and not their physical hunger.

Parents can provide lunches for their children and will be advised on how to prepare nutritional meals.

Civil Liability and Insurance (GS 115C-218.20):

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$2,600.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,100.00
Property Insurance	\$3,000,000		\$5,800.00
Motor Vehicle Liability	\$1,000,000		\$3,700.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$4,800.00
Other	\$500,000		\$2,836.00
Total Cost			\$21,836.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

dunbar 09/25/2015

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility

and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

The Paul L. Dunbar Charter School will likely be sited in the former Salisbury-Rowan central office facility located in the East Spencer community at 110 South Long ES, Salisbury, North Carolina. The red brick building, constructed in the early 1930s as a school, has stood the test of time and remains a fairly resilient facility. The Salisbury-Rowan School system has occupied the facility for more than 46 years now, but plans to vacate the facility in February of 2016 to move into a new central office in downtown Salisbury. Their exit leaves the community without any vestiges of public education. Presently there are no schools, libraries, or any facilities to serve as an educational and developmental institution for residents of the East Spencer community. This facility allows the Paul L. Dunbar Charter School to make an immediate impact in the community, offering a school, library, and after school activities to increase academic achievement for students in the East Spencer and Rowan County communities. In addition, the facility provides ample space for growth and development, facilitating the Paul L. Dunbar Charter School's plan for increasing enrollment over a five-year period.

The founding members have engaged in discussions with officials of the Salisbury-Rowan School system to express our intent to acquire the facility and the adjacent property. We have discerned from those discussions, and discussions with others from the stakeholder community, that the facility can be purchased for a nominal fee, or at a very inexpensive purchase price. After visiting the facility, and performing a visual inspection, we have requested that the architect move forward with the Phase I inspection. While waiting on the results of the inspection, the Board has planned to have further discussions with members of the community to develop steering committees to engage community participation and increase input. Upon obtaining the results of the feasibility study, the Board will be in a more informed position to decide on its primary course of action. At any rate, we have established a strong partnership with the USDA-Rural Services division to leverage potential grants and low-interest loans to finance up-fit of the proposed facility, or to finance new construction, if needed. The Town of East Spencer is in a rural setting and is eligible for USDA funding, under the Community Facility Grant and Loan program.

The facility is comprised of two buildings. The main building features 8 classrooms, with separate lavatories for males and females, and administrative spaces, as well as a public assembly or meeting room, on the first floor; the second floor offers 8 additional classrooms, and a lavatory for females internally, and an exterior lavatory for males. The Board of Directors intends to re-locate the male lavatory on the interior of the facility, which would be very easy and inexpensive to accomplish according to building experts. The main facility also has a lower-level basement that can be used for storing records and equipment, among other uses. In the future, this space could be utilized as workshops for classes in woodworking, construction, and other skills. The second building, once a school gymnasium, has been converted to a learning lab, and can be used for special activities such as computer and technology classes. Presently, the school system utilizes the space for curriculum development and training

purposes. There are also 3-4 acres behind the facility that offer expansion of the charter school as growth needs dictate. We feel fortunate to be in a position to acquire such a facility inexpensively, and with open acreage in which to expand. The Board of the Paul L. Dunbar Charter School is committed to negotiating with the RSS to acquire this facility at a nominal price. We have identified an architectural firm to conduct a feasibility study, and to assess the facility to ensure it is structurally sound.

Please attach copies of Facilities Inspections as Appendix R.

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

As we anticipate obtaining the building at minimal cost, cost per square foot will be inconsequential and not comparable to other commercial or educational locations.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

In the event that the Board cannot acquire this facility, we will seek to construct a new facility within the community. We have identified two tracts of land that promise an ideal environment for a school and educational facility: (1) the Andrews Street site is located near Royal Giants Park in East Spencer, and offers 7.5 acres. The site is heavily wooded and allows for the construction of spacious infrastructure in a natural setting, and (2) the Paul L. Dunbar Resource Center site which offers 7.3 acres and was the former site for Dunbar High School and Dunbar Elementary Schools prior to integration in 1969. The buildings on the site are in a state of disrepair, except for the gymnasium and old cafeteria, and will most likely need to be demolished. The site still offers a football stadium, a baseball and soccer field, and additional parcels for construction of educational facilities. The Board has discussed the potential acquisitions with the landowners and TAS has sent an offer to purchase the Dunbar Resource Center site but has not received a response.

We are confident that our first choice will be accomplished. However, if we must choose the other sites, we will seek funding under the USDA Community Facilities program to construct a new facility.

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 2017-18

**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 #1800 - Rowan-Salisbury Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,764.38	100	\$476,438.00
Local Funds	\$1,657.00	100	\$165,700.00
Federal EC Funds	\$3,768.11	15	\$56,521.65
Totals			\$698,659.65

Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

***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 2017-18 through 2021-2022

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	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

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.

East Spencer is a municipality of approximately 1,500 residents (2010 census). While the town at one time was the home of the Paul L Dunbar High School, there is no school, after school or before school program, and no public library in East Spencer today. The population is 11.79% white and 85.81% African American; Hispanics and Latinos are 2.74% of the population. Children under 18 make up 33.8 % of the population. The per capita income for the town was \$10,180. About 32.2% of families and 35.8% of the population were below the poverty line, including 47.4% of those under age 18. Children are bused to other towns within Rowan County to attend school. The Rowan-Salisbury school system (RSS) is struggling to accommodate the growing population in the county. Current enrollment system-wide exceeds building capacity by more than 8,200 students. Seventeen percent of elementary students are in temporary classrooms. There is limited school choice in Rowan County. There are no charter schools. We anticipate that most of the students we will attract will reside in East Spencer or neighboring communities in northern Rowan County. Most of the students are likely to qualify for free or reduced price lunch subsidies.

Projected Enrollment: Paul L. Dunbar Charter School(PLDCS) will open with 100 students with grade K through grade 2. It will ultimately expand to Grade 5, with one grade level added each year. We anticipate that 100% of students will reside in the Rowan-Salisbury LEA. There were approximately 9,200 elementary school children in 20 schools in the RSS system in 2014. In the initial year (K-2), the PLDCS would serve approximately 1% of public school students. We anticipate that there will be greater demand for places in the school than we offer, but wish to start with modest numbers and grow gradually to assure we are able to recruit and prepare staff adequately, and implement and review each level of the curriculum with care. Break even point for student enrollment is 79 students.

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

The management company, TAS, has agreed to provide all services at no charge if enrollment projections and or the initial cost to establish the school result in financial needs not being met or are lower than anticipated. We

believe that our budget reflects under-estimation of interest in the community, our initiative, and our ability to raise capital from various sources. We have been in contact with USDA officials to discuss the probability of securing loan guarantees under their rural development initiative. Regardless of funding levels our intent is to provide students with used equipment where ever possible. We will recycle paper, and ask parents to provide the school with some of its needs. We believe this will result in a strong buy-in from community members, public officials and donors. We will also seek classroom volunteers from Foster Grandparent program.

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

The budget does not rely on any other sources of revenue outside of state, county and, if we are successful in our grant submission, federal funds. Any and all additional funds would be considered surplus to the budget. The Board will seek funding under the USDA-Rural Development Community Facilities (CF) program which assists non-profits with grant funding for facility up-fits. The Board has developed a working relationship with state and regional USDA officials who are familiar with the demographics and needs of the East Spencer community.

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

25-30 students per class.

- 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.*

No. School does not intend to contract for any such services. TAS will assign staff members from its organization to handle all such services. We have allotted some funds in the budget for the performance of these duties.

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

Our management partner, TAS, has an excellent record of operating its school within budget guidelines. It is one of a few charter schools in Wake County that transports over 80% of its students to school on a daily basis. Transportation must not, and will not become a barrier for families who desire a high quality education choice for their children. We anticipate that the majority of our students will reside within close proximity to our school. Parents will be asked to transport their student to school when possible. In addition to providing transportation, this will provide an opportunity for staff and parents to meet during morning drop-off and afternoon pick-up and encourage parents to participate in the school day. It will give students a transition between school and home that is safe, smooth, and welcoming, and anticipate that students will arrive at school more focused and with lower levels of anxiety. As this transportation strategy will not be a viable option for every family, other options may include carpools or private carriers. During orientation before the first day of school, parents and guardians will be offered resources to coordinate their transportation needs. The budget includes \$9,000 for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

We will seek to hire bilingual staff members who will serve as teachers for our language programs. TAS, during our visit to Torchlight Academy, demonstrated how administrators had hired an accountant who spoke Mandarin Chinese, front office staff who spoke Spanish, a science teacher and a second grade teacher who spoke Arabic. This personnel was specifically selected in order to fulfill components of the school's mission. It is our intention to duplicate this type of effort.

This budget has little to no waste. It is the position of this Board that waste of taxpayer dollars, misuse in irresponsible ways without a sense of conservation is an immoral act. While we may need not be able to afford the latest and greatest technology, equipment, or facility, every dollar we receive by virtue of a successful application, will be used to its fullest extent for the benefit of the families and children we serve..."to develop the gifts and talents of each child through the acquisition of knowledge and skills as preparation for service to the self, family, community, nation, and the world".

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

Describe how the school will develop the fund balance.

Our agreement with TAS allows us the flexibility of a more modest fund balance than other charters. We will allocate funds for discretionary expenditures and carry some funds over to the next year in order to establish a small budget surplus. We are contemplating a 3-5% surplus will be developed over time and that these funds may be set aside to serve our students in unique ways. Up to 50% of these funds each year will be retained to build our fund balance. As we go through our annual evaluation of TAS we will review our fund balance needs.

While a substantial reserve fund is not intended, the risk that such a reserve fund would be designed to mitigate is in large part borne directly by our operating partner, TAS. TAS is committed to providing the educational program according to the budget we approve, regardless of fluctuations in public revenue. In our due diligence of TAS, we noted that it partners with six schools in North Carolina, dating back to 1999. These schools have been operating with academic, organizational, and financial success and have been successfully renewed by their authorizer. We recognize, however, the guidance from the North Carolina Department of Public Instruction to schools to show additional indicators of financial viability beyond the proposed services agreement with TAS. Our due diligence has revealed that no school partnering with TAS has ever been closed for financial reasons and TAS has never walked away from a partnership with a school, even when enrollment or funding at the school has decreased.

While there is no substantial surplus envisioned, there is also no deficit. Private monies that TAS commits to the school's operating budget are contributions, not loans, there is no payback required. Should our Board

need to terminate our agreement with TAS, we will have no debt, and potentially a small reserve fund, as evidenced by the fund balances that exist at other TAS partner schools. Further, we'll retain our operational revenue through the local, state, and federal per-pupil funds that flow to our board as a result of our school's enrollment. This funding, coupled with our separate lease agreement, will give us both the revenue and facility we need to continue operating smoothly while we develop plans to self-manage our school or seek the services of other management organizations.

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

Our plan is to start as a K-2 school and grow slowly to a K-5 school over the first five years in operation. This type of organic growth allows us to implement our educational program and cultivate students over time. The Paul L. Dunbar Charter School will likely be sited in the former Salisbury-Rowan central office facility located in the East Spencer community, at 110 South Long ES, Salisbury, North Carolina. The red brick building, constructed in the early 1930s, as a school, has stood the test of time, and remains a fairly resilient facility. The Salisbury-Rowan School system has occupied the facility for more than 46 years now, but plans to vacate the facility in February of 2016 to move into a new central office in downtown Salisbury.

The Town of East Spencer is in a rural setting and is eligible for USDA funding, under the Community Facility Grant and Loan program. The Board, in conjunction with TAS, will seek funding under the USDA-Rural Development Community Facilities (CF) program which assists non-profits with grant funding for facility up-fits. The Board has developed a working relationship with state and regional USDA officials who are familiar with the demographics, and needs of the East Spencer community. They have expressed interest in our project.

Other assets such as furniture and fixtures will be provided by TAS.

6. 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 not have assets from other sources. We have, and will continue our meetings with TAS, Rowan County officials and others as we negotiate for our facilities. TAS is contractually obligated and responsible for securing and providing maintenance of our facilities. Our knowledge of local real estate, politicians, and the needs of the community, require our active involvement in pursuing this important component of our operations.

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

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

The school's Board shall appoint a finance committee. The finance committee shall be responsible for recommending policies and procedures to the full Board of Directors including an internal control policy and procedure. The internal control policy and procedure shall establish specific policies regarding segregation of duties including segregating the functions of check signing, authorization of expenditure, receipt of bank statements, and bank reconciliation. Deposit shall require regular asset inventory and establish policies for recording assets and books of account. The Board shall develop policies and procedures regarding the disposal of assets and shall receive fair market value to any assets disposed of. The school shall use the ISIS Software to record transactions, generate financial reports, manage budgets, and maintain a set of books that can be audited in compliance with state law. The Board will receive regular financial reports from the finance committee and school administrator. The school shall maintain a locked filing cabinet to store all records of financial transactions, including payroll records, purchases, leases and long-term obligations, and so forth. The Board of Directors shall adopt an annual budget and review the budget on a monthly basis to ensure the school remains fiscally stable and in financial compliance with all regulations. The Board shall ensure that funds are being properly spent and adequately safeguarded. All financial transactions will be approved by designated members of the finance committee and all checks will be signed by the designated check signers. All checks will require two signatures. The Board shall require a quarterly review of the school's record keeping practices.

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

Dr. Cynthia McQueen will serve on the Board of Directors of the PLDCS. Dr. McQueen is one of the members of the management company Torchlight Academy Schools LLC. Dr. McQueen shall recuse herself from participation in any discussion or vote involving the management company LLC. The contract between the PLDCS and the management company is attached to this charter application and is hereby incorporated into this response by this reference.

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.

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