

Application Preliminary Evaluation Packet

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

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

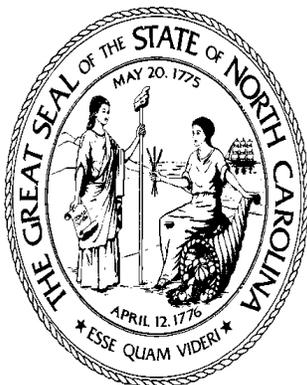
Subcommittee Members:

Robin Kendall
Anthony Helton
Alex Quigley
Jessica Kelly
Walter Finnigan
Phyllis Gibbs
Tammi Sutton
Glenn Allen
Steven Walker
Robert McOuat
Deanna Townsend-Smith
Kebbler Williams
Shannon Sellers
Becky Taylor
Sherry Reeves

Date of Review:

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09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Emereau: Roanoke Valley

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 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 19, 2016 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.
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: Emereau: Roanoke Valley

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: *The Emereau Foundation, Inc.*

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

Name of contact person: *Eddie Madden*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 118 West Broad Street
Elizabethtown NC 28337

Primary telephone: 910-991-7338 Alternative telephone: 910-876-0137

E-Mail address: emereauhalifax@gmail.com

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

County: HALIFAX

LEA: 421-Roanoke Rapids City Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Kate Alice Dunaway

List the fee provided to the third party person or group. None

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.

In her role as Executive Director to the Emereau Foundation Board of Directors, Kate Alice Dunaway assists with facilitating, preparing, and submitting application documents for submission to the North Carolina Office of Charter Schools.

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Following the North Carolina State Board's decision on Thursday, August 4, 2016 regarding Emereau: Halifax, the Emereau Foundation Board of Directors asked Kate Alice Dunaway to pursue facilitating an application for Emereau: Roanoke Valley in the 2016 application cycle to open the school in August 2018.

Kate Alice Dunaway's role includes assisting the Emereau Foundation Board of Directors in opening exemplary charter schools in Bladen County, Roanoke Valley, and in other areas of eastern North Carolina in the future.

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:

Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? The Emereau Foundation, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018

Month August

Will this school operate on a year round schedule?

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No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	330
Second Year	K,01,02,03,04,05,06	482
Third Year	K,01,02,03,04,05,06,07	578
Fourth Year	K,01,02,03,04,05,06,07,08	692
Fifth Year	K,01,02,03,04,05,06,07,08,09	830

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

kadhalifax
 Director _____
Signature

The Emereau Foundation, Executive

Title

kadhalifax

Printed Name

09/19/2016

Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>***The applicant needs to clarify why Kate Alice Dunaway is considered a third party when she is the executive director of the Emereau Foundation. What exactly is her relationship with the board and ultimately with the school?</u>	<u>Kebbler Williams</u>	<u>Cover Page</u>
<u>Will you be able to achieve the projected enrollment in Roanoke Rapids?</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>
<u>Agressive enrollment numbers</u>	<u>Anthony Helton</u>	<u>Grade Levels</u>
<u>Is there sufficient need to meet projected enrollment numbers?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Did not agree to participate in the planning year while application is being reviewed.</u>		
<u>As Executive Director of the Emereau Foundation, is Kate Alice Dunaway also a member of the board? (signed application as Director)</u>		
<u>Is 830 students by year 5 realistic for Roanoke Rapids City Schools?</u>	<u>Robin Kendall</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Robin Kendall</u>	<u>Pass</u>
<u>Anthony Helton</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Walter Finnigan</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Tammi Sutton</u>	
<u>Glenn Allen</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Deanna Townsend-Smith</u>	
<u>Kebbler Williams</u>	<u>Pass</u>
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Becky Taylor</u>	
<u>Sherry Reeves</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

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Clearly describe the mission of the proposed charter school:

As stated in the NC OCS Applicant Resource Manual, "The mission should be a guiding light for everyone within the organization; resonate with everyone; and be easily communicated to ensure execution." (p. 13) Certainly, the Emereau: Roanoke Valley mission clearly articulates the actionable behaviors and expected outcomes via the words: illuminate, investigate, innovate, cultivate, celebrate, and graduate. Additionally, the Formula for Greatness, e=i(3)c(2)g, reinforces the core values and results.

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.*

Emereau: Roanoke Valley will demonstrate a strong commitment to serving a diverse community of learners, reflecting the racial and ethnic composition of the Roanoke Rapids Graded School District, the Halifax School District, Weldon City Schools, and the greater Roanoke Valley region. This commitment will be evident as Emereau: Roanoke Valley actively seeks an economically and ethnically diverse student population - families from diverse backgrounds sharing a common goal - an excellent Kindergarten through Grade Twelve educational program preparing children in a twenty-first century learning community.

Emereau: Roanoke Valley will target children and families throughout the Roanoke Valley region to offer educational choice within the public sector. While one charter school currently serves Halifax County, an opportunity exists to expand educational choice to more children and families who desire exemplary educational opportunities as charter schools do not currently exist in the Roanoke Rapids Graded School District or the Weldon City Schools.

The Emereau: Roanoke Valley school facility will be located within the Roanoke Rapids Graded School District within sight of the Halifax District

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school boundary lines, within 3 miles of the Weldon City Schools, and one (1) mile of I-95. This location (Appendix O) is under contract by Advantaged Capital Development, Co., LLC, at no cost/risk to Emereau: Roanoke Valley, as the school site. This particular site provides an excellent location and opportunity for families residing throughout Halifax County and assigned to different school districts due to their place of residence.

- 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).*

Emereau: Roanoke Valley plans to open with Grades K-5 in August 2018, adding one grade per year until reaching Grade 12. The total projected enrollment is 1000 students, Grades K-12. The total projected enrollment in Year 8 (Eight). Grades 9-12 is as follows:

Roanoke Rapids City Schools K-12 Enrollment (2015-2016 FINAL Data, NCDPI Financial Business Services, Data & Reports, Student Accounting: 2,864

*Potential Number of students residing within the Roanoke Rapids Graded School District and attending Emereau: Roanoke Valley in Year Eight: 394

*Percentage of the ADM: 14%

Halifax School District K-12 Enrollment (2015-2016 FINAL Data, NCDPI Financial Business Services, Data & Reports, Student Accounting: 2,732

*Potential Number of students residing within the Halifax District Schools and attending Emereau: Roanoke Valley in Year Eight: 491

*Percentage of the ADM: 17%

Weldon City Schools K-12 Enrollment (2015-2016 FINAL Data, NCDPI Financial Business Services, Data & Reports, Student Accounting: 883

*Potential Number of students residing within the Weldon City Schools and attending Emereau: Roanoke Valley in Year Eight: 115

*Percentage of the ADM: 13%

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

While the Mission and Formula for Greatness are unique to Emereau, the school shares the following commonalities with the Roanoke Rapids Graded Schools, Halifax School District, and Weldon City Schools: the utilization of the NC Standard Course of Study including the State Common Core Standards and State Essential Standards; curricula designed to increase the number of students reading on grade level as determined by End of Grade Tests (Grades 3-8); implementation of Federal and State laws pertaining to Exceptional Children's services; and implementation of intervention strategies to improve academic outcomes leading to high school graduation.

Emereau: Roanoke Valley differs from the Roanoke Rapids Graded School District, the Halifax School District; and the Weldon City Schools in the following ways:

1) a Mission driven organization where the entire learning community knows understands, and strives to reach the goal which is clearly articulated in the Mission and Formula for Greatness - to graduate;

2) a charter school organization demonstrating the guiding principles of a 10X organization (Collins, J. & Hansen, M. T., 2011. Great by Choice.);

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- 3)the implementation of the Core Knowledge Curriculum (Hirsch, E.D.), Grades K-8, parallel to the North Carolina Standard Course of Study, State Common Core Standards, and State Essential Standards to extend and deepen student learning;
- 4)a dynamic learning environment where the Formula for Greatness, e=i(3)c(2)g!, is evident every day, in every class setting, in every learning community, and throughout the greater school community;
- 5)implementation of an Inquiry Process Model (Dr. Dianne McKune & Edutopia, August 17, 2016, <http://www.edutopia.org/practice/wildwood-inquiry-based-learning-developing-student-driven-questions>) which serves as a catalyst for Investigation, Discovery, Innovation, and Transformation throughout the curriculum and grade levels;
- 6)implementation of the Project Learning Tree curriculum (K-8), reinforcing Cultivate to Sustain, which serves as a springboard for later Upper School (Grades 9-12) course in Earth Science, Biology, and Environmental Science;
- 7)implementation of the "Every Tray Counts" non-profit program, reinforcing Cultivate to Sustain, complementing the Organic Garden and Composting installations;
- 8)development of a Makerspace/Innovation Lab(Pearlman, B. (2014) New Learning Environments for Twenty-First Century Skills; Martin, D. & Panjwani, A. (2016) Make Start Making!) available to all students providing opportunities for a continuum of creative innovation including and not limited to problem solving skills, acquiring technical tool literacy; fostering development through design experiences; fostering collaboration and networking skills; developing confidence in creative expression through design, experimentation, iteration, and persistence through failure; and awareness of concepts that bridge science, technology, engineering, art and math.
- 9)required K-12 Spanish Program including 4 years of Spanish in Grades 9-12;
- 10)required Service Learning Initiative in Grades 9-12 (Graduation Requirement);
- 11)comprehensive K-12 Healthy Living Program utilizing SPARK!(Ratey,J. 2008)including four years of Healthy Living in Grades 9-12, Graduation Requirement;
- 12)comprehensive K-12 Fine Arts Program, 4 years of Fine Arts required in Grades 9-12 (Graduation Requirement);
- 13)a daily/weekly "Illuminator" Journal (Appendix O)utilized by K-8 students which may include and not be limited to Daily Agenda, Individual/Collective Questions, Thought-Catchers (Heyck-Merlin, M. (2012). The Together Teacher), Personal Goals, Weekly Summary, Self-Reflection, Current Book of Choice from approved Emereau Accelerated Reader Lists, and Short/Long Term Goals;
- 14)Service Learning Hours, 25 per year, Graduation Requirement (9-12);
- 15)Graduation Project (Grades 11-12), Graduation Requirement;and
- 16)a College Preparatory/Honors/Advanced Course of Study: Honors Track beginning in Grade 9.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

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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.*

Purpose I

In the Futures Company: Twenty-First Century Thinking (2014), three guiding principles emerge which will shape Emereau's ability to achieve the first legislative purpose: "Organizational culture is more important than strategy; Intrinsic values are becoming more important than extrinsic values for customers and employers; and Connection is the key to driving down costs and driving up customer engagement." While these guiding principles are easily identified within the business sector, the principles apply to high performing educational organizations as well.

Emereau: Roanoke Valley will develop a dynamic learning community that reflects an understanding and appreciation of twenty-first century research (Wagner, T. (2012). Creating Innovators; Case, S. (2016). The Third Wave; Robinson, K. & Aronica, L (2015). Creative Schools; Balls, J D., Eury, D., & King, J. C. (2016) Rethink, Rebuild Rebound: The Three R's of Education; Wagner, T. & Dintersmith, T. (2015) Most Likely to Succeed) in creating a school culture (Shein, E. H. (2010). Organizational Culture and Leadership) that sustains and thrives; an acknowledgement of an individual's intrinsic value found in the relationships of teachers and their students; and connections as professional colleagues. Expanding upon the work of Gene Maeroff's The Empowerment of Teachers: Overcoming the Crisis of Confidence (1988), the Emereau model will include the following opportunities for professional growth and development: A minimum of eighty (80) hours of Professional Development hours per academic year; attendance at one state and/or one national education conference each year; Book Triad's with "Concept Conversations" related to books referenced in the Emereau model; online courses to enhance delivery of the academic curriculum; specific Professional Development provided by authorized presenters in Core Knowledge (Core Knowledge Foundation), Inquiry Learning (Dr. Dianne McKune), The Together Teacher (Maia Heyck-Merlin), The Daily Five Cafe; Delivering Exceptional Children's Services; Data-Based Instructional Decision-Making, Makerspace Innovation Labs, Project Learning Tree Curriculum, Every Tray Counts Program, and Differentiating Instruction. Additionally, the learning community will participate in Professional Development programs designed to actively move forward the incorporation of twenty-first century research-based initiatives to strengthen and deepen student learning. Emereau: Roanoke Valley will actively recruit Level V Leaders (Collins, J. Good to

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Great) to provide the entire learning community with exemplary and transformative leadership fostering a professional, collaborative, and innovative learning community.

Purpose III

Emereau: Roanoke Valley will provide a public school choice within a community where public school choice is limited to one public charter school. Additionally, Emereau: Roanoke Valley will provide a comprehensive K-12 academic program leading to a two or four year college course of study. Currently, The Roanoke Rapids Graded School District, Halifax School District, and Weldon City Schools do not offer any comprehensive K-12 schools. Based on the 2015-2016 NC School Report Card results, children and families will benefit from a public school of choice providing a twenty-first century curriculum in a learning environment designed to exceed the current public school offerings in the community and county.

Purpose VI

Innovation leading to transformation emerges as a foundational principle of the Emereau: Roanoke Valley model. As discussed in *Disrupting Class* (Wagner, T. 2012), *Creative Schools* (Robinson, K. & Aronica, L. 2015), and *Blended* (Horn, M.B., Staker, H., & Christensen, C. M. 2014), innovation is essential to the twenty-first century learning community. The Emereau: Roanoke Valley community demonstrates their commitment to this researched principle with a full-time Leader of Twenty-First Century Initiatives who will bring a sustained focus reflected in teaching/learning opportunities, scaling these across the entire K-12 learning community.

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.*

Five Year Goals

Emereau: Roanoke Valley will strive to achieve the following operational, finance, and governance goals:

2018-2019

Maintain enrollment consistent with projections.

Maintain teacher/employee stability and retention.

Maintain a healthy, fiscal organization.

Maintain an appropriate and compliant Exceptional Childrens Division/Services.

Maintain appropriate reporting to the NC Department of Public Instruction, Office of Charter Schools, and State Board of Education.

Prepare and submit a timely audit as required.

Maintain an educational facility as appropriate for the Emereau charter and state and local laws.

Maintain a healthy, informed, vibrant Board of Directors focused on strategic goals.

Maintain a daily commitment to the Emereau mission.

2019-2020

Maintain enrollment consistent with projections.

Maintain teacher/employee stability and retention.

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Maintain a healthy, fiscal organization.

Maintain an appropriate and compliant Exceptional Childrens Division/Services.

Maintain appropriate reporting to the NC Department of Public Instruction, Office of Charter Schools, and State Board of Education.

Prepare and submit a timely audit as required.

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Maintain a healthy, informed, vibrant Board of Directors focused on strategic goals.

Maintain a daily commitment to the Emereau mission.

2020-2021

Maintain enrollment consistent with projections.

Maintain teacher/employee stability and retention.

Maintain a healthy, fiscal organization.

Maintain an appropriate and compliant Exceptional Childrens Division/Services.

Maintain appropriate reporting to the NC Department of Public Instruction, Office of Charter Schools, and State Board of Education.

Prepare and submit a timely audit as required.

Maintain an educational facility as appropriate for the Emereau charter and state and local laws.

Maintain a healthy, informed, vibrant Board of Directors focused on strategic goals.

Maintain a daily commitment to the Emereau mission.

2021-2022

Maintain enrollment consistent with projections.

Maintain teacher/employee stability and retention.

Maintain a healthy, fiscal organization.

Maintain an appropriate and compliant Exceptional Childrens Division/Services.

Maintain appropriate reporting to the NC Department of Public Instruction, Office of Charter Schools, and State Board of Education.

Prepare and submit a timely audit as required.

Maintain an educational facility as appropriate for the Emereau charter and state and local laws.

Maintain a healthy, informed, vibrant Board of Directors focused on strategic goals.

Maintain a daily commitment to the Emereau mission.

2022-2023

Maintain enrollment consistent with projections.

Maintain teacher/employee stability and retention.

Maintain a healthy, fiscal organization.

Maintain an appropriate and compliant Exceptional Childrens Division/Services.

Maintain appropriate reporting to the NC Department of Public Instruction, Office of Charter Schools, and State Board of Education.

Prepare and submit a timely audit as required.

Maintain an educational facility as appropriate for the Emereau charter and state and local laws.

Maintain a healthy, informed, vibrant Board of Directors focused on strategic goals.

Maintain a daily commitment to the Emereau mission.

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

Prior to each Board Meeting, the Emereau: Roanoke Valley Board of Directors will receive a School Summary Report, prepared by school leaders (Lower School, Middle School, Upper School) highlighting specific examples of the school mission evidenced within the learning community; outlining progress toward academic goals; and sharing data regarding student enrollment and attendance. The Executive Director will participate in reviewing and highlighting key areas of progress and/or areas of continued growth.

At the conclusion of each academic year, or before June 30, the Leadership Team, including school leaders (Lower School, Middle School, Upper School) and members of the Emereau: Roanoke Valley learning community, will present an Annual Report to the Emereau: Roanoke Valley Board of Directors and to the school's stakeholders summarizing the school's progress in achieving the mission and the stated goals for the academic year.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
***How would the board describe the mission of the school without using the words in the mission statement?	Kebbler Williams	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
Appendix A1 gives data to support educational need for students in 3-6. What about other grade levels? Was a survey of potential stakeholders conducted? Do parents want this school? High school requirements are lofty. Is it realistic to enroll 14% of Roanoke Rapids ADM, 17% of Halifax's and 13% of Weldon's?	Sherry Reeves	Educational
There is no evidence to support the need or interest for a charter in this community.	Shannon Sellers	Educational
Is there any evidence/data stating that the individuals in this community want or are willing to send their students to this charter school?	Walter Finnigan	Educational
Is 14% of Ronoke Rapids City Schools, 17% of Halifax school district, and 13% of Wedon City Schools reasonable, given this rural area?	Robin Kendall	Educational
What is need for a K-12 school?		
***The applicant needs to clarify the educational need for this school in this location.	Kebbler Williams	Educational
What data to you have on surrounding high schools? Data included only goes through grade 6. Has there been research done to indicate that interest is there for the school and the proposed grade levels?	Jessica Kelly	Educational
Does the applicant have any data to support 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system?	Walter Finnigan	Purposes of
Please specify who will be leading the professional development that is on site. Is 80 hours of PD manageable in the first year? Is this PD represented in the budget?	Jessica Kelly	Purposes of
***It is unclear if the school's alignment with purpose #1 is manageable. How will the school schedule the 80 hours of professional development per year for each teacher and pay for each teacher to attend a state or national education conference each year?	Kebbler Williams	Purposes of
Please clarify in interview the reason or need for the school.	Anthony Helton	Purposes of
How will you fund the 80 hours of professional development for teachers? Is this reasonable?	Shannon Sellers	Purposes of
How will professional development of 80 hours be incorporated within the academic year? Will the school be able to finance staff attendance at a state or national conference? Explain this statement: Emereau Roanoke Valley will provide a comprehensive K-12 academic program leading to a two or four year college course of study. Is purpose 6 speaking to a teaching method or to the school's leader?	Sherry Reeves	Purposes of
How will these goals be measured?	Jessica Kelly	Goals for th
All goals are not specific and measurable. Will the applicant define healthy organization. Will the applicant define vibrant board of directors. Will the applicant define daily commitment to the mission statement. Will the applicant define appropriate reporting.	Walter Finnigan	Goals for th
Academic goals are stated in the education plan instead of here.	Steven Walker	Goals for th
***How can the board make their goal statements SMART goals?	Kebbler Williams	Goals for th

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***How can the board make their goal statements align with the school's mission?		
What are the academic goals of the school? How do the goals align with the mission?How will the goals be measured?	Shannon Sellers	Goals for th
What are the schools SMART goals? No academic goals are listed, what are the applicants academic goals?	Robin Kendall	Goals for th
How will the board measure their specified goals?	Sherry Reeves	Goals for th

Reviewer	Score
Anthony Helton	Pass
Alex Quigley	Pass
Jessica Kelly	Pass
Phyllis Gibbs	
Glenn Allen	
Robert McQuat	
Kebbler Williams	Pass
Robin Kendall	Pass
Walter Finnigan	Fail
Steven Walker	Pass
Shannon Sellers	Pass
Tammi Sutton	
Sherry Reeves	Fail
Deanna Townsend-Smith	
Becky Taylor	

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III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Emereau's K-12 instructional program, reflected in the Mission and articulated in the Formula for Greatness: $E=i(3)c(2)g$, is grounded in twenty-first century research including and not limited to Creative Schools (Robinson, K., 2015); Go Blended (Arney, L., 2015); Disrupting Class (Christensen, C. M., Horn, M. B. and Johnson, C.W., 2011); Mindsets in the Classroom (Ricci, M C., 2013), Creating Innovators (Wagner, T. 2012), and Learning Through Inquiry: A Process (McKune, D. 2015). This research informs the Emereau learning environment: illuminate, investigate, innovate, cultivate, and celebrate.

The Emereau model includes Content: the Core Knowledge Curriculum (Hirsch, E.D.); Outcomes and Benchmarks: Common Core and Essential State Standards; Process: Inquiry Learning (McKune, D.), and the Formula for Greatness which fuels the daily learning environment. Beginning with each student's Daily Illuminator, learning unfolds through inquiry - investigate to discover; innovate to transform, cultivate to thrive. The process of inquiry, evident across the curriculum and implemented throughout the learning community in every class, provides the learning process essential to the twenty-first century learner. The 2018-2019 Emereau Kindergarten students will graduate 2031 into a future yet known. The ability to understand and meet the challenges of our world and to thrive in our world will only be realized because of their ability to illuminate, investigate, innovate, and cultivate.

The Emereau Fine Arts curriculum includes and may not be limited to Visual Arts, Theatre, Music, Chorus, Music Theory, Band, Orchestra, Percussion, Drumming, and Strings. While Fine Arts programs continue to see cuts due to shrinking school budgets, Emereau recognizes the connection between imagination, innovation, curiosity and creative learning modalities including spatial and kinesthetic intelligences in the individual learner. The Emereau Fine Arts curriculum will begin in Kindergarten and continue through Grade Twelve.

Emereau acknowledges the importance of a second language for all learners. In our twenty-first century, global society, fluency in two languages is essential. All students beginning in Kindergarten will receive three, thirty(30) or forty-five (45) minute classes of Spanish per week depending upon their age/grade level. With a goal of proficient fluency, Spanish programming will intensify in Middle School and Upper School with Upper

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School students completing four Spanish credits in Grades 9-12.

Beginning in Kindergarten through Grade Twelve, all students and faculty will participate in the Healthy Living curriculum. This includes and is not limited to weekly Healthy Living curriculum utilizing SPARK! (Ratey, J. 2008) with thirty (30) minutes of outdoor activity each day, and a minimum of two fifteen (15)minute walks each week for exercise and conversation. Emereau's commitment to Healthy Living is evident in the opportunity for physical activity; healthy, nutritional food choices; and on-going participation in the SPARK! curriculum. To enhance the Healthy Living curriculum and to extend Science, Mathematics, and Language Arts, all students will participate in creating, maintaining, and enjoying the Organic Garden. The Leader of Twenty-first Century Initiatives will lead this school-wide program with providing direct linkages with the Formula for Greatness.

Emereau will provide a MakerSpace/Innovation Lab for students as outlined in Makerspace: How to Set the Stage for Creative Collaboration (Doorley, S., Witthoft, S.) A Makerspace, more than a science lab, computer lab or art room, contains elements found in all of these familiar spaces. they are what set Makerspaces apart from a specific subject lab. The Leader of Twenty-first Century Initiatives will facilitate Makerspace Diversity and cross-pollination of activities are critical to the design, making and exploration process, and success.

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 Emereau learning environment will reflect the ways individuals learn in the twenty-first century. In Grades K-8, each grade will be considered a Learning Community. With each grade, classes of 20-22 students will experience multiple learning space, with physical locations throughout the learning community which foster student learning: Collaboration Spaces (4-6)students; Think Spaces (1-3) students; and Impart Spaces (2-22) as students and teachers gather depending on the learning project or task. The form of the space follows the function - allowing for spaces for individual study,group collaboration, and or large (20-22) group instruction. The design of the learning environment is grounded in research regarding the ways children and adults learn in the twenty-first century (Eliason, T., Hetherington, S. & Balke, T., Thought Leadership,2015). While technology will be evident in the K-5 learning environment, increased instructional technology will be evident beginning in Grade Three and increasing in Middle and Upper Schools. Middle School classes, twenty to twenty-two students will include integrated and thematic units, and oollaborative group study with increasing evidence of investigation and innovation; the Upper School classes will reflect class sizes of six to twenty-four students based on the course with increased blended learning opportunities.

Each classroom will feature the following

*Mission Statement and Core Values;

*American Flag;

*Fish Philosophy Values:

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- *Word Walls as appropriate to the unit of study, course content, and/or student research;
- *Print Rich environment with numerous books and print materials for the students to select for research and pleasure reading;
- *Highly organized learning areas (The Together Teacher, Maia Heyck-Merlin(, 2012);
- *School routines/protocol;
- *Safety and evacuation routes;
- *Daily/Weekly "Illuminator" Agenda;
- *Technology Devices including and not limited to iPads, Laptops, and electronic books;
- *Puzzles, problem-solving games; and word puzzles;
- *Essential Questions;
- *Current expected learning outcomes based on the NC Standard Course of Study;
- *Current and Favorite Books wall;
- *Curriculum materials including textbooks, manipulative materials, plants, and hands-on science materials;
- *Minimum of five (5) College/University posters; and
- *Current list of educational progress outcomes celebrate by the class (Example: Class sets a goal for Reading Stamina of 20 minutes and reaches the goal).

Additionally all students and adults within the school community will know, utilize, and celebrate the Emereau vocabulary (100 Words of Emereau, Appendix O).

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 Emereau curriculum represents a twenty-first century approach to learning aligned with the school Mission, the academic needs of the targeted population, and the North Carolina Accountability Model. In order to create dynamic change necessary for profound student learning and increased performance, innovative and transformative learning environments, overflowing with vibrant creativity and curiosity must be created for children. Emereau seeks to accomplish the extraordinary - adhere to the standards set forth, increase student learning and performance while providing a dynamic learning environment for children in underserved communities in North Carolina.

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*

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student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

All Emereau Educators will be expected to master instructional strategies that include and are not limited to Inquiry Learning, Differentiating Instruction, Core Knowledge Implementation, Reading and Mathematics Skill Based Intervention Methods, and Data-Based Instructional Design, and Organization of the learning environment for optimum academic growth.

Because Inquiry Learning is fundamental to the Emereau: Roanoke Valley mission, on-going Professional Development will include introduction, rationale, practice, and review of these strategies to ensure their evidence in daily classroom instruction. The strategies include Questioning, A-Z Taxonomy, Clustering, Metacognition, Morphology, Diamante, and Acrostic (McKune, D. 2011).

The purpose of the Questioning Strategy is to facilitate deep structured thinking and deductive reasoning necessary for making sense out of the information overload of today. At times, the student will label particular types of questions, but only to highlight their usefulness in certain applications. The "essential question" has been expanded to include the "big idea" and "text dependent" questions.

The A to Z Taxonomy is designed to harvest, organize and develop students vocabularies to aid comprehension and composition for communication. The Taxonomy is initiated even before resources of any type are introduced and/or referenced. At the beginning of a topic of study, the A-Z Taxonomy may serve to organize and collect any direct and/or related knowledge the students already have (prior knowledge) about the topic of study. This information, in the form of words or phrases, is recorded alphabetically to facilitate the addition of new materials or, later in the study, the retrieval of information.

Clustering, not to be confused with mind-mapping, is a thinking strategy that aids in fluency, organizing and categorizing information. Use of a cluster forces the linking of vocabulary and concepts not always apparent on an A-Z Taxonomy. This strategy often goes beyond the Taxonomy in making connections and extending comprehension. Optimal use of this strategy is dependent upon the use of a "Big Idea" (Essential Question) to drive student engagement and to aid in synthesizing understanding.

Metacognition is the awareness or analysis of one's own learning or thinking processes. This strategy provides students with a template which guides them in the assessment of their own knowledge at different points in the learning process. This strategy will be a component of the daily/weekly "Illuminator" in Grades 5-8.

Morphology is the study of patterns of word formations in a particular language. No matter the language, morphology may be approached from the following directions: 1) oral language focuses on inflection, 2) derivation of language focuses on the history of words and/or their meaning/s, 3) the study of the composition of words, prefixes, and suffixes. Morphology will provide students with a resource for generating additional vocabulary. For Middle and Upper schools students, morphology will be helpful in preparing for standardized tests and/or college entrance exams, as the knowledge of root words, prefixes and suffixes may assist in decoding and comprehending

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unfamiliar words.

The Diamante is a summative activity which helps students to consolidate the information. The A-z Taxonomy as well as "clustering" will be evident in this strategy.

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.*

Emereau: Roanoke Valley will begin as a K-5 school and add a grade each year through Grade 12. In the first year, Emereau will identify those students who are reading below grade level as evidenced on the NC End of Grade Tests in Reading (Grades 3 and 4) in order to develop an Emereau: Personal Learning Plan (PLP) and further instructional opportunities for the learner including and not limited to extended learning time (before/after school, weekends, breaks) in order for the student to meet and/or exceed grade level expectations. Children who are not successful readers often have difficulty interpreting higher level mathematics due to vocabulary, complex problem-solving, and multi-step mathematical analysis. Emereau will continue to utilize a variety of assessments including MAP and the DIBELS Fluency Assessment to monitor and design instruction with grade level reading proficiency as a high priority.

The inquiry strategies, utilized throughout the K-12 instructional program, will provide students with consistent opportunities to gather relevant information; critical thinking skills, analyze information, synthesize, and strengthen and deepen their learning.

Students who attend Emereau, beginning in their formative years, will receive continuity of instructional programming and methodologies, personal and academic support, and a learning culture that acknowledges and believes in the goal of graduating all students ready to enter a two or four year college or university. Beginning in Kindergarten, all grade levels will be referred to as the Class of 2026, etc. as daily recognition and reinforcement of the end goal - graduation. At Emereau, every adult in the learning community is responsible for the success of every child, no exceptions.

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?*

The Emereau: Roanoke Valley Graduation requirements exceed the North Carolina Future Ready Core Requirements with 30 Credit Hours to graduate which are eight (8) credits greater than the current Future Core Ready Requirements (2016). The Emereau expectations are as follows: English: 4 credits; Mathematics: 4 credits; Science: 3 credits; History: 4 credits; Fine Arts: 4 credits; Spanish (World Languages): 4 credits; Physical Education/Healthy Living: 4 credits; Ethics of Technology: 1 credit; Senior Project: 1 credit; and Service Learning Hours 1 credit.

Grade Point Averages will be calculated in the following manner:

General Course

A	90-100	4.0
B	80-89	3.0
C	70-79	2.0

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D 60-69 1.0
F Below 60

Honors Courses

A 90-100 5.0
B 80-89 4.0
C 70-79 3.0
D 60-69 2.0
F Below 60

Advanced Placement Courses

A 90-100 6.0
B 80-89 5.0
C 70-79 4.0
D 60-69 3.0
F Below 60

The GPA will be determined at the close of the Grading Period each calendar year, utilizing the total number of courses, the classification and the numeric value assigned to the earned grade.

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.*

Emereau: Roanoke Valley accepts the research which evidences the retention of student learning in year-round academic programs. Hanover Research highlights academic improvement in a Virginia Schools' Study as follows:

"And while research in Virginia schools(<http://jlarc.virginia.gov/Meetings/October12/Rpt430.pdf#page=29>)

found that state test scores for the general student population only improved at the same rate in year-round schools as in traditional schools, it also showed that "black, Hispanic, limited-English proficient and economically

disadvantaged students [at year-round schools] improved at a faster rate than their peers at traditional calendar schools." Further, Emereau offers a

year-round academic program because the American society is no longer agrarian and family members balance full and part-time professional responsibilities with family needs including and not limited to child care; senior adult care for parents or other senior adult family

members; multiple responsibilities including continued education and/or multiple jobs. During Winter Break, Emereau: Roanoke Valley will coordinate opportunities for Emereau Full Day Experiences with community organizations and may offer Emereau Full Day Experiences based on student/family need to coincide with

the days the local school system students remain in school.

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.*

To ensure students with disabilities receive a Free and Appropriate Public Education, Emereau will form an Intervention Team (IT) that will meet to consider service delivery options based on the needs of each student in the

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program. Membership in IT shall include the Exceptional Children's Lead, a representative from each grade level, an Exceptional Children's teacher, Guidance Counselor and other members (School Nurse, Speech Pathologist) as needed. This team will meet weekly to monitor the progress of Exceptional Children's Services and to confirm that all students, as identified, are receiving access to the curriculum and services of their Individual Education Plan, including 504's.

At the same time, the Intervention Team is charged with reviewing data collected by the classroom teacher/s, developing intervention models, and monitoring the progress of students who are identified as being at risk. Interventions are described as researched based, best practices designed to offer students support in their area/s of need. This may include utilizing varied instructional approaches, development of a behavior support plan, redefining expectations regarding assignments, including frequency or amount, and adjusting the student's schedule.

Once these interventions are in place, on-going progress will demonstrate student progress. The IT will develop a timeline for teacher/s to record the student's response to interventions. A follow-up meeting should be scheduled to discuss the progress. If the interventions are successful, then the student continues to move forward with no additional assessments or interventions. If the student continues to experience difficulty, then the Intervention Team will consider causes and solutions. The IT has the responsibility to openly and proactively communicate with the parents/guardian throughout the process and in the event that the team recommends a referral.

Emereau: Roanoke Valley will provide a learning environment to meet the needs of all learners specifically striving to meet the needs of students who are at risk of not making adequate yearly progress. Emereau will utilize the Response to Instruction (RTI) Model. The RTI Model is grounded in the use of tiered instructional processes. Although, the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes hoped for in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. Emereau: Roanoke Valley understands the necessity of individual and small group instruction for struggling Tier 1 students and ELL. The classroom teachers will participate in significant Professional Development, working in grade level teams, to develop and implement programs to address the needs of all learners including Tier 1 and ELL. The applicant understands that student growth and progress may take significant time. At Tier 1, all students will receive instruction within the Emereau core program; the Reading and Math curriculum aligned with NC Essential standards. Emereau anticipates delivery of a high-quality instruction in Reading and Math to demonstrate growth and results.

The teachers will receive sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed. The goal is for students to meet benchmarks for performance in specific skill areas through consistent delivery over time. Within the Emereau model, we anticipate Tier 1 instruction with small groups of anywhere from about 5 to 8 children.

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Reference: <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>

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.*

Emereau acknowledges the importance of a second language as evidenced in the K-12 Spanish curriculum.

Furthermore, Emereau will create a learning community that recognizes all learners and supports all learners, including ELL. The Home Language Survey (as required by NC DPI Policy), completed by parents upon enrollment, will provide information regarding a student's first and/or second language. If a student's second language is English, the information will be referred to the School Leader, Guidance Counselor, and to the School Intervention Team (School Leader, Exceptional Children's Lead Teacher, Guidance Counselor, Nurse, and Classroom Teacher).

The Intervention Team will review the student's records, arrange for additional screening/evaluation, as needed and provide strategies to assist the teachers and adults within the school community (food service, transportation, Elective Class Teachers) in providing an appropriate Listening, Reading, Speaking, and Writing learning environment. Teachers will be expected to carefully assess the growth of all ELL students utilizing classroom and school assessment tools. Additional support and modified assignments will be provided, as needed, through collaboration with the Intervention Team. The Intervention Team and child's classroom teacher are responsible for initiating conversations and sharing information with the parents/guardian, keeping the parent/guardian fully informed and engaged in understanding the learning opportunities for the child.

The Testing Coordinator and Classroom Teacher are fully responsible for ensuring the appropriate and/or necessary accommodations for state testing including and not limited to End of Grade and End of Course Tests.

Emereau students will be regularly assessed to measure progress in acquiring proficiency in Spanish or English for non-English speakers. Emereau may use the Student Oral Proficiency Assessment (SOPA), the Heritage Language Evaluation and Assessment (HLEA), and/or the Foreign Language Oral Skills Evaluation Matrix (FLOSEM). The FLOSEM, developed at Stanford University, is an assessment instrument based on teacher observation and analysis of student performance. The detailed rubric ranges from novice to native speaker proficiency.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including*

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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.*

All teachers, including and not limited to Core Teachers and Electives Teachers, will be responsible for identifying and designing a classroom and course/s of study to meet the needs of the intellectually gifted learner. The Emereau Formula for Greatness aligns with best practices and strategies in implementing rigorous and creative learning opportunities for the gifted learner. Emereau: Roanoke Valley will bring a collective "team approach" to creating a written plan of action to meet the needs, academic, or other, of the intellectually gifted learner. Learning community members, parents/guardians, and the student (age appropriate) will participate in developing and expanding understanding and learning opportunities for a gifted learner.

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)*

Once a child has been identified as an Emereau student through enrollment, parents/guardians will be asked to complete a Release of Records Form which will be faxed or emailed to the child's previous school. If a child's record includes a 504 Plan or and IEP, the Exceptional Children's Lead or his/her EC designee will arrange a meeting with the parents/guardians to learn more about the child, family and the services the child received in the past. This is an opportunity for the Emereau to welcome the child and family to the learning community and answer any questions regarding the child's learning program. The Emereau Exceptional Children's Team will include one (1) EC teacher in Year One growing to a team of four (4) in Year Five. Additionally, the school contract for Speech, Occupational Therapy, Physical Therapy, Auditory Services, and/or Psychological Services based on student needs as demonstrated in the Individual Education Plans and requests for EC evaluation/s. As the number of students receiving Exceptional Children's Services increases, along with the number of hours needed to serve these

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students, the school will employ Exceptional Children's teachers to meet the requirements meet the needs of EC students. Emereau will meet all Federal and State regulations pertaining to the education of EC students .

The school's faculty will play an integral role in identification of students through the RTI Process and through Child Find as previously outlined. Emereau EC and ELL teachers will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of the EC student and the ELL student as well as other students in the class. Emereau will utilize an Inclusion Model for the location and programming for each identified student.

Emereau will fully comply with all Federal Laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA) as follows:

1.Emereau is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in the school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.

2.Emereau will ensure that children who are suspected of having disabilities or who are struggling to meet learning outcomes will participate in the RTI process.

3.Emereau will ensure that all children who have been previously identified are re-evaluated at established intervals as required by law.

4.When the child is determined to qualify for services, Emereau will ensure that the IEP is fully implemented in accordance with all Federal and/or State regulations.

5.Emereau will maintain confidentiality of all personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).

6.Emereau will ensure that Exceptional Children and their parents/guardians are guaranteed procedural safeguards as required by law. These safeguards include and may not be limited to: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.

7.Emereau will ensure that Exceptional Children who are suspended and/or expelled from school are afforded all due process rights under state and federal law. Whenever Exceptional Children are subject to disciplinary action, the school is responsible for providing educational services during that period of exclusion from the school.

8.Emereau will comply with the requirements of the American with Disabilities Act (ADA); the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

(North Carolina Bar Association Law Institute for Educators, NCCAT, Cullowhee, August 2016).

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.

Emereau: Roanoke Valley will implement policies and procedures with respect to Exceptional Children's Services to ensure a full continuum of services for students with disabilities. It is the school's mission to place students in the least restrictive environment where they can develop to their highest potential.

The school will assume responsibility for programming and delivering related services to exceptional students, as identified in the students IEP with adherence to policies and acknowledges a need collaborative relationship with families, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment. Emereau: Roanoke Valley will serve students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable). Special Education students will be provided with programs implemented in accordance with Federal, State, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993. Additionally, the school will follow guidelines and procedures as outlined by NCDPI and the Office of Charter Schools. The educational program for exceptional students will include and adhere to the principles of the law as follows:

*Free appropriate public education (FAPE) - will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public provided by and paid for the public education system; education-including extra hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

*Appropriate evaluations will occur within appropriate time frames and in accordance with published guidelines. Individual Education Plans (IEP) will be developed, and maintained and meetings will be held in accordance with guidelines.

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.*

The Emereau Instructional Program is fully aligned with Essential State Standards and the Common Core Standards which provide the standards for all

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student evaluation through the READY Accountability Model and other nationally normed assessment including MAP and the DIBELS for reading proficiency. Emereau will participate in all state testing which includes and is not limited to End of Grade Tests, End of Course Tests, and specific Subject Tests as required through the READY Accountability Model.

Emereau: Roanoke Valley will demonstrate a commitment to specific, measurable goals by 1) demonstrating academic achievement; 2) on-going realization of e=i(3)c(2)g as the core values - illuminate, investigate, innovate, cultivate, celebrate; 3) enhancing professional learning community standards; and 4) exceeding the high school graduation rate of the regional LEA's. Emereau: Roanoke Valley will conclude each academic year with a review of school-wide goals to determine goals for the coming year. All Emereau: Bladen staff/faculty and students will participate in review, discussions, and determination of these goals. The following goals represent a "starting point" for Emereau: Roanoke Valley in consideration of the 2015-2016 NC School Report Card data for Roanoke Rapids Graded School District, Halifax School District, and Weldon City Schools:

1) 2018-2019 Academic Achievement Goals

Emereau: Roanoke Valley will meet or exceed the academic results of the local LEA's as measured by the READY EOG Results;

Sixty percent (60%) of students will demonstrate at least one year of academic growth as measured by the End of Grade Tests, Grades 3-5.

Sixty percent (60%) of First and Second Grade students will demonstrate Grade Level proficiency as demonstrated through MAP Assessments (Reading).

2) 2018-2019 Formula for Greatness (e=i(3)c(2)g!) Goals

One hundred percent (100%) of all Emereau: Roanoke Valley students and learning community members will state the school's mission statement for memory.

One hundred percent (100%) of all Emereau: Roanoke Valley students and learning community members will utilize the weekly "Illuminator" Agenda to meet their personal and academic goals.

One hundred percent (100%) of all Emereau: Roanoke Valley students and learning community members will participate in the Makerspace/Innovation Lab (Pearlman, B., 2014) directed by the Leader of Twenty-First Century Initiatives.

One hundred percent (100%) of all Emereau: Roanoke Valley students and learning community members will participate in the Organic Garden and Project Learning Tree Sustainable Living curriculum.

One hundred percent (100%) of all Emereau: Roanoke Valley Students will participate in school celebrations at the conclusion of each Grading Period - five (5) as listed on the School Calendar.

The Average Daily Attendance Rate will meet or exceed ninety (90%).

3) 2018-2019 Professional Learning Community Goals

In Great By Choice (2011), Jim Collins outlines conditions which lead to the realization of the 10X organization. Emereau will distill Collin's research to create specific and measurable outcomes for a sustainable Professional Development Model. The staff/faculty will participate in on-going dialogue regarding Collins' research and the implications for Emereau: Roanoke Valley standards. Additionally, the Professional Standards will include research by Kouzes and Posner (The Leadership Challenge(2) regarding leadership principles which have implications for every adult in the learning community as follows: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

4) High School Graduation Rate

Robert Balfanz of John Hopkins University in Baltimore found signs as early

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as Sixth Grade regarding the relationship between reading proficiency and high school graduation. When combine with other factors including chronic absences, poor behavior, and/or failing Math or Language Arts, the evidence indicates a 90% risk that a student will not graduate on time (Balvanz, R., Education Week, April 2011).

Therefore, the 2018-2019 Graduation Progress Goal is as follows:

At least 60% of Emereau Sixth Grade students and Third Grade students will demonstrate grade level proficiency as measured by the NCDPI End of Grade Tests in Reading an/or The DIBELS Fluency Testing.

Emereau will adhere to all requirements regarding testing and promotion as provided by NCDPI. Students with special needs will be promoted always with attention to the individual child and in compliance with the child's IEP.

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.*

Emereau: Roanoke Valley believes in creating a dynamic and positive school culture where students and adults enjoy learning bringing forth each individual's natural curiosity. The school will utilize the FISH Philosophy based on the best-selling book, organizational programming strategies, and school curriculum - Fish! and Fish for Schools! (Schools - Creators Of FISH! Philosophy Training www.fishphilosophy.com/schools/). The curriculum has four simple lessons that encourage students and adults to enjoy each day within the school environment. The lessons center on the following:

*BE THERE for each other by remaining focused on ourselves, others and our collective environment;

*MAKE THEIR DAY by offering a thoughtful or encouraging word/s; act of kindness or active listening of another;

*CHOOSE YOUR ATTITUDE by beginning each day with a positive, can-do attitude; and

*PLAY by allowing "play" to energize the creative and inquisitive forces within each individual.

The books: Everybody Matters (Chapman, B. & Sisodia, R. 2015) and Discovering the Soul of Service (Berry, L. 1999) will be utilized by adults in the school community to further understanding of relationships, responsiveness, and developing a nurturing school environment for children, families, and the entire school community.

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A DRAFT of the Student Conduct Guide, outlining expectations and consequences, is included in Appendix O.

Section III: Education Plan Concerns and Additional Questions		
Educational plan seems incomplete. Will data drive education? If so, how?	Anthony Helton	Instructiona
***What are the proposed assessment strategies to be used with the proposed instructional program? ***The applicant needs to clarify the following: What is the documented evidence regarding the proposed approach's positive effect on student performance?	Kebbler Williams	Instructiona
The applicant does not discuss any use of assessment tool in the instructional program. How will the applicant use data to drive instruction throughout the year?	Walter Finnigan	Instructiona
What assessment processes and strategies will be used to assure the instructional plan is carried out? What evidence/research has been conducted to provide evidence that the proposed approach will lead to improved student performance?	Jessica Kelly	Instructiona
What assessments will be used to monitor student progress? Is there evidence to support this instrucional method will lead to improved student performance?	Shannon Sellers	Instructiona
Is this the instructional program: Core Knowledge; Common Core and Essential State Standards; Inquiry Learning and the Formula for Greatness? How do these models work together to improve student performance? What are the assessment measures that will be utilized in conjunction with these models?	Sherry Reeves	Instructiona
This states a lot of different things but it's not clear to the reader how they come together. "The Emereau Fine Arts curriculum includes and may not be limited to Visual Arts, Theatre, Music, Chorus, Music Theory, Band, Orchestra, Percussion,Drumming, and Strings.While Fine Arts programs continue to see cuts due to shrinking school budgets, Emereau recognizes the connection between imagination, innovation, curiosity and creative learning modalities including spatial and kinesthetic intelligences in the individual learner."	Alex Quigley	Instructiona
How does the curriculum and assessment strategies align?	Robin Kendall	Instructiona
No professional development days are listed on the academic calendar. Please specify how the hours of PD are going to be met without having any workdays or professional development days listed on the academic calendar. How does the curriculum meet the needs of the projected student population? What research was done to reach the conclusion of the selected curriculum? How is Appendix B and the mission aligned? For 9-12 Core Content please specify why the decision was made to only offer Honors and AP classes. How will you meet the needs of all of your students by only offering these classes?	Jessica Kelly	Curriculum a
***How does the curriculum outline provided align with the school's mission and support the target population? ***The applicant needs to clarify how it will ensure that offering "honors/AP only" courses will not be a barrier to students who want to attend the school, but may not be academically or intellectually strong. ***The applicant needs to clarify how the proposed instructional plan will ensure student readiness to transition from grade to grade. ***How will time during the 2-week spring break and 5-week winter break be used to support students who are at-risk of failing/falling through the cracks?	Kebbler Williams	Curriculum a
Information regarding multiple learning spaces is clearly explained. Instructional strategies, however, are listed but there is no clear explanation as to how these strategies work together or as to how they will be implemented on a daily basis. Narrative did not address how proposed instructional plan will ensure transition from	Sherry Reeves	Curriculum a

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<p>grade to grade, level to level. Narrative states the students reading below grade level will be identified by their scores on EOGs. What about grade levels without scores? Academic calendar does not indicate dates staff starts and ends their school year. High school curriculum indicates Honors-level for many required courses. What about students who do not meet criteria for honors-level? What assessment measures other than state-mandated assessments will be utilized?</p>		
<p>The plan for educating students does not reflect assessing the students.</p>	Walter Finnigan	Curriculum a
<p>The schools instruction has many different aspects: Core Knowledge, Process: Inquiry Learning, Fine Arts, Spanish Language, Healthy Living, and a makersspace, in addition to opening K-5 in year 1 and growing to K-12 by year 8, how will each of these instructional elements be implemented with fidelity?</p> <p>What will the learning environment look like in high school?</p> <p>How does this curriculum align with the targeted student population?</p> <p>Will the described primary instructional strategies be used K-12?</p> <p>The application writes about students that begin at Emereau early on, how will the school prepare students that do not attend in the early grades?</p> <p>What are the specific graduation requirements and transition requirements from grade to grade?</p>	Robin Kendall	Curriculum a
<p>Appendices lack substance.</p>	Alex Quigley	Curriculum a
<p>There are a lot of different instructional programs mentioned that will be used. How will these work together and be used successfully for student achievement? What will the high school classroom look like? The application mentions plans for students that begin in the early years at Emereau, but what about students that begin in middle school or even high school? How does the curriculum align with the mission? How can you ensure that all high school students will be prepared to take honors and EC courses for example. exceptional children? Your calendar doesn't show professional development as mentioned earlier in the application. When will this take place?</p>	Shannon Sellers	Curriculum a
<p>Narrative discusses RTI (Tier 1) to address at-risk students but does not speak to other tiers. Instructional plan for EL learners is non-specific. How are AIG students identified?</p>	Sherry Reeves	Special Prog
<p>There is no mention of the assessments used by the state to identify ELL students and levels. What instructional methods will be used to instruct ELL learners? Will there be an ELL teacher for those students requiring additional support beyond the classroom teacher? How will gifted students be identified? The section on academically gifted students should be revised to include more information.</p>	Shannon Sellers	Special Prog
<p>The applicant does not include or involve the parents in their special programs and at risk students model.</p>	Walter Finnigan	Special Prog
<p>***What are the specific instructional programs, practices, and strategies the school will use for ELL students? ***Who will provide intensive services for ELL students who need more than what the classroom teacher can provide? ***How will intellectually gifted learners be identified? Other than Honors/AP courses, what specific programs and opportunities will the school employ to enhance their abilities?</p>	Kebler Williams	Special Prog
<p>Who will be conducting the language assessments on your ELL students? Who will be responsible for individualized instruction if needed for ELL students. Will staff be trained on these strategies if they are the ones responsible?</p> <p>Response on academically gifted student opportunities is not detailed enough. How will these students be identified? What process will be used.</p>	Jessica Kelly	Special Prog

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Where will the applicant store the EC/504 files who will be in charge of the EC/504 files and how will the applicant monitor who checks out the EC/504 files?	Walter Finnigan	Exceptional
There is no mention of 504 plans and accommodations. Who will be responsible for these? Where will the files be maintained for students with disabilities?	Shannon Sellers	Exceptional
What is the process for identifying EC and 504 students not previously identified? What are the measures for record-keeping?	Sherry Reeves	Exceptional
How will Emereau ensure EC record confidentiality and compliance?	Robin Kendall	Exceptional
How will files for 504 and IEP be managed? Who will be over the auditing of these files? Who will be in charge of 504 meetings and assuring that a students mods/accommodations will be met?	Jessica Kelly	Exceptional
***What is the plan for how the records of students with disabilities and/or 504 Accommodation Plans will be properly managed? ***What is the applicant's understanding of state and federal requirements regarding 504 Plans and accommodations?	Kebbler Williams	Exceptional
***How will the implementation of students' IEP's be monitored and reported to the student, parents, and relevant staff? ***How is the educational plan for serving Exceptional Children aligned with the overall proposed curriculum, instructional methods, and the school's mission? ***What is the school's plan for providing related services? ***What is the school's plan for providing the full continuum of Exceptional Children services?	Kebbler Williams	Exceptional
Related services are not indicated until year 5. Who will be responsible for related services year 1-4; how will you ensure all students' needs are being met?	Jessica Kelly	Exceptional
Plan addresses general adherence to state and federal guidelines but not a specific plan on how they propose to follow the guidelines.	Glenn Allen	Exceptional
What is the schools plan for ensuring FAPE? What is the schools plan for implementing a full range of EC programs?	Robin Kendall	Exceptional
Educational plan for exceptional children is not outlined. What is the full range of services that will be offered through the school's ECP?	Sherry Reeves	Exceptional
How will the school implement a full range of EC programs? Are you prepared for students that may need to be self-contained? How will IEP's be monitored?	Shannon Sellers	Exceptional
How is goal 2 be measurable? Response is not specific on retention and promotion process for students, specifically EC students. How are parents involved in this process?	Jessica Kelly	Student Perf
Plan states they will comply with requirements but no plan outlined. How specifically will promotion and retention standards be followed? What is the plan? This would include how does the IEP impact decisions regarding promotion and retention?	Glenn Allen	Student Perf
What other promotion standards from one grade level to the next for all students? How does stating the school's mission from memory impact learning/performance or create school culture?	Walter Finnigan	Student Perf
Who is responsible for monitoring/recording the following: recitation of mission, utilization of agenda, participation in makerspace lab, participation in organic garden, etc.? What other measurements will be used in addition to required state testing/DIBELS? What is the anticipated graduation rate? What is the criteria for promotion for one grade to the next?	Sherry Reeves	Student Perf
***How will the school measure progress of Kindergarten students? ***What are the school's policies and standards for promotion from one grade level to the next? ***How and when will promotion criteria be communicated to parents and students? ***How will MAP and DIBELS testing be used to drive instruction and improve curriculum over time for the benefit of students?	Kebbler Williams	Student Perf
What are the exit standards for all students?	Robin Kendall	Student Perf
What are the goals for kindergarten students?	Shannon Sellers	Student Perf

What are the policies for promotion and retention? These are not addressed. How will MAP and DIBELS drive instruction?		
What are the suspension / expulsion policies?	Robin Kendall	Student Cond
The plan does not address suspension and expulsion for students with disabilities. The applicant should review and expand on its discipline policy and ensure that laws regarding students with disabilities is included.	Shannon Sellers	Student Cond
Plan should include following Discipline and due process procedures as set forth in Policies Governing Services for Children with Disabilities. Appendix O references 15 days and does not address the 10 days which may constitute a change of placement and the need for a manifestation determination and ultimately the provision of services to students with disabilities. I would encourage the school to go back and reflect on the polices and make adjustments as necessary.	Glenn Allen	Student Cond
***The applicant does not demonstrate understanding of the policies regarding suspension and expulsion for students with disabilities.	Kebbler Williams	Student Cond
Draft of Student Conduct included in Appendix O is confusing. Suspension of students with disabilities (15 days) does not meet state/federal requirements.	Sherry Reeves	Student Cond
Plan is not specific enough. Does not include discipline process or suspension/expulsion details. Applicant does not have a clear understanding on student conduct.	Jessica Kelly	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Sherry Reeves	Fail
Tammi Sutton	
Shannon Sellers	Fail
Steven Walker	Pass
Walter Finnigan	Fail
Robin Kendall	Fail
Becky Taylor	
Kebbler Williams	Fail
Robert McOuat	
Glenn Allen	Fail
Phyllis Gibbs	
Jessica Kelly	Fail
Alex Quigley	Fail
Anthony Helton	Fail

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: The Emereau Foundation, Inc.

Mailing Address: The Emereau Foundation, Inc.

City/State/Zip: Elizabethtown NC 28337

Street Address: 118 West Broad Street

Phone: 910-991-7338

Fax: 919-882-8029

Name of registered agent and address: Anna Caroline Cole
2801 Maffit Court
Fayetteville
North Carolina 28303

FEDERAL TAX ID: 47-5131659

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 D)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					professional licenses?
Eddie Madden	Board Chair	BLADEN	Town Manager, Elizabethtown, NC		
Anna Cole	Board Member	CUMBERLAND	Child and Family Therapy and Counseling, Owner		
Bobby Bleecker	Board Member	CUMBERLAND	Owner/President, Bleecker Auto		
Kelly Cipriani	Board Member	WAKE	Realtor and Broker		
Rhonda Coyne	Board Secretary	WAKE	Officer and Criminal Investigator		
Carla Jacobs	Board Treasurer	WAKE	Audit Supervisor, NC Office of the State Auditor		
Calvin Stephens	Board Vice-Chair	WAKE	Director of Business Development, Balfour Beatty		

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 Emereau Foundation Board of Directors will utilize Board On Track (Marci Cornell-Feist) to provide guidance regarding: the governing board's functions; primary duties and responsibilities in overseeing the charter school; individual board member knowledge; and professional development for the entire Board. The Board Member Duties and Responsibilities are as follows:

Board of Directors General Responsibilities

Responsible for ensuring that the academic program of Emereau is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities

1. Periodically review the mission statement which:

*Serves as a guide to organizational planning, board and staff decision

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making, volunteer initiatives, and setting priorities among competing demands for scarce resources.

*Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes by understanding and supporting the mission statement.

2. Select the Executive Director

*Reach consensus on the Executive Director's job description.

*Undertake a careful search process to find the most qualified individual.

*Oversee and approve contract negotiation and renewal.

3. Support and review the performance of the Executive Director

*Assist when board members overstep prerogatives or misunderstand their roles.

*Compliment for exceptional accomplishments.

*Provide for an annual written performance review with a process agreed upon with the Executive Director well in advance.

4. Ensure effective organizational planning

*Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.

5. Ensure adequate resources

*Approve fundraising targets and goals.

*Assist in carrying out the development plan.

*Make an annual gift at a level that is personally meaningful.

6. Manage resources effectively.

*Approve the annual budget.

*Monitor budget implementation through periodic financial reports.

*Approve accounting and personnel policies.

*Provide for an independent annual audit by a qualified CPA.

*Ensure the full board has the proper training to be effective stewards of public funding.

*Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the organization.

7. Determine, monitor and strengthen the programs and services of the school.

*Ensure programs and services are consistent with the mission and the charter.

*Approve measurable organizational outcomes.

*Approve annual, attainable board and management level goals.

*Monitor progress in achieving the outcomes and goals. Assess the quality of the program and services.

8. Enhance Emereau's public standing

*Serve as ambassadors, advocates and community representatives of the organization.

*Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.

*Provide for a written annual report and public presentation that details Emereau's mission, programs, financial condition, and progress made towards charter promises.

9. Ensure legal and ethical integrity and maintain accountability

*Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).

*Adhere to the provisions of the organization's bylaws and articles of incorporation.

*Adhere to local, state and federal laws and regulations that apply to the organization.

*Ensure compliance with all federal state and local government regulations.

10. Recruit and orient new board members and assess board performance

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- *Define board membership needs in terms of skill, experience and diversity.
- *Cultivate, check the credentials of and recruit prospective nominees.
- *Provide for new board member orientation.
- *Conduct an annual evaluation of the full board and individual self-evaluations.

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 seven (7) member Founding Board reflects the desired composition for a public charter school and the Emereau Foundation Board of Directors:

- 1)Financial: An Audit Supervisor, North Carolina Office of the State Auditor and a successful business owner;
- 2)Governance: A Town Manager with a public policy degree and County Commissioner experience and a Criminal Justice and Investigation Officer;
- 3)Facilities: A Strategic Development Director for Balfour Beatty, an \$11.0 billion dollar construction firm;
- 4)Twenty-first Century Learning: An business owner with experience in local and global business development; and
- 5)Children and Family Services: A private practice child therapist serving children, adolescents, and their families.

The Board, consisting of seven members, no more than nine, will possess: demonstrated individual leadership skills; demonstrated community involvement; undergraduate and/or graduate degrees; and demonstrated passion for exemplary educational opportunity, personally and professionally. A majority of the Board will live and/or work in the eastern region of North Carolina.

The Board of Directors will review the Executive Director's performance by providing for a Conversation prior to the beginning of the school year to determine and agree upon the Executive Director's five key goals and supporting goals for the year; a Midpoint Conversation/Interview reviewing the progress in achieving stated goals, an annual written performance review and conversation regarding achievement of goals and goals for the coming year. Goals may include and not be limited to Academic Benchmarks, Enrollment, School Culture, Faculty/Staff Retention, and Finance.

During the first operational year, the Board will actively recruit two additional members who represent Emereau families - parents, grandparents, or other family members. The addition of these Board members will provide a complete spectrum for the composition of the Emereau Board.

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

The seven (7) Founding Board Members were recruited and selected due to their professional expertise individually and collectively; their desire for exemplary K-12 educational opportunities for all North Carolina children within the public sector; their strong commitment to education as demonstrated in their personal and professional lives; their involvement in community - local, state, and regional; and their personal stories which speak to the power of education in transforming individual lives. While

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several of the board members know each other through community involvement and/or professional relationships, the board members are not a "group of friends, neighbors, or business associates" creating a charter school. Rather, they are a diverse and highly engaged group of individuals who seek to bring their expertise to a public charter school board in the eastern region of North Carolina - a region they view as underserved in providing exemplary educational opportunity for all children. The Board will grow to nine members with two members as parents or family members of enrolled children. The Board plans to add these members in the 2018-2019 school year. Board member opportunities will be announced during the 2018-2019 school year by the Nominating Committee as outlined in the Board Bylaws.

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

As outlined in the Board Bylaws, the Annual Meeting and Retreat of the Board of Directors shall occur in January of each year at the midpoint of the academic year. There shall be seven (7) other regular meetings of the Board held each year on the 2nd Tuesday of the months of August, October, November, January, February, April, and June equaling 8.

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.*

The Board of Directors believes in professional development and on-going board training. To this end, each member of the Board of Directors received a personal copy of Open Meetings and Local Governments in North Carolina (Lawrence, D.M) to further their understanding of the Open Meetings requirements. All members of the Board of Directors receive an Emereau Board Guide which includes and is not limited to:

Annual Board Calendar; Annual School Calendar; Copy of Board Bylaws; Policies, Meeting Agendas; Meeting Minutes; Informational Articles; and monthly budgets.

Following the Founding Board, incoming Board Members will receive an overview of Board Responsibilities, Expectations, and Board Practices by a member of the Board of Directors selected by the Chair of the Board.

The Emereau Founding Board will participate in the following professional development beginning in January 2018:

January 2018: Emereau Board Orientation including Board 101; Roles and Responsibilities; Best Practices utilizing Board On Track (Cornell-Fesit, M.);

February 2018: Understanding NC Charter Schools, expert guest speaker;

March 2018: Charter School Law, expert guest speaker.

April 2018: Creating and sustaining a 10X organization, invited guest speaker

June 2017: Attendance at the National Alliance for Charter Schools Conference in Washington, DC.

Upon SBE Ready to Open Approval, the Emereau Board of Directors will set their Agenda to develop, consider, and adopt Board policies in keeping with the school mission and North Carolina charter school law. These policies will be adopted prior to the submission of the Ready to Open (RTO) Report submitted

to the Office of Charter Schools prior to the opening of the school. Emereau Board members will attend Ready to Open Meetings and Seminars and

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complete documents, in a timely manner, as requested by the office of Charter Schools.

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

The Board of Directors recognizes that collectively and individually, all members of the Board must adhere to an accepted code of ethics in order to create an exemplary public school. The Board accepts the code of ethics established by the North Carolina School Boards Association. Each member of the Board of Directors will commit to the following in the performance of his or her duties as a charter school board member:

1) Obey all applicable state and federal laws regarding official actions taken as Board members.
2) Uphold the integrity and independence of the Board members office.
3) Avoid impropriety in the exercise of the Board's and Board member's official duties.

4) Perform faithfully the duties of the office.
5) Conduct the affairs of the Board in an open and public manner, complying with all applicable laws governing open meetings and public records.

Additionally, each member of the Board of Directors will:

1) Strive to make policy decisions only after full discussion at publicly held Board meetings;

2) Make all decisions based on the available facts and independent judgment and refuse to surrender that judgement to individuals or special interest groups;

3) Encourage professional dialogue and the sharing of perspectives by all Board members and seek systematic communications with all elements of the community;

4) Collaborate with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Executive Director;

5) Learn about current educational issues by individual study and through participation in programs providing needed information;

6) Avoid being placed in a position of conflict of interest and refrain from using the Board member's position on the Board for personal or partisan gain;

7) Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law; and

8) Acknowledge and demonstrate that the school's first and greatest concern must be the educational welfare of the students attending Emereau. (Adapted from North Carolina School Boards Association).

The Board of Directors unanimously approved the Conflict of Interest Policy at their August 27, 2016 meeting (Appendix G). Each Board Member has signed a Conflict of Interest Policy. The Conflict of Interest Policy will be completed by each Board member annually regardless of their length of service as a member of the Board of Directors. Should a conflict of interest arise, the matter will be brought to the attention of the Board Chair.

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

The Board of Directors will serve as a governing board acknowledging that the daily operations and leadership of the school reside with the Executive Director, the School Leader/s and staff/faculty. The Board of Directors, guided by the work of Marci Cornell-Feist, Board On Track, will develop

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policies in keeping with the roles of a governing board. The Executive Director in collaboration with School Leader/s and Faculty members will develop operational policies and procedures applicable to the students, faculty, and constituents. Each year, the School Leader/s and Executive Director will present the Faculty Guide; Student Guide; and General School Operational Policies to the Board of Directors for their consideration and approval.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The Board of Directors encourages family involvement and realizes the vital role of families in their child's educational success. The organizational chart highlights GO Emereau!, the Family Organization, which will serve as the volunteer support team for the school. The Board of Directors expects the School Leader/s, the Executive Director and all faculty/staff to develop a positive and focused volunteer support program based on the school's mission, Formula for Greatness, and the charter's guiding beliefs and principles. Upon the Ready to Open Approval of the charter application by the State Board of Education, the Executive Director will begin community meetings which engage families and facilitate the organization of GO Emereau!

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

Grievance Process

1) A parent or employee who wishes to file a Grievance must provide a written request including an overview of the grievance to the School Leader/s of the appropriate school (Lower, Middle, Upper). A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

2) If the grievance cannot be resolved during the meeting, the parent or employee, may request a meeting with the Executive Director within ten (10) days of the action or incident. A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

3) If the grievance cannot be resolved during the meeting with the Executive Director, the parent or employee may request, within twenty days of the action or incident, a hearing with the Board. The Board of Directors has 30 days from receipt of the written notification to schedule and hold the hearing or to deny a request for the hearing, with or without cause. The Board of Directors will provide notice to the employee or parent filing the grievance of the time and place of the hearing. The Board will notify all personnel, as relevant including and not limited to the Executive Director and or the School Leader/s.

4) The Board will communicate a written final decision regarding the Grievance within twenty (20) days of the hearing. The Board's decision concludes the Grievance Process.

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*

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*school (such as educational service providers, advisory bodies or parent/teacher councils).
(Appendix E)*

2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).*
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 G).*
4. *A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)*

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Projected Staff:	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	K-5	K-6	K-7	K-8	K-9
School Leader/s	1	1	2	3	3
Admin. Associate/s	1	2	3	3	4
Facility Manager	1	2	2	3	3
School Nurse	1	1	2	2	2
Guidance Counselor	1	1	2	3	3
College Guidance			1	1	2
Core Content Teachers	15	22	26	31	39
Elective Teachers	5	6	7	8	10
Excep. Child. Teachers	2	3	3	3	5
Associate Teachers		3	4	4	6

- Executive Director (Contracted)
- Information Technology (Contracted)
- Transportation (Contracted)
- Financial Services (Contracted)

Staffing Plans, Hiring, and Management

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Include the following information for the proposed charter school:

The Executive Director will be responsible for recruiting high performing teachers and leading a dynamic organization known for retaining excellent teachers. The Executive Director will utilize Teachers-Teachers.com an national online search engine (which the school will fund); conduct professional educator events in the community; attend Teach for America events at UNCC and surrounding colleges and universities; contact all Education Departments and University Placement Offices in colleges and universities throughout North Carolina; post the available positions with Education Week, National Alliance for Public Charter Schools, North Carolina North Carolina Association/Alliance for Public Charter Schools; and with the local Chamber of Commerce.

The strategy for retaining high performing teachers is belief in the mission; creating and maintaining a professional learning environment; expecting excellence throughout the entire school community; salaries exceeding the North Carolina State Salary Schedule; and demonstrating and acknowledging the value of professional educators to our children and their families.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

According to Marci Cornell-Feist (Charter Schools Trustee Guide, Building Excellent Schools), "Effective organizations make sure that the board has regular interactions with all of the top people on the leadership team, but only on person reports directly to the board (p.9). The Executive Director and School Leader/s will recruit and interview prospective employees. The Executive Director and School Leader/s will remain mindful of the qualifications needed for each position, including charter school licensure requirements, and the school's personnel budget. The Board of Directors will consider and approve all employee contracts/agreements.

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

Hiring School Personnel

Emereau expects innovation and collaboration within a school community focused on the mission and a vision for educational excellence. Exemplary leadership and excellent faculty and staff, provide the framework for greatness. Faculty are expected to demonstrate the Formula for Greatness, E=i(3)c(2)g in every aspect of the learning environment.

Emereau will recruit faculty that embrace the Emereau mission, demonstrate an on-going pursuit of learning and a commitment to teaching excellence. As such, faculty must meet or exceed the following qualifications of the Emereau application prior to an interview and for consideration of employment at Emereau:

- *a sealed college/university transcript indicating a cumulative GPA of 3.0 or higher;
- *a clear Criminal Background Investigation Check;
- *three letters of reference documenting leadership, community service, and/or exemplary service within a community (educational or other);
- *demonstration of superior writing skills through submission of two essays;
- *teaching portfolio with sample units, daily lesson plans, technology plans, and/or correspondence with students and families; and
- *photographs and/or videos of their classroom and/or teaching methods/strategies.

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Emereau acknowledges educators as professionals through on-going professional development, purposeful rigor, and expectations for continued professional and personal growth. Emereau will utilize current research to create a twenty-first century learning community. Therefore, Emereau seeks faculty dedicated to the pursuit of teaching and learning to create and sustain our mission driven school community.

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

The following represents Emereau: Roanoke Valley's proposed salary range:

School Leadership: \$63,000.00+

Professional Educators (teachers): \$40,000.00(First Year) to \$65,000.00

Support Personnel (Administrative Associate, School Nurse, Facility Manager): \$28,000.00 - \$43,000.00

Instructional/Student Services (EC, Guidance): \$43,000.00+

All full-time employees will be offered the NC State Health Plan and will participate in the NC State Retirement Plan. Additionally, all full-time employees will earn ten (10) days of leave per year as outlined in their Employment Agreement.

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

Grievance Process

1)An employee who wishes to file a Grievance must provide a written request including an overview of the grievance to the School Leader of the appropriate school (Lower, Middle, Upper). A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

2)If the grievance cannot be resolved during the meeting, the employee, may request a meeting with the Executive Director within ten (10) days of the action or incident. A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

3)If the grievance cannot be resolved during the meeting with the Executive Director, the employee may request, within twenty days of the action or incident, a hearing with the Board. The Board of Directors has 30 days from receipt of the written notification to schedule and hold the hearing or to deny a request for the hearing, with or without cause. The Board of Directors will provide notice to the employee filing the grievance of the time and place of the hearing. The Board will notify all personnel, as relevant including and not limited to the Executive Director and or the Dean/s.

4)The Board will communicate a written final decision regarding the Grievance within twenty (20) days of the hearing. The Board's decision concludes the Grievance Process. Upon considering a termination, the Executive Director will request a Closed Session (personnel) during the upcoming Board of Directors meeting. The Executive Directors and/or School Leader will provide an overview and documentation regarding termination. The Board of Directors will consider and vote regarding the termination request made by school leadership.

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

There are no positions with dual responsibilities in the organizational

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structure.

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.*

Locating qualified faculty for Exceptional Children's services including ELL and/or gifted education remains challenging throughout North Carolina. The Executive Director and Dean/s will follow the same procedures in recruiting for these positions as for all other positions with particular emphasis on attending and posting professional opportunities at state level Exceptional Children's Conferences; directly contacting university and colleges with Exceptional Children's graduates, and reaching out to contract service providers for individuals seeking full-time school based employment.

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).*

Emereau will seek exemplary educators and individuals as follows: School Leaders, Teachers, and Support Personnel (Administrative Associates, Facility Managers)

Executive Director: Minimum of a Master's Degree; Five to Ten years as an exemplary teacher; and Five or more years as a School Leader, preferably in a charter or independent school model. Licensure preferred, but not required.

School Leader (school site): Minimum of a Master's Degree and Three to Five years as an exemplary classroom teacher. Administrative experience preferred, but not required. Licensure preferred, but not required.

Teachers: Minimum of a Four Year Degree; North Carolina Licensure or equivalent out-of-state licensure;

Support Personnel: High School or Associate Degree; prior experience in working in a school or service-provider industry, excellent communication skills.

The Executive Director Role Description:

Emereau: Executive Director - Primary Responsibilities

Strategic vision and leadership

a) Provide professional leadership and direction to the Board, the staff and administration its charter schools; ensure the continued development and management of a professional and efficient organization; and establish effective decision-making processes that will enable the organization to achieve its long-and short-term goals and objectives; and

b) Serve as the spokesperson and liaison to the North Carolina States Board of Education, the Department of Public Instruction, and the Office of Charter Schools; and Financial Development

a) Drive the fundraising efforts for the organization to diversify the funding base;

b) Collaborate to ensure the successful planning and execution of the Board meetings and retreats;

c) Ensure that the revenues allow for continuous progress towards the achievement of its mission and that those funds are allocated properly to reflect present needs and future potential;

d) Formulate and execute comprehensive marketing, branding and development strategies that will ensure consistency throughout the organization and enhance revenue from major donors, foundations, government agencies, and corporations: and.

e) Oversee the financial operations of the organization including developing long and short range financial plans, monitor the budget and ensure sound financial controls are in place and report to the Board regarding the same;

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set financial priorities accurately to ensure the organization is operating in a manner that supports the needs of the charter schools;

Professional Development

- a) Ensure that all charter school programs are aligned, mission-oriented and effectively serving the student bodies of the charter school; and
- b) Develop and deliver professional development support and opportunities to the Dean/s of School and faculty to ensure the philosophies and mission are maintained and encouraged.

The Dean Role Description - Primary Responsibilities

- a) Translate the Emereau mission into tangible reality;
- b) Contribute to the short and long range planning for the learning community school and student achievement;
- c) Remain focused on student achievement and school safety as the highest priorities;
- d) Demonstrate inquiry in collaborative conversations, professional development, and daily interactions with students and teachers;
- e) Lead the daily operations of the school;
- f) Ensure continued student progress;
- g) Build positive relationships with students, families, faculty and community members.
- h) Create a dynamic learning environment.

The following Role Description applies to all instructional personnel.

Emereau Role Description

Instructional including and not limited to Core Teachers, Electives Teachers, Exceptional Childrens Teachers, Guidance Counselor, and Instructional Personnel.

I. Purpose of Position

The goal of the Emereau Teacher is to visibly demonstrate the mission throughout the school and greater community in a professional manner with the highest regard for children, families, and colleagues.

II. Tasks Performed

While every position at Emereau encompasses the Formula for Greatness: $E=i(3)c(2)g$. The following outcomes provide an overview of the expectations of teachers within the Emereau community:

- * Implement instruction appropriate for all students that reflects understanding of relevant content and is based on continuous and appropriate assessment.
- * Create an environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- * Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage student in the learning process, and timely, high-quality feedback.
- * Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
- * Understand the central concepts, tools of inquiry and structures of the discipline and be able to create learning experiences that made the subject matter meaningful to students. (U Teach, Holistic Evaluation Model, p.2)

The role performed by the Teacher includes, and is not limited to the following: Illuminate

- * an inviting and developmentally appropriate classroom environment to the standards outlined by Emereau.
- * a developmentally appropriate curriculum in keeping with the North Carolina Essential State Standards, Common Core and The Core Knowledge Curriculum.
- * pacing guides, thematic units, and learner-centered instruction outlining

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the daily, weekly, and yearly plans for the classroom, department and/or grade level.

*utilization of daily Illuminator and curriculum plans which thoughtfully reflect the educational needs and goals of the individual learner and the group.

*research-based strategies that are ground in higher order thinking, problem solving, and real world connections for all students.

*effective communication tools as specified by Emereau with colleagues, students, families, and others.

Investigate

*research-based and relevant content to enhance student learning for all students.

*opportunities to expand student learning beyond the classroom and school campus.

*twenty-first century brain research and create collaborative conversations with colleagues.

*Makerspace initiatives and develop plans to expand opportunities for students in this setting.

Innovate

*in high-quality on-going professional development to strengthen knowledge and skill in the content of the teaching role.

*in the school community through active participation in programs, events, and opportunities as outlined by the Executive Director/Dean.

*in collaborative planning and problem-solving with colleagues.

*in the utilization of technology as available throughout the Emereau community.

*in thoughtful conversations which support the mission of Emereau Cultivate

*children by demonstrating the belief that all students are learners.

*colleagues by engaging in dynamic professional collaborations which support and encourage the entire Emereau community.

*children in developmentally appropriate ways.

*children through encouragement and positive interactions with students, families, and colleagues.

*oneself through self-reflection, educational dialogues, creative intellectual opportunities, and commitment to the mission of the Emereau community. Celebrate *learning.

*with clear and appropriate communications with students, families, and stakeholders.

*by demonstrating appreciation to students, families, and stakeholders.

*by encouraging children in developmentally appropriate ways.

*children through encouragement and positive interactions with students, families, and colleagues.

*oneself through self-reflection, educational dialogues, creative intellectual opportunities, and commitment to the Emereau mission.

Staff Evaluation and Professional Development

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

The School Leader/s (Lower School, Middle School, Upper School) are responsible for maintaining teacher licensure and professional development. They are responsible for maintaining all personnel files for personnel under their supervision.

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*

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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.

In the initial years, the School Leader/s will provide direct support to all faculty including and not limited to: a visible presence throughout the school in all learning settings and classrooms; on-going conversations regarding school culture and the learning environment; daily highlights from the student "Illuminators" to foster a culture that thrives; and modeling of the Formula for Greatness. Exemplary, experienced teachers will provide mentoring to beginning teachers as colleagues in a dynamic learning environment.

Emereau will retain highly qualified educators for the following reasons:

Mission Driven organization;

Professional Culture;

Salaries exceeding the NC Salary Schedule; Opportunities for professional growth; and

Dynamic, innovative and engaging learning environment focused on student learning.

Teachers will be evaluated using the North Carolina Teacher Evaluation Model (McREL, Revised September 2012) to align with North Carolina standards for all teachers. The School Leader/s of each school will be responsible for informing and implementing the model across their particular school (Lower School, Middle School, and Upper School). Emereau plans to employ highly qualified teachers with a North Carolina license. Our goal is 65% of teachers as North Carolina licensed exceeding the charter school requirement of 50% at the start of the school year. Because of Emereau's determination to recruit and retain exemplary educators, the school will adhere to ensuring teachers who match the specific needs of the school including EC and ELL.

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.*

During the first three years, Professional Development will be conducted internally with the exception of experts in the areas of Inquiry Learning, Dr. Dianne McKune; the Core Knowledge Sequence; School Safety; CPR/First Aid/Health; The Together Teacher (MaiaHeyck-Merlin) and MakerSpaces. The Professional Development components found in the Formula for Greatness will be provided by the Executive Director, School Leader/s or Faculty Member/s. By providing on site Professional Development, Emereau will have the necessary funds to purchase professional materials and provide for attendance at relevant state and national conferences.

Additionally, the books utilized for professional development and the Book Triads will include and not be limited to the following: *Disrupting Class* (Christensen, C. M., 2011), *Creating Innovators* (Wagner, T., 2012), *Creative Schools* (Robinson, K., 2015), *Blended* (Horn, M.B.; Staker, H.; Christensen, C. M., 2014), *Make: Start Making* (Martin, D. & Panjwani, A., 2016), *Every Child A Super Reader* (Allyn, P. & Morrell, E., 2010) and *Mindsets in the Classroom* (Rici, M. C., 2013).

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.*

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Prior to the opening of school, Emereau faculty will participate in ten (10) days of Professional Development which will include and not be limited to the following topics: The Emereau Mission, The Emereau Charter application; The Inquiry Model, Dr. Dianne McKune; Common Core Standards; Essential State Standards; Goals of the Charter School as outlined in the charter; The Core Knowledge Sequence; The Together Teacher, Maia Heyck-Merlin; MakerSpaces; The Project Learning Tree Curriculum; North Carolina Safe Schools Training; CPR and First Aid Training; OSHA Training; Family Conferencing Plans and Strategies; Diabetes and Allergy Awareness and Response; and Human Resources (NC State Health and Retirement).

The Emereau Guide which outlines all employee policies and procedures; Exceptional Children's Services including RTI and Child Find; The Daily Illuminator; Technology Education; Powerschool; Accelerated Reader; Healthy Living, SPARK!; and Culture Building Programs will be reviewed clearly throughout the ten days. Professional Development Days, from 8am - 4pm will be developed by the Executive Director and School Leaders in collaboration with faculty members and invited experts. Professional Development will be dynamic, academically rigorous, and promote an environment of illumination, investigation, innovation, cultivation, and celebration.

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.

Expanding upon the work of Gene Maeroff's, *The Empowerment of Teachers: Overcoming the Crisis of Confidence* (1988), the Emereau: Roanoke Valley model will include the following opportunities for professional growth and responsibility: A minimum of eighty (80) professional development hours per academic year; attendance at one state level conference and/or one national conference each year; Book Triads with "Concept Conversations" related to the Emereau model; monthly Cohort Groups creating connections via professional development; online professional development to enhance delivery of the academic curriculum; and participation as leaders in the Illumination, Investigation, Innovation, Cultivation, Celebration, and Graduation (E=i(3)c(2)g Team in collaboration with the Leader of Twenty-first Century Initiatives to strengthen and deepen student learning.

Professional Development Days, noted on the Professional Calendar throughout the academic year begin prior to the opening of school and beyond the close of the school year. Additionally, faculty will participate in Professional Development individually and in small groups throughout the year with time arranged within the school day. Beginning in Year One, monthly on site Professional Development conducted by Dr. Dianne McKune will provide the tools and strategies for all faculty to master the Inquiry Model. Additionally, all faculty members will have access to Dr. McKune's online platform which provides instructional videos, supplemental resources and additional research.

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

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Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

The Emereau: Roanoke Valley Board of Directors is keenly aware of the relationship between a robust Marketing Plan and the school's enrollment. To this end, Emereau: Roanoke Valley will market the school in the following ways:

2018-2019 Ready to Open Year

- *Public Announcements and Press Releases to area media including and not limited to print, digital, and audio media;
- *School signage while the school facility is under construction/renovation;
- *Advertised Office Hours at the school's temporary office location;
- *Information to Community Associations throughout Halifax County;
- *Emereau: Roanoke posters in area businesses;
- *Membership in the Halifax County Chamber of Commerce;
- *Participation in community gatherings, including local events, faith-based organizations, and community organizations;
- *Bi-weekly gatherings at local libraries, Halifax Community College, and/or community centers;
- *Postcard mailers to Halifax County residents;
- *Popsicles in the Park for children and families;
- *Access to the School App for prospective families;
- *Activation of the School Website;
- *Lunch with Leaders for area business leaders; and
- Hike It Like It! for children and families.

2018 - Upon State Board of Education Approval

- *Celebration announcing the Emereau: Roanoke Valley approval by the SBE;
- *Weekly "Embark" Seminars for prospective children and families;
- *Public Announcements and Press Release of State Board of Education Approval in area media including and not limited to print, digital, and audio media;
- *School signage while school facility is under construction/renovation;
- *Update Community Associations throughout Halifax County;
- *Update Emereau: Roanoke Valley posters in area businesses;
- *Continue membership in the Chamber of Commerce
- *Community gatherings including local events, faith-based organizations, and community organizations;
- *Personal letters to leaders of faith-based organizations;
- *Personal letters to Child and Day Care providers;
- *Popsicles in the Park for children and families; and
- *Emereau: Roanoke Valley Conversation Circles for families.

To market Emereau: Roanoke Valley successfully, the Board of Directors must demonstrate on-going progress in the following key areas: Facility Acquisition; Faculty/Staff Recruitment; and Leadership/Professional Development. The Emereau Board of Directors expects direct involvement from board members; community partners, and staff/faculty to realize the enrollment as outlined in the Enrollment Plan as follows:

Acquisition of Facilities: Renovation and Construction

October 2016-August 2019

Calvin Stevens, Board Member

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Kate Alice Dunaway, Executive Director
Howard Sowell, Advantaged Capital for Education

Student Recruitment/Marketing
Ready to Open Approval to Fully Enrolled, August 2018 (330 students)
Anna Caroline Cole, Board Member
Kelly Cipriani, Board Member
Kate Alice Dunaway, Executive Director

Faculty/Staff Recruitment and Leadership/Professional Development Planning
Ready to Open Approval to July 1, 2018 or to all position filled:
Kate Alice Dunaway, Executive Director
Leader of Lower School (at execution of contract)

Upon Ready to Open Approval, Emereau: Roanoke Valley will launch its website and a School App to provide timely and relevant information to families. At least fifty percent (50%) of all print information will be provided in English and in Spanish. Additionally, the school will advertise on area radio stations.

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.*

Emereau: Roanoke Valley believes in fostering partnerships with families and the community for the benefit of the students individually and collectively; the long term success of the school ensuring its sustainability; and maximizing academic and service opportunities within the school community, in the greater community, and beyond graduation.

Prior to opening and during the Ready To Open year, Emereau: Roanoke Valley will communicate with prospective families through the media via public announcements, articles of interest, and Press Releases; the school's website; the School App; and in numerous school/community events designed to engage children and their families in "All Things Emereau."

Upon receiving the State Board of Education Ready to Open approval, Emereau: Roanoke Valley will:

- *Host a Family Celebration announcing the Ready to Open Approval;
- *Activate the school's website and the School App;
- *Host Bi-Weekly "Embark" Seminars as we share the Emereau journey with children and families;
- *Press Release and Public Service Announcements throughout the greater community in print, digital, and audio media;
- *Host "Popsicles in the Park" and "Sweet Tea and Lemonade" events for children and families;
- *Host Curriculum Inforiums for parents/families outlining the NC Standard Course of Study, The Core Knowledge Curriculum, Inquiry Model, and Project Learning Tree;
- *Create ZAP Teams - Teams of parents/family members interested in volunteering their time and talents for short term projects related to the

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Opening of School (example: landscaping, assembling furniture, labeling Accelerated Reader Books, preparing for the first Book Fair; organizing school supplies, organizing First Aid Kits for each classroom, etc.; and *beginning the Emereau Community organization (parents, grandparents, school personnel, others) interested in furthering the Emereau mission through school volunteer involvement.

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.*

Emereau: Roanoke Valley is a tuition-free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a North Carolina public school, a student must be a resident of North Carolina. County boundaries. Local Education Agency (LEA) boundaries, or district lines do not affect a child's opportunity to attend a North Carolina public charter school. Emereau: Roanoke Valley does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Emereau: Roanoke Valley Open Enrollment will begin on 12:01am on the first Saturday of the month of November and end at 11:59pm on the last Friday of the month of February each academic year. The Open Enrollment Period will be made public through a variety of methods including and not limited to the school website; the school's App; local advertising; and through communications with families of prospective and currently enrolled students.

During each Enrollment Period, Emereau: Roanoke Valley will accept applications for new students. Emereau: Roanoke Valley will utilize on an online application system. To provide opportunities for all children and families, applications will be made available via the school's website, at the school's temporary office (RTO Year) and the school office beginning in August 2018. If needed, and upon request, the applications may be mailed or emailed to the parent/guardian of a prospective student.

In order to facilitate school planning, the school will send a Letter of Intent to all currently enrolled students' parent/guardian on or before the first Friday in the month of February each academic year. The Letters of Intent are to be returned to the school before the last Friday of the month of February each academic year. The purpose of the Letter of Intent is to provide for thoughtful preparation of the available enrollment spaces for

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the coming school year. Once enrolled, students are not required to re-enroll in subsequent years.

During the Enrollment Period, Emereau: Roanoke Valley will enroll all eligible students who submit an application within the Enrollment Period, unless the number of applications exceeds the capacity of the school, space, and grade level/s. If the number of applications exceeds the number of spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of the Wait List/s. Current year Wait Lists will dissolve when the next Enrollment Period ends - at 11:59pm on the last Friday of the month of February each academic year.

Lottery procedures will comply with the NC Open Meetings Laws provided in G.s.143-218.10(a).Emereau: Roanoke will publish the date, time, and location of the Lottery and will allow anyone to attend.

During the lottery, officials will enter one surname for all the siblings applying at the same time and if that name is drawn, all children are admitted simultaneously, space available. Pursuant to charter school law, a sibling is defined as half siblings, step siblings, and children residing in a foster home. In the case of high school seniors, the sibling preference will be granted if the lottery takes place prior to the senior student's graduation and the senior sibling is enrolled in the school. In the case of multiple births, one surname is placed in the lottery. If the multiple births are in different grade levels, the parent/guardian will be asked to select the grade level to place the name. That affords the parent/guardian rather than the school to make the selection. If one slot remains in the grade span when the multiple birth sibling name is drawn, all of the multiple birth siblings will be admitted. Siblings of currently enrolled students will be given enrollment preference.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application,*

requires the utilization of the weighted or limited lottery.

2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Roanoke Rapids City Schools

LEA #2 Halifax County Schools

LEA #3 Weldon City Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 421	LEA 420	LEA 422	LEA 421	LEA 420	LEA 422	LEA 421	LEA 420	LEA 422	LEA 421	LEA 420	LEA 422	LEA 421	LEA 420	LEA 422
Kindergarten	12	40	12	10	60	12	10	60	12	10	80	12	10	90	12
Grade 01	12	40	12	10	60	12	10	60	12	10	60	12	10	90	12
Grade 02	10	40	12	10	60	12	10	60	12	10	60	12	10	66	12
Grade 03	8	40	12	10	40	12	10	60	12	10	60	12	10	60	12
Grade 04	5	30	5	8	40	12	10	40	12	10	60	12	10	60	12
Grade 05	5	30	5	5	30	5	8	40	12	10	40	12	10	60	12
Grade 06	0	0	0	10	54	10	8	38	8	8	56	8	10	54	8
Grade 07	0	0	0	0	0	0	10	54	10	8	38	8	8	56	8
Grade 08	0	0	0	0	0	0	0	0	0	10	54	10	8	38	8
Grade 09	0	0	0	0	0	0	0	0	0	0	0	0	10	54	10
	52	220	58	63	344	75	76	412	90	86	508	98	96	628	106
	330			482			578			692			830		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Applicant has 24 months.	Jessica Kelly	Tax-Exempt S
The applicant has 24 months to apply after final approval.	Shannon Sellers	Tax-Exempt S
***The applicant has not yet applied for 501(c)(3) status.	Kebbler Williams	Tax-Exempt S
<p>***What efforts have been made to recruit a board member who lives in Halifax County?</p> <p>***The board lacks a current/recent educator. What efforts are being made to recruit a board member with more education experience?</p> <p>***Under what timeline will the lower, middle, and upper school leaders use to act upon a grievance? Under what circumstances will the board deny a request for a hearing (with or without cause)?</p> <p>***Because of current job roles, a couple board members have the potential to have real or perceived conflicts of interest as issues related to the audit and the facility are brought forward. Has the board explored these potential conflicts? How will it handle the potential conflicts?</p> <p>***The applicant needs to provide page 4 of the official Articles of Incorporation. In its current form, only pages 1-3 are included in the application.</p>	Kebbler Williams	Governance a
<p>How can the board efficiently contribute to a public charter school without a board member with education experience?</p> <p>Has the board reached out to Halifax County for representation on the board from within the county?</p> <p>Thirty days seems like a long time for the board to respond to a grievance and make a decision whether or not a hearing will be held (with or without cause.) What criteria will be used to determine whether or not to have a hearing?</p> <p>How will conflicts of interest be handled with board members?</p> <p>How will the board evaluate itself?</p>	Shannon Sellers	Governance a
<p>Not all board members appear to have a clear understanding of mission and vision of school.</p> <p>What efforts are being made to obtain members of the board with more education experience?</p> <p>How will conflicts of interest be handled with board members?</p> <p>Specific timeline is not given for grievance process.</p>	Jessica Kelly	Governance a
Would like to see a Halifax member on the board.	Steven Walker	Governance a
<p>Who on the board has experience with the array of curriculum and strategies the application is proposing?</p> <p>Why does the board plan to add local representation after the school has already opened in 2018?</p>	Robin Kendall	Governance a
<p>No board members are residents of Halifax County. How is current board qualified to speak to potential stakeholders if there is no direct connection on their part?</p> <p>Will founding board participate in board training provided by the Office of Charter Schools? (earlier in the application this answer was "NO")</p> <p>Is there a board member with current educational experience?</p> <p>Will there be a conflict of interest for the board member who works for the NC Office of the State Auditor?</p> <p>Will Balfour Beatty Construction build the school facility?</p>	Sherry Reeves	Governance a
Not applicable.	Jessica Kelly	Proposed Man
***This section is not applicable.	Kebbler Williams	Proposed Man
Not applicable.	Shannon Sellers	Proposed Man
<p>What is the procedure for dismissal of an employee?</p> <p>What relationship will the board have with its employees?</p>	Shannon Sellers	Staffing Pla
What is the role of the facility manager?	Sherry Reeves	Staffing Pla
Is the number of Exceptional Childrens Teachers adequate to serve such a large and growing school? For example, in year 4 there are projected to be 692 students and 3 EC teachers. If 10% of the school is EC, that means that each EC teacher has a case	Robin Kendall	Staffing Pla

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load of 23 students.		
What is the applicants procedure for dismissing an employee?		
Format of plan on application is difficult to follow.	Jessica Kelly	Staffing Pla
Specify relationship between the employees and board.		
***Other than approving employee contracts/agreements, what relationship will exist between the board and school employees in non-leadership roles (teachers, aides, administrative assistants, etc.)?	Kebbler Williams	Staffing Pla
***What is the board's procedure for dismissing school personnel?		
***What is the board's procedure for conducting criminal background checks?		
***What are the applicant's detailed plans regarding mentoring, retaining, and evaluating beginning teachers?	Kebbler Williams	Staff Evalua
How will beginning teacher's be handled?	Jessica Kelly	Staff Evalua
How will professional development expectations be met with limited time on academic calendar?		
How often will teachers be evaluated each year?	Sherry Reeves	Staff Evalua
What is the plan for beginning teachers? Will you have mentors?	Shannon Sellers	Staff Evalua
If school intends to have a focus on Spanish as an integral part of the education plan, why not offer all print materials in Spanish?	Sherry Reeves	Marketing Pl
*How will the applicant engage parents in the life of the public charter school after the school opens? What is the plan for engaging partnerships between the family and school that strengthen support for student learning?	Kebbler Williams	Parent and C
How will you continue to develop partnerships with parents after the opening?	Shannon Sellers	Parent and C
With no current board members in Halifax County, how does the board plan to be actively involved with the community during the ready to open phase and beyond?	Sherry Reeves	Parent and C
How will the school foster parent involvement in the long term, not just in the Read to Open process?	Robin Kendall	Parent and C
How will parents be involved? What plan does the applicant have to continue parent involvement K-12?	Jessica Kelly	Parent and C
	Jessica Kelly	Admissions P
***The definition of sibling in charter school law is "any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home." The applicant will need to update its policy to include all of the law.	Kebbler Williams	Admissions P
What is the basis for enrollment projections for each LEA? Are yearly enrollment projections realistic?	Sherry Reeves	Projected St
Is 330 students in year 1 in grades K-5 realistic? Is 830 students in year 5 in gases K -9 realistic?	Robin Kendall	Projected St
When will the lottery be held?	Sherry Reeves	Weighted Lot
***This section is not applicable.	Kebbler Williams	Weighted Lot
Not applicable.	Shannon Sellers	Weighted Lot
Not applicable.	Jessica Kelly	Weighted Lot

Reviewer	Score
Becky Taylor	
Robert McQuat	
Robin Kendall	Pass
Kebbler Williams	Pass
Deanna Townsend-Smith	
Walter Finnigan	Pass
Tammi Sutton	
Anthony Helton	Pass
Phyllis Gibbs	
Shannon Sellers	Pass
Alex Quigley	Fail
Glenn Allen	
Steven Walker	Pass

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Sherry Reeves	Pass
Jessica Kelly	Pass

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.

Emereau: Roanoke Valley plans to locate within one (1) mile of the I-95 corridor and Exit 173 which is the primary connector from Weldon, NC to Roanoke Rapids, NC and greater Halifax County, NC. Emereau's transportation plan, including any plans for contracting services, will be pursuant to North Carolina law and policy as outlined at <http://www.ncpublicschools.org/fbs/transportation/>. The school will ensure that transportation is not a barrier to equal access and student attendance and no child will be denied access to the school due to lack of transportation.

To that end, Emereau: Roanoke Valley will offer school bus transportation provided by a contracted bus service. The entire cost of the contracted bus service is included in the Emereau: Roanoke Valley budget. Emereau: Roanoke Valley may contract with an approved transportation carrier to provide specialized transportation for students with disabilities, based on their particular student needs and which may be specified in a student's Individual Education Plan (IEP).

The bus service will provide arrival and departure points, within a fifteen (15) mile radius of the school, in key community locations aligned with the enrolled number of students in a specific area. Additionally, transportation will be provided to identified locations in rural areas to provide children and families access to Emereau: Roanoke Valley. Emereau: Roanoke Valley will increase the number of buses based on the needs of families prior to each school year.

For families who choose to ride share, Emereau: Roanoke Valley will provide opportunities for families to share information prior to the opening of school; in the opening weeks of school; and throughout each academic year. Additionally, Emereau: Roanoke Valley will offer a fee based and need based Before School and After School programs for families who chose to transport their children to align with their schedules at work and at home.

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.

Emereau: Roanoke Valley will comply with the regulations set forth by the Halifax County Department of Health and Human Services regarding food purchases; preparation; serving; and disposing of food and food products. The school will arrange a meeting with the Halifax County Health Inspector during the Ready To Open Year and prior to the opening of school to ensure compliance in this regard.

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In keeping with the school's mission , Emereau: Roanoke Valley will demonstrate a school culture showcasing healthy food choices for children and adults. Emereau: Roanoke Valley will contract with a provider or providers who mirror the Emereau: Roanoke Valley expectation of healthy and delicious food for children. The school will offer a monthly lunch menu for a fixed price. Each year, Emereau: Roanoke Valley will include funds in the school's budget to provide healthy lunches and/or snacks for children who would otherwise qualify for Free and/or Reduced Lunch and/or for Emergency situations which may arise.

Emereau: Roanoke Valley expects all students, families, and school employees to adhere to the healthy school model while on campus. This model includes and may not be limited to the following: absence of foods considered "fast food" that are frequently fried foods; absence of all soda products including low sugar and/or diet sodas; absence of beverages designated as high energy drinks; Absence of vending machines on school property for children and adults; and absence of products containing high-fructose corn syrup.

The entire school community, children and adults, are expected to embrace a healthy living model with lunches and snacks to include fresh fruits and vegetables.

Additionally, Emereau: Roanoke Valley will participate in the North Carolina Non-Profit Program "Every Tray Counts" (<http://www.earth-etc.com/>) which aligns with the school's installation of an organic garden; a composting center; and recycling stations which further the mission: Cultivate to Sustain.

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		\$1,561.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$150,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$332.00
Other	\$1,500,000		\$10,660.00
Total Cost			\$17,461.00

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

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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.

kadhalifax 09/19/2016

(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.

The Emereau Foundation Board is partnering with Advantaged Capital Development Co., LLC to acquire land for a facility. Following the Charter School Advisory Board's approval to recommend Emereau: Halifax to the NC State Board of Education, Advantaged Capital began the process of identifying a school site or facility at the direction of the Emereau Foundation Board of Directors. In July 2016 Advantaged Capital Development Co., LLC decided to move forward with a binding agreement for the school site due to the excellent location which is within minutes of the Halifax Regional Medical Center, Davie Community Volunteer Fire Department, North Carolina State Patrol Office, and I-95 corridor. The site is located in a pedestrian friendly area with sidewalks and an entrance/exit with landscaped median to accommodate school arrival and departure (Appendix O).

Currently, Advantaged Capital Development, CO., LLC is completing the due diligence phase of the project. No funds have been required or expended by The Emereau Foundation, including by any Board Members.

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

The facility costs are expected to be within market rate. The cost of construction is not expected to be higher than \$150 per sq. ft and \$200 psf. including the site cost. This cost is in line with charter schools built in North Carolina recently.

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*

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offered because a permanent facility has yet to open.

The Emereau Foundation Board of Directors remains keenly aware of the challenges charter schools face in finding a facility and opening a school in accordance with the school's calendar. For this reason, the Emereau Board understands Advantaged Capital Development, Co., LLC reasoning in moving forward to secure a school site. The Emereau Board remains confident in the ability of Advantaged Capital Development to secure the site and provide a K-5 facility in a timely manner for opening in August 2018.

In the event, that the current site does not come to fruition, Advantaged Capital Development, Co., LLC has identified other sites which include and are not limited to existing buildings; modulars for a two-three year time frame until the permanent campus may be constructed; and renovation of vacant facilities. The Emereau Foundation Board of Directors remains confident that one of these options will be realized should the current site fail to meet the requirements of the due diligence process.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How many buses will operate in year 1? Will this capacitate all students who need bus transportation?	Sherry Reeves	Transportati
How will students be selected to ride to the bus, if the number of students needing to ride the bus is more than the number of seats available?	Walter Finnigan	Transportati
What will the process be to determined the need based before and after school care?	Jessica Kelly	Transportati
What percentage of students will be covered for bus transportation if the bus has a 15 mile radius from the school?	Robin Kendall	Transportati
Why is the applicant not participating in the Free and Reduced Lunch Program, considering the school's location and target population?	Robin Kendall	School Lunch
How will the school determine if a family qualify for Free and/or reduced lunch? What steps will the school take if a family does not adhere to the healthy school model while on campus?	Walter Finnigan	School Lunch
How will students be indentified for free/reduced lunch? How will you handle situations where families don't adhere to the healthy food policy while on campus?	Shannon Sellers	School Lunch
Has board considered participating in the Federal Free and Reduced Lunch program, especially considering the target population?	Sherry Reeves	School Lunch
What is the plan for students/parents who do not embrace the healthy living model?	Jessica Kelly	School Lunch
***What will the consequence be if families choose not to participate in the healthy lunch choice model with the meals/snacks brought from home?	Kebbler Williams	School Lunch
Amounts differ from application to appendix.	Jessica Kelly	Civil Liabil
Why is there a discrepancy between the insurance quote and the total cost stated in the application? The quote says \$15,305. The application says \$17,641.	Kebbler Williams	Civil Liabil
Cost per square foot is high.	Jessica Kelly	Facility and
***A cost of \$150-\$200 per square foot seems high, especially when other applicants are estimating a cost of \$5.25 - \$19 per square foot for their facilities. Has the board done the necessary budget forecasting to make sure that this facility cost will not cause problems in the budget in future years? ***What happens to the "binding agreement for the school site" if the school is not approved to open?	Kebbler Williams	Facility and
Cost per square foot is high. What is the basis for this figure?	Sherry Reeves	Facility and

Reviewer	Score
Robin Kendall	Pass
Walter Finnigan	Pass

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Steven Walker	Pass
Shannon Sellers	Pass
Tammi Sutton	
Sherry Reeves	Pass
Deanna Townsend-Smith	
Anthony Helton	Pass
Alex Quigley	Pass
Jessica Kelly	Pass
Phyllis Gibbs	
Glenn Allen	
Robert McQuat	
Kebbler Williams	Pass
Becky Taylor	

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 2018-19

**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 #1 421 - Roanoke Rapids City Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,513.85	52	\$286,720.20
Local Funds	\$698.58	52	\$36,326.16
Federal EC Funds	\$3,434.71	6	\$20,608.26
Totals			\$343,654.62

LEA #2 420 - Halifax County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$6,705.46	220	\$1,475,201.20
Local Funds	\$870.00	220	\$191,400.00
Federal EC Funds	\$3,017.60	26	\$78,457.60
Totals			\$1,745,058.80

LEA #3 422 - Weldon City Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$7,003.80	58	\$406,220.40
Local Funds	\$814.08	58	\$47,216.64
Federal EC Funds	\$3,579.70	7	\$25,057.90
Totals			\$478,494.94

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$2,168,142	\$3,242,923	\$3,966,051	\$4,846,472	\$5,934,721
-Local Per Pupil Funds	\$274,943	\$412,433	\$504,386	\$617,429	\$757,399
-Exceptional Children Federal Funds	\$124,124	\$186,434	\$214,572	\$261,377	\$315,073
-Other Funds*	\$75,000	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,642,208	\$3,841,790	\$4,685,009	\$5,725,278	\$7,007,193

***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 J.

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
School Leaders	1	\$63,000	\$63,000	1	\$64,260	\$64,260	2	\$65,545	\$131,090	3	\$66,856	\$200,568	3	\$66,193	\$198,579
Admin. Associate	1	\$30,000	\$30,000	2	\$30,600	\$61,200	3	\$31,212	\$93,636	3	\$31,836	\$95,508	4	\$32,473	\$129,892
Facility Manager	1	\$28,000	\$28,000	2	\$28,560	\$57,120	2	\$29,131	\$58,262	3	\$29,714	\$89,142	3	\$30,309	\$90,927
Nurse	1	\$30,000	\$30,000	1	\$40,000	\$40,000	2	\$40,800	\$81,600	2	\$41,616	\$83,232	2	\$42,448	\$84,896
College Guidance	0	\$0	\$0	0	\$0	\$0	1	\$43,000	\$43,000	1	\$44,737	\$44,737	2	\$45,632	\$91,264
Guidance Counselor	1	\$43,000	\$43,000	1	\$43,860	\$43,860	2	\$44,737	\$89,474	3	\$45,632	\$136,896	3	\$46,545	\$139,635
A - Total Admin and Support:	5		\$194,000	7		\$266,440	12		\$497,062	15		\$650,083	17		\$735,193
Instructional Personnel:															
Core Content Teacher(s)	15	\$43,000	\$645,000	22	\$43,860	\$964,920	26	\$44,737	\$1,163,162	31	\$45,632	\$1,414,592	39	\$46,545	\$1,815,255
Electives/Specialty Teacher(s)	5	\$43,000	\$215,000	6	\$43,860	\$263,160	7	\$44,737	\$313,159	8	\$45,632	\$365,056	10	\$46,545	\$465,450
Exceptional Children Teacher(s)	2	\$44,000	\$88,000	3	\$44,880	\$134,640	3	\$45,776	\$137,328	3	\$46,692	\$140,076	5	\$47,626	\$238,130
Associate Teachers	0	\$0	\$0	3	\$20,400	\$61,200	4	\$20,808	\$83,232	4	\$21,224	\$84,896	6	\$21,648	\$129,888
B - Total Instructional Personnel:	22		\$948,000	34		\$1,423,920	40		\$1,696,881	46		\$2,004,620	60		\$2,648,723
A+B = C - Total Admin, Support and Instructional	27		\$1,142,000	41		\$1,690,360	52		\$2,193,943	61		\$2,654,703	77		\$3,383,916

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Personnel:															
Administrative & Support Benefits															
North Carolina Health Insurance	5	\$5,754	\$28,770	7	\$5,869	\$41,083	12	\$5,986	\$71,832	15	\$6,108	\$91,620	17	\$6,230	\$105,910
State Retirement Plan	5	\$6,418	\$32,090	7	\$6,415	\$44,905	12	\$6,851	\$82,212	15	\$7,168	\$107,520	17	\$7,153	\$121,601
Social Security	5	\$2,406	\$12,030	7	\$2,405	\$16,835	12	\$2,568	\$30,816	15	\$2,687	\$40,305	17	\$2,681	\$45,577
Medicare	5	\$563	\$2,815	7	\$552	\$3,864	12	\$601	\$7,212	15	\$628	\$9,420	17	\$627	\$10,659
Disability	5	\$466	\$2,330	7	\$457	\$3,199	12	\$497	\$5,964	15	\$520	\$7,800	17	\$519	\$8,823
D - Total Admin and Support Benefits:	25		\$78,035	35		\$109,886	60		\$198,036	75		\$256,665	85		\$292,570
Instructional Personnel Benefits:															
North Carolina Health Insurance	22	\$5,754	\$126,588	34	\$5,869	\$199,546	39	\$5,986	\$233,454	46	\$6,108	\$280,968	60	\$6,230	\$373,800
State Retirement Plan	22	\$6,809	\$149,798	34	\$6,825	\$232,050	39	\$7,002	\$273,078	46	\$7,208	\$331,568	60	\$7,273	\$436,380
Social Security	22	\$2,609	\$57,398	34	\$2,559	\$87,006	39	\$2,625	\$102,375	46	\$2,702	\$124,292	60	\$2,726	\$163,560
Medicare	22	\$625	\$13,750	34	\$607	\$20,638	39	\$614	\$23,946	46	\$632	\$29,072	60	\$640	\$38,400
Disability	22	\$517	\$11,374	34	\$503	\$17,102	39	\$508	\$19,812	46	\$523	\$24,058	60	\$530	\$31,800
E - Total Instructional Personnel Benefits:	110		\$358,908	170		\$556,342	195		\$652,665	230		\$789,958	300		\$1,043,940
D+E = F - Total Personnel Benefits	135		\$436,943	205		\$666,228	255		\$850,701	305		\$1,046,623	385		\$1,336,510
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30		\$272,035	42		\$376,326	72		\$695,098	90		\$906,748	102		\$1,027,763
B+E = H - Total Instructional Personnel (Salary & Benefits)	132		\$1,306,908	204		\$1,980,262	235		\$2,349,546	276		\$2,794,578	360		\$3,692,663
G+H = J - TOTAL PERSONNEL	162		\$1,578,943	246		\$2,356,588	307		\$3,044,644	366		\$3,701,326	462		\$4,720,426

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Professional Contract	Audit Services	\$8,000	\$10,000	\$12,000	\$14,000	\$15,000
	Financial Services	\$38,142	\$56,394	\$67,626	\$80,964	\$97,110
	Powerschool Services	\$14,344	\$21,208	\$25,432	\$30,448	\$36,520
	Legal Services	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
	Technology Support Services	\$18,000	\$36,000	\$36,720	\$37,454	\$38,203
	Other Professional	\$45,000	\$51,000	\$52,020	\$53,060	\$54,121
	Human Resources	\$10,000	\$12,000	\$14,000	\$16,000	\$18,000
Office:	Office Supplies	\$12,000	\$12,240	\$12,485	\$12,735	\$12,990
	Technology Supplies	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Postage	\$7,000	\$7,140	\$7,283	\$7,429	\$7,598
	Memberships	\$8,000	\$8,160	\$8,323	\$8,489	\$8,659
	Reproduction Costs/Copiers/Paper	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	Office Equipment	\$7,000	\$7,140	\$7,283	\$7,429	\$7,598
	Software	\$3,500	\$3,570	\$3,641	\$3,714	\$3,788
Facilities	Facility Lease/Mortgage	\$297,000	\$482,000	\$578,000	\$692,000	\$830,000
	Building Repairs/Maintenance	\$10,000	\$12,000	\$15,000	\$18,000	\$22,000
	Building Supplies/Materials	\$10,000	\$10,200	\$10,404	\$612	\$10,824
	Custodial Supplies/Materials	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Insurance (pg19)	\$17,587	\$18,679	\$19,351	\$20,149	\$21,115
	Security Monitoring	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706
	Exterior Maintenance	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Utilities	Electricity	\$35,000	\$35,700	\$36,414	\$37,142	\$37,805
	Natural Gas	\$18,000	\$20,400	\$20,808	\$21,224	\$21,648
	Water/Sewer	\$8,000	\$8,160	\$8,323	\$8,489	\$8,659
	Waste Management	\$6,500	\$6,630	\$6,763	\$6,898	\$7,036
	Communication/Telephone	\$12,000	\$12,240	\$12,485	\$12,735	\$12,990
Transportation	Contracted Transportation Services	\$49,353	\$98,706	\$98,706	\$148,059	\$148,059
	Travel/Gas	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
Other	Board Expenses	\$3,000	\$3,060	\$3,121	\$3,183	\$3,247
	Food/Child Nutrition	\$35,000	\$51,000	\$61,000	\$73,000	\$87,150
	Marketing	\$10,000	\$7,000	\$5,000	\$5,000	\$5,000

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	K - TOTAL Administrative & Support Operations	\$759,926	\$1,074,377	\$1,212,213	\$1,414,538	\$1,617,771
	Instructional:					
Books And Supplies	Textbooks	\$25,000	\$27,000	\$12,000	\$12,000	\$12,000
	Library/Media Books	\$30,000	\$40,000	\$45,000	\$50,000	\$60,000
	Instructional Supplies	\$33,000	\$48,000	\$56,000	\$67,000	\$80,400
	Excep. Child. Instructional Supplies	\$12,000	\$14,450	\$16,900	\$20,327	\$24,500
Classroom Technology	Instructional Hardware/Computers	\$40,000	\$50,000	\$40,000	\$35,000	\$35,000
	Software	\$20,000	\$48,000	\$48,000	\$50,000	\$52,000
Professional Contract	Professional Development Expenses	\$20,000	\$25,000	\$25,000	\$30,000	\$35,000
	Speech Services	\$12,000	\$12,240	\$12,485	\$12,735	\$12,990
	Psychological Services	\$10,000	\$12,040	\$14,081	\$16,932	\$24,000
	Excep. Child. Services	\$15,000	\$17,995	\$21,405	\$25,315	\$30,500
Other	Instructional Equipment/Furnishings	\$45,000	\$26,926	\$14,724	\$17,442	\$30,000
	L - TOTAL Instructional Operations	\$262,000	\$321,651	\$305,595	\$336,751	\$396,390
	K+L = M - TOTAL OPERATIONS	\$1,021,926	\$1,396,028	\$1,517,808	\$1,751,289	\$2,014,161

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,578,943	\$2,356,588	\$3,044,644	\$3,701,326	\$4,720,426
M - TOTAL OPERATIONS	\$1,021,926	\$1,396,028	\$1,517,808	\$1,751,289	\$2,014,161
J+ M =N TOTAL EXPENDITURES	\$2,600,869	\$3,752,616	\$4,562,452	\$5,452,615	\$6,734,587
Z - TOTAL REVENUE	\$2,642,208	\$3,841,790	\$4,685,009	\$5,725,278	\$7,007,193
Z - N = SURPLUS / (DEFICIT)	\$41,339	\$89,174	\$122,557	\$272,663	\$272,606

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

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

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

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

Provide the break-even point of student enrollment.

The Emereau: Roanoke Valley student enrollment projections are based on the need for excellent public sector schools in Halifax County; the number of children residing in Halifax County currently enrolled in private and faith-based schools, and the number of children on charter school Wait List for the one charter school located in Halifax County. Additionally, no charter schools are located in the Weldon City Schools or the Roanoke Rapids Graded School District.

The emereau Foundation Board of Directors believes a demand exists due to the lack of excellent public school choice in Halifax County (2015-2016 NC School Report Card: Roanoke Rapids Graded School District; Halifax School District, Weldon City Schools. Emereau: Roanoke Valley offers a twenty-first century K-12 college preparatory curriculum which exceeds the current offerings in the Roanoke Valley region.

Additionally, the Board anticipates families will be drawn to a K-12 school; the Emereau school culture; and our Mission and Formula for Greatness which underscores our commitment to graduating students prepared to attend a two or four year program of study. The enrollment estimate of twenty-five (49) students receiving Exceptional Children's Services is 12% of the school's projected enrollment from each of the three LEA's. With appropriate decision making regarding personnel and facility size, the school will remain financially viable at 175 students. A decrease in enrollment equates to a decrease in instructional and support personnel as personnel remains the highest Emereau: Roanoke Valley expenditure. The Emereau Foundation Board of Directos remains confident in the school's ability to make the decisions necessary to match the student enrollment with the state, local, and federal (Exceptional Children's) revenues.

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

Our research, school/community data, and the expectations for all North Carolina public schools support the need for a public charter school in the

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greater Roanoke Valley community. However, if anticipated revenues are not received or are lower than expected, the Board of Directors and school leadership will take the following steps:

- 1)Reduce the number of Core and/or Elective Teachers to match the Enrolled number of students (ADM);
- 2)Reduce the size of the facility or renegotiate the lease;
- 3)Reduce FF&E expenses;
- 4)Reduce spending for Professional Development; and
- 5)Reduce the Instructional Materials budget line item.

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

Advantaged Capital Development, Co., LLC will provide financing solutions for the school. Advantaged Capital Development, Co., LLC is a North Carolina organization, located in Raleigh, that provides direct funding to start-up schools for both operational and facility construction purposes. As noted, in the attached letter (Appendix O), Advantaged Capital Development, Co., LLC has committed \$75,000.00 for start-up costs related to the school to be paid back over five years. The repayment of the start-up loan will become part of the lease agreement for the school site/facility.

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

22:1. This ratio includes ONLY Core Teachers.

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.*

Emereau: Roanoke Valley plans to contract for the following services: Financial/Accounting; Student Information Management; PowerSchool; Legal Services (as needed); Transportation; Technology Support Services including Web Design/Maintenance and App Design/Maintenance; Food Service; Child Psychologist, Speech Services, Facility Maintenance; Exceptional Children's Support; and Professional Development.

As of September 2016, Emereau: Roanoke Valley is in receipt of proposals from Acadia NorthStar (Financial Services and Student Information Management, PowerSchool), Transportation, Technology Support (Steve Joyner Consulting); Web Design and Maintenance (KellyBrady); Professional Development (Dr. Dianne McKune).

Presently and in the future, the criteria and selection of service providers are as follows: The Emereau Foundation Board of Directors, including School Leadership, will consider service providers who have a reputation for providing exemplary services to charter schools and non-chartered schools, competitive pricing; insurance/liability coverage (as appropriate); current Criminal Background Checks for all personnel providing services to the schools; and a willingness to demonstrate their commitment to upholding the Emereau: Roanoke Valley school Mission and culture.

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

The Emereau: Roanoke Valley budget aligns with the school's mission in the

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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following ways:

1)The average teacher salary of \$43,000.00 demonstrates our commitment and determination to recruit and retain exemplary teachers at a higher salary than currently provided in the North Carolina State Salary Schedule (2016-2017). As one example, first year teachers who meet the Emereau qualifications will earn a starting annual salary of \$40,000.00 plus participation in the North Carolina Health Insurance Program, North Carolina Retirement Program, meaningful Professional Development, and a Mission Driven school culture.

2)Support Services, critical to the school's success begin and expand in the first five years. These include and are not limited to the following full-time positions: School Nurse, Guidance Counselor, and College Guidance.

3)Instructional Teachers in Fine Arts, Spanish, Theatre, Healthy Living and Music are included in the school's budget beginning in 2018-2019 with the number of position increasing to meet the growing student population.

4)Commitment to the Formula for Greatness, $e=i(3)c(2)g!$ evidenced in a funded position for the Leader of Twenty-First Century Initiatives who will scale investigation, innovation, and transformation across the K-12 learning community.

5)Funding transportation, in the school's first operational year, remains challenging. However, Emereau: Roanoke Valley begins transportation in 2018-2019 with the goal of increasing the bus service even beyond the current budget plan in Years Three, Four, and Five.

6)Emereau: Roanoke Valley recognizes the relationship between sustained, engaged, meaningful professional development for teachers and student learning in the classroom. For this reason, funds are allocated beginning in Year One and increased annually for Professional Development.

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

Describe how the school will develop the fund balance.

The General Fund Balance for the first five years (2018-2023) will represent 2% of the total school budget for the years (August 2018-June 2023). In Year Three, the Emereau Foundation Board, with input from the Executive Director, School Leader/s, and Financial Services (Acadia NorthStar), will evaluate the goals regarding the maintaining and growing the General Fund Balance. Emereau: Roanoke Valley will strive to meet the General Fund Balance expectation by June 30 of Year Two balancing the needs of a start-up organization and the educational needs of the learning community: students, faculty/staff, and facilities.

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

To help insure the school's financial success in the critical early years, Advantaged Cpaitla Development, Co., LLC and the Emereau Foundation Board of Directors have jointly determined to stage the facility development to keep the lease expense low in the initial years. This approach will involve either using temporary space on the selected site and/or phasing construction over several years as enrollment grows. Advantaged Capital Development Co., LLC will provide the Emereau Foundation Board of Directors with several financing options for consideration. The school will have the opportunity to lease the facilities for an indefinite time period and it will have an option to purchase the facility at various intervals once it is established and able to access the tax-exempt municipal bond market or other

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attractively priced financing options.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

Emereau: Roanoke Valley will NOT have assets from other sources including and not limited to furniture, chairs, computers, textbooks, or office equipment.

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 Emereau Foundation Board of Directors will ensure adequate internal controls including segregation of duties, safeguarding of assets, and accurate record keeping through the following:

- 1) Contract with Acadia NorthStar for Financial services and Student Information Management;
- 2) Schedule a training meeting, conducted by Acadia NorthStar, for the Administrative Associate and School Leader/s in July 2018, prior to the beginning of the school year, for the sole purpose of learning the processes and required protocol for reporting, record keeping, and securing assets;
- 3) Provide a locked closet/s with a fire-proof locked file cabinet/s for all documents, including and not limited to financial reports, Board of Director's information/documents, Petty Cash, Student Enrollment Records, including Medical Records and IEP's, Copies of Safety/Security Procedures, and Personnel Files;
- 4) Arrange a timely audit at the close of each fiscal year (June 30) as acknowledged and approved by the Board of Directors;
- 5) Schedule a training meeting, conducted by Acadia NorthStar, for the Administrative Associate and School/Leader/s in July 2018, prior to the beginning of the school year, for the sole purpose of learning the processes and protocol for reporting Student Attendance and PowerSchool protocol; and
- 6) Review the budget/financial information with the Board Treasurer prior to each Board Meeting.

Additionally,

- 1) The Executive Director School Leader/s will be responsible for selecting Administrative Associate or designee whose duties will include assisting with reporting of monthly payroll; creating the Package Inventory for monthly invoices; and record keeping related and not limited to Field Trips (known as Expeditions and Excursions), Campus Events, and Contributions which will be reviewed by the Executive Director, School Leader, and Board Treasurer;
- 2) Acadia NorthStar will provide all services to the Board of Directors and School Leadership based on their contract with the school; and
- 3) The Executive Director and/or School Leader/s will meet with the Board Treasurer and/or Board Chair, each month, prior to each Board Meeting, or as needed to review processes and all reports prepared by Acadia NorthStar.

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

The Emereau Foundation Board of Directors knows of no known or possible related party transactions.

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

The Emereau Foundation Board of Directors approved the following firm to conduct the school's audit:

Petway, Mills, & Pearson, PA

Emereau: Roanoke Valley - At Emereau, we illuminate to embark; we investigate to discover; we innovate to transform; we cultivate to sustain; we celebrate to thrive - realizing the potential within us - we graduate, e=i(3)c(2)g!

806 North Arendell Avenue
Zebulon, North Carolina 27597
Phone (919)269-7405
FAX (919) 269-8728
Contact: Phyllis Pearson

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
No appendix M to explain other funds.	Steven Walker	Total Budget
Appendix M is missing. Where is the "other fund" coming from?	Shannon Sellers	Total Budget
What is the source of other funds (\$75,000) in year 1?	Sherry Reeves	Total Budget
Appendix M is not applicable. Other funds indicated but no supporting documents provided.	Jessica Kelly	Total Budget
***The applicant has included "other funds" in its revenue projections, but has not provided documentation of the source of this additional revenue.	Kebbler Williams	Total Budget
What is the role of facility manager?	Sherry Reeves	Personnel Bu
Building supplies goes down to \$612 in the 4th year and then back up in the 5th year, why? Where is the Executive Director that will be contracted listed in the budget? There is no budget listed for curriculum?	Shannon Sellers	Operations B
Who will provide financial services? Is "Other Professional" contract the Executive Director?	Sherry Reeves	Operations B
Where is curriculum purchases in the budget?	Robin Kendall	Operations B
Year 4 Building Supplies/Materials varies drastically from all other years. Are office expenses accurately calculated to handle additional staff and students?	Jessica Kelly	Operations B
***Why do building supplies/materials drop drastically to \$612 in the 4th year and make a leap up to \$10,824 in the 5th year? ***Why is there a discrepancy between the insurance quote and the total cost stated in the insurance section of the application and the operations budget? The quote says \$15,305. The insurance section says \$17,641. The operations budget says \$17,587. ***Where is the Executive Director's contract reflected in the budget? ***What percentage of the facility lease/mortgage payment is actually for the facility lease/mortgage and what percentage is to pay back the \$75,000 loan?	Kebbler Williams	Operations B
Contracted transportation, per the transportation plan is not sufficient in year 1 to cover the costs.	Alex Quigley	Operations B
Surplus in years 1 and 2 is tight.	Sherry Reeves	Total Expend
\$41,339 in year one is a tight surplus given the large amount of fluctuation that could take place in student enrollment, how will the board readjust the budget without taking away academic integrity of the proposed program?	Robin Kendall	Total Expend
Break-even # is 175. Note: \$75,000 loan from Advantaged Capital Development is to be paid back over the first 5 years-is scheduled as part of the lease agreement.	Sherry Reeves	Budget Narra
***The applicant needs to clarify why it believes there is a demand for an additional charter school in Halifax County - enough demand to meet the enrollment target. As of October 27,2016, there are zero students on the waitlist for the current charter school in Halifax County. That school has a current enrollment of 247 students in three grade levels (5-7). Though this school has started with middle school, it will be adding elementary grades also. Further, the total 2016-17 first month ADM for the three school systems in Halifax County is 6322 students. ***The applicant has included "other funds" in its revenue projections, but has not provided documentation of the source of this additional revenue. ***How will the school develop the fund balance?	Kebbler Williams	Budget Narra
Where is the evidence to support the demand for the school to meet projected enrollment?	Shannon Sellers	Budget Narra
How will the school reduce the size of the facility if the ADM decreases, if they are building the school before students enter the building?	Robin Kendall	Budget Narra

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What research has been conducted to ensure demand and interested parties will meet projected enrollment?	Jessica Kelly	Budget Narra
The applicant salary schedule is competitive for first year teacher but what will the applicant do to attract and retain exemplary teachers with more than five years experience? Schools first step to meet their financial needs is to reduce the number of core and elective teachers will the applicant make the teachers aware of this during the hiring process? The applicant states The emereau Foundation Board of Directors believes a demand exists due to the lack of excellent public school choice in Halifax County (2015-2016 NC School Report Card: Roanoke Rapids Graded School District; Halifax School District, Weldon City Schools. Emereau: Roanoke Valley offers a twenty-first century K-12 college preparatory curriculum which exceeds the current offerings in the Roanoke Valley region. Does the applicant have data to support this statement?	Walter Finnigan	Budget Narra
***How will the board hold Acadia NorthStar accountable?	Kebbler Williams	Financial Au

Reviewer	Score
Shannon Sellers	Pass
Robin Kendall	Pass
Glenn Allen	
Tammi Sutton	
Alex Quigley	Fail
Phyllis Gibbs	
Robert McOuat	
Jessica Kelly	Pass
Steven Walker	Pass
Kebbler Williams	Pass
Anthony Helton	Pass
Walter Finnigan	Pass
Becky Taylor	
Sherry Reeves	Pass
Deanna Townsend-Smith	

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-218.1(c).

kadhalifax

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Emereau: Roanoke Valley (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: kadhalifax

Board Position: The Emereau Foundation, Executive Director

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

Emereau: Roanoke Valley - At Emereau, we illuminate to embark; we investigate to discover; we innovate to transform; we cultivate to sustain; we celebrate to thrive - realizing the potential within us - we graduate, e=i(3)c(2)g!

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

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

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

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

<u>CSAB Votes</u>	
No	Yes

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

Initial Screening

Mission, Purposes, and Goals	- theltoncsab
Education Plan	- theltoncsab
Governance and Capacity	- theltoncsab
Operations	The food budget is not enough to cover costs of a high number of students that qualify for free lunch. - theltoncsab
Financial Plan	- theltoncsab
OVERALL	- dtsmith840 - theltoncsab - theltoncsab

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> ***How would the board describe the mission of the school without using the words in the mission statement? - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u> ***The applicant needs to clarify the educational need for this school in this location. - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u> What data do you have on surrounding high schools? Data included only goes through grade 6.</p> <p>Has there been research done to indicate that interest is there for the school and the proposed grade levels? - jessica_kelly</p> <p><u>Educational Need and Targeted Student Population</u> Is there any evidence/data stating that the individuals in this community want or are willing to send their students to this charter school? - walter_finnigan</p> <p><u>Educational Need and Targeted Student Population</u> Is 14% of Roanoke Rapids City Schools, 17% of Halifax school district, and 13% of Weldon City Schools reasonable, given this rural area?</p> <p>What is need for a K-12 school? - rkadmin</p> <p><u>Educational Need and Targeted Student Population</u> There is no evidence to support the need or interest for a charter in this community. - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u></p>
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Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year:

<http://www.dpi.state.nc.us/charterschools/schools/map>. - dtsmith840

Educational Need and Targeted Student Population

Appendix A1 gives data to support educational need for students in 3-6. What about other grade levels?

Was a survey of potential stakeholders conducted? Do parents want this school? High school requirements are lofty.

Is it realistic to enroll 14% of Roanoke Rapids ADM, 17% of Halifax's and 13% of Weldon's? - sherryreeves

Purposes of Proposed Charter School

***It is unclear if the school's alignment with purpose #1 is manageable. How will the school schedule the 80 hours of professional development per year for each teacher and pay for each teacher to attend a state or national education conference each year? - kwilliams75

Purposes of Proposed Charter School

Please specify who will be leading the professional development that is on site. Is 80 hours of PD manageable in the first year? Is this PD represented in the budget?

- jessica_kelly

Purposes of Proposed Charter School

Does the applicant have any data to support 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system? - walter_finnigan

Purposes of Proposed Charter School

How will you fund the 80 hours of professional development for teachers? Is this reasonable? - shannon1974

Purposes of Proposed Charter School

How will professional development of 80 hours be incorporated within the academic year?

Will the school be able to finance staff attendance at a state or national conference?

Explain this statement: Emereau Roanoke Valley will provide a comprehensive K-12 academic program leading to a two or four year college course of study.

Is purpose 6 speaking to a teaching method or to the school's leader? - sherryreeves

Purposes of Proposed Charter School

Please clarify in interview the reason or need for the school. - theltoncsab

Goals for the Proposed Charter School

***How can the board make their goal statements SMART goals?

***How can the board make their goal statements align with the school's mission? - kwilliams75

Goals for the Proposed Charter School

How will these goals be measured? - jessica_kelly

Goals for the Proposed Charter School

All goals are not specific and measurable.

	<p>Will the applicant define healthy organization. Will the applicant define vibrant board of directors. Will the applicant define daily commitment to the mission statement. Will the applicant define appropriate reporting. - walter_finnigan</p> <p><u>Goals for the Proposed Charter School</u> What are the schools SMART goals? No academic goals are listed, what are the applicants academic goals? - rkadmin</p> <p><u>Goals for the Proposed Charter School</u> What are the academic goals of the school? How do the goals align with the mission?How will the goals be measured? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Academic goals are stated in the education plan instead of here. - dswalker</p> <p><u>Goals for the Proposed Charter School</u> How will the board measure their specified goals? - sherryreeves</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> ***What are the proposed assessment strategies to be used with the proposed instructional program? ***The applicant needs to clarify the following: What is the documented evidence regarding the proposed approach's positive effect on student performance? - kwilliams75</p> <p><u>Instructional Program</u> What assessment processes and strategies will be used to assure the instructional plan is carried out?</p> <p>What evidence/research has been conducted to provide evidence that the proposed approach will lead to improved student performance? - jessica_kelly</p> <p><u>Instructional Program</u> The applicant does not discuss any use of assessment tool in the instructional program. How will the applicant use data to drive instruction throughout the year? - walter_finnigan</p> <p><u>Instructional Program</u> How does the curriculum and assessment strategies align? - rkadmin</p> <p><u>Instructional Program</u> What assessments will be used to monitor student progress? Is there evidence to support this instructional method will lead to improved student performance? - shannon1974</p> <p><u>Instructional Program</u> Is this the instructional program: Core Knowledge; Common Core and Essential State Standards; Inquiry Learning and the Formula for Greatness? How do these models work together to improve student performance? What are the assessment measures that will be utilized in conjunction with these models? - sherryreeves</p> <p><u>Instructional Program</u> This states a lot of different things but it's not clear to the reader how they come together. "The Emereau Fine Arts curriculum includes and may not be limited to Visual Arts, Theatre, Music, Chorus, Music Theory, Band, Orchestra, Percussion,Drumming, and</p>

Strings. While Fine Arts programs continue to see cuts due to shrinking school budgets, Emereau recognizes the connection between imagination, innovation, curiosity and creative learning modalities including spatial and kinesthetic intelligences in the individual learner." - a_quigley

Instructional Program

Educational plan seems incomplete. Will data drive education? If so, how? - theltoncsab

Curriculum and Instructional Design

***How does the curriculum outline provided align with the school's mission and support the target population?

***The applicant needs to clarify how it will ensure that offering "honors/AP only" courses will not be a barrier to students who want to attend the school, but may not be academically or intellectually strong.

***The applicant needs to clarify how the proposed instructional plan will ensure student readiness to transition from grade to grade.

***How will time during the 2-week spring break and 5-week winter break be used to support students who are at-risk of failing/falling through the cracks? - kwilliams75

Curriculum and Instructional Design

No professional development days are listed on the academic calendar. Please specify how the hours of PD are going to be met without having any workdays or professional development days listed on the academic calendar.

How does the curriculum meet the needs of the projected student population?

What research was done to reach the conclusion of the selected curriculum?

How is Appendix B and the mission aligned?

For 9-12 Core Content please specify why the decision was made to only offer Honors and AP classes. How will you meet the needs of all of your students by only offering these classes?

- jessica_kelly

Curriculum and Instructional Design

The plan for educating students does not reflect assessing the students. - walter_finnigan

Curriculum and Instructional Design

The schools instruction has many different aspects: Core Knowledge, Process: Inquiry Learning, Fine Arts, Spanish Language, Healthy Living, and a makersspace, in addition to opening K-5 in year 1 and growing to K-12 by year 8, how will each of these instructional elements be implemented with fidelity?

What will the learning environment look like in high school?

How does this curriculum align with the targeted student population?

Will the described primary instructional strategies be used K-12?

The application writes about students that begin at Emereau early on, how will the school

	<p>prepare students that do not attend in the early grades?</p> <p>What are the specific graduation requirements and transition requirements from grade to grade? - rkadmin</p> <p><u>Curriculum and Instructional Design</u> There are a lot of different instructional programs mentioned that will be used. How will these work together and be used successfully for student achievement? What will the high school classroom look like? The application mentions plans for students that begin in the early years at Emereau, but what about students that begin in middle school or even high school? How does the curriculum align with the mission? How can you ensure that all high school students will be prepared to take honors and EC courses for example. exceptional children? Your calendar doesn't show professional development as mentioned earlier in the application. When will this take place? - shannon1974</p> <p><u>Curriculum and Instructional Design</u> Information regarding multiple learning spaces is clearly explained. Instructional strategies, however, are listed but there is no clear explanation as to how these strategies work together or as to how they will be implemented on a daily basis. Narrative did not address how proposed instructional plan will ensure transition from grade to grade, level to level. Narrative states the students reading below grade level will be identified by their scores on EOGs. What about grade levels without scores? Academic calendar does not indicate dates staff starts and ends their school year. High school curriculum indicates Honors-level for many required courses. What about students who do not meet criteria for honors-level? What assessment measures other than state-mandated assessments will be utilized? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> Appendices lack substance. - a_quigley</p> <p><u>Special Programs and "At-Risk" Students</u> ***What are the specific instructional programs, practices, and strategies the school will use for ELL students? ***Who will provide intensive services for ELL students who need more than what the classroom teacher can provide? ***How will intellectually gifted learners be identified? Other than Honors/AP courses, what specific programs and opportunities will the school employ to enhance their abilities? - kwilliams75</p> <p><u>Special Programs and "At-Risk" Students</u> Who will be conducting the language assessments on your ELL students? Who will be responsible for individualized instruction if needed for ELL students. Will staff be trained on these strategies if they are the ones responsible?</p> <p>Response on academically gifted student opportunities is not detailed enough. How will these students be identified? What process will be used. - jessica_kelly</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant does not include or involve the parents in their special programs and at risk</p>
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students model. - walter_finnigan

Special Programs and "At-Risk" Students

There is no mention of the assessments used by the state to identify ELL students and levels.

What instructional methods will be used to instruct ELL learners?

Will there be an ELL teacher for those students requiring additional support beyond the classroom teacher?

How will gifted students be identified? The section on academically gifted students should be revised to include more information. - shannon1974

Special Programs and "At-Risk" Students

Narrative discusses RTI (Tier 1) to address at-risk students but does not speak to other tiers.

Instructional plan for EL learners is non-specific.

How are AIG students identified? - sherryreeves

Exceptional Children – Identification and Records

***What is the plan for how the records of students with disabilities and/or 504

Accommodation Plans will be properly managed?

***What is the applicant's understanding of state and federal requirements regarding 504 Plans and accommodations? - kwilliams75

Exceptional Children – Identification and Records

How will files for 504 and IEP be managed? Who will be over the auditing of these files?

Who will be in charge of 504 meetings and assuring that a student's mods/accommodations will be met?

- jessica_kelly

Exceptional Children – Identification and Records

Where will the applicant store the EC/504 files who will be in charge of the EC/504 files and how will the applicant monitor who checks out the EC/504 files? - walter_finnigan

Exceptional Children – Identification and Records

How will Emereau ensure EC record confidentiality and compliance? - rkadmin

Exceptional Children – Identification and Records

There is no mention of 504 plans and accommodations. Who will be responsible for these?

Where will the files be maintained for students with disabilities? - shannon1974

Exceptional Children – Identification and Records

What is the process for identifying EC and 504 students not previously identified?

What are the measures for record-keeping? - sherryreeves

Exceptional Children – Education Programming

***How will the implementation of students' IEP's be monitored and reported to the student, parents, and relevant staff?

***How is the educational plan for serving Exceptional Children aligned with the overall proposed curriculum, instructional methods, and the school's mission?

***What is the school's plan for providing related services?

<p>***What is the school's plan for providing the full continuum of Exceptional Children services? - kwilliams75</p> <p><u>Exceptional Children – Education Programming</u> Plan addresses general adherence to state and federal guidelines but not a specific plan on how they propose to follow the guidelines. - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> Related services are not indicated until year 5. Who will be responsible for related services year 1-4; how will you ensure all students' needs are being met? - jessica_kelly</p> <p><u>Exceptional Children – Education Programming</u> What is the schools plan for ensuring FAPE? What is the schools plan for implementing a full range of EC programs? - rkadmin</p> <p><u>Exceptional Children – Education Programming</u> How will the school implement a full range of EC programs? Are you prepared for students that may need to be self-contained? How will IEP's be monitored? - shannon1974</p> <p><u>Exceptional Children – Education Programming</u> Educational plan for exceptional children is not outlined. What is the full range of services that will be offered through the school's ECP? - sherryreeves</p> <p><u>Student Performance Standards</u> ***How will the school measure progress of Kindergarten students? ***What are the school's policies and standards for promotion from one grade level to the next? ***How and when will promotion criteria be communicated to parents and students? ***How will MAP and DIBELS testing be used to drive instruction and improve curriculum over time for the benefit of students? - kwilliams75</p> <p><u>Student Performance Standards</u> Plan states they will comply with requirements but no plan outlined. How specifically will promotion and retention standards be followed? What is the plan? This would include how does the IEP impact decisions regarding promotion and retention? - kevin_allen</p> <p><u>Student Performance Standards</u> How is goal 2 be measurable? Response is not specific on retention and promotion process for students, specifically EC students. How are parents involved in this process? - jessica_kelly</p> <p><u>Student Performance Standards</u> What other promotion standards from one grade level to the next for all students? How does stating the school's mission from memory impact learning/performance or create school culture? - walter_finnigan</p> <p><u>Student Performance Standards</u></p>
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	<p>What are the exit standards for all students? - rkadmin</p> <p><u>Student Performance Standards</u> What are the goals for kindergarten students? What are the policies for promotion and retention? These are not addressed. How will MAP and DIBELS drive instruction? - shannon1974</p> <p><u>Student Performance Standards</u> Who is responsible for monitoring/recording the following: recitation of mission, utilization of agenda, participation in makerspace lab, participation in organic garden, etc.? What other measurements will be used in addition to required state testing/DIBELS? What is the anticipated graduation rate? What is the criteria for promotion for one grade to the next? - sherryreeves</p> <p><u>Student Conduct and Discipline</u> ***The applicant does not demonstrate understanding of the policies regarding suspension and expulsion for students with disabilities. - kwilliams75</p> <p><u>Student Conduct and Discipline</u> Plan should include following Discipline and due process procedures as set forth in Policies Governing Services for Children with Disabilities. Appendix O references 15 days and does not address the 10 days which may constitute a change of placement and the need for a manifestation determination and ultimately the provision of services to students with disabilities. I would encourage the school to go back and reflect on the polices and make adjustments as necessary. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Plan is not specific enough. Does not include discipline process or suspension/expulsion details. Applicant does not have a clear understanding on student conduct. - jessica_kelly</p> <p><u>Student Conduct and Discipline</u> What are the suspension / expulsion policies? - rkadmin</p> <p><u>Student Conduct and Discipline</u> The plan does not address suspension and expulsion for students with disabilities. The applicant should review and expand on its discipline policy and ensure that laws regarding students with disabilities is included. - shannon1974</p> <p><u>Student Conduct and Discipline</u> Draft of Student Conduct included in Appendix O is confusing. Suspension of students with disabilities (15 days) does not meet state/federal requirements. - sherryreeves</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> ***The applicant has not yet applied for 501(c)(3) status. - kwilliams75</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant has 24 months. - jessica_kelly</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> The applicant has 24 months to apply after final approval. - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> ***What efforts have been made to recruit a board member who lives in Halifax County?</p>

	<p>***The board lacks a current/recent educator. What efforts are being made to recruit a board member with more education experience?</p> <p>***Under what timeline will the lower, middle, and upper school leaders use to act upon a grievance? Under what circumstances will the board deny a request for a hearing (with or without cause)?</p> <p>***Because of current job roles, a couple board members have the potential to have real or perceived conflicts of interest as issues related to the audit and the facility are brought forward. Has the board explored these potential conflicts? How will it handle the potential conflicts?</p> <p>***The applicant needs to provide page 4 of the official Articles of Incorporation. In its current form, only pages 1-3 are included in the application. - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Not all board members appear to have a clear understanding of mission and vision of school. What efforts are being made to obtain members of the board with more education experience?</p> <p>How will conflicts of interest be handled with board members?</p> <p>Specific timeline is not given for grievance process. - jessica_kelly</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Who on the board has experience with the array of curriculum and strategies the application is proposing?</p> <p>Why does the board plan to add local representation after the school has already opened in 2018? - rkadmin</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How can the board efficiently contribute to a public charter school without a board member with education experience? Has the board reached out to Halifax County for representation on the board from within the county? Thirty days seems like a long time for the board to respond to a grievance and make a decision whether or not a hearing will be held (with or without cause.) What criteria will be used to determine whether or not to have a hearing? How will conflicts of interest be handled with board members? How will the board evaluate itself? - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Would like to see a Halifax member on the board. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> No board members are residents of Halifax County. How is current board qualified to speak to potential stakeholders if there is no direct connection on their part? Will founding board participate in board training provided by the Office of Charter Schools? (earlier in the application this answer was "NO") Is there a board member with current educational experience? Will there be a conflict of interest for the board member who works for the NC Office of the State Auditor? Will Balfour Beatty Construction build the school facility? - sherryreeves</p>
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<p><u>Proposed Management Organization (EMO/CMO)</u> ***This section is not applicable. - kwilliams75</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Not applicable. - jessica_kelly</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Not applicable. - shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u> ***Other than approving employee contracts/agreements, what relationship will exist between the board and school employees in non-leadership roles (teachers, aides, administrative assistants, etc.)? ***What is the board's procedure for dismissing school personnel? ***What is the board's procedure for conducting criminal background checks? - kwilliams75</p> <p><u>Staffing Plans, Hiring, and Management</u> Format of plan on application is difficult to follow.</p> <p>Specify relationship between the employees and board. - jessica_kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Is the number of Exceptional Childrens Teachers adequate to serve such a large and growing school? For example, in year 4 there are projected to be 692 students and 3 EC teachers. If 10% of the school is EC, that means that each EC teacher has a case load of 23 students.</p> <p>What is the applicants procedure for dismissing an employee? - rkadmin</p> <p><u>Staffing Plans, Hiring, and Management</u> What is the procedure for dismissal of an emplyee? What relationship will the board have with its employees? - shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u> What is the role of the facility manager? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> ***What are the applicant's detailed plans regarding mentoring, retaining, and evaluating beginning teachers? - kwilliams75</p> <p><u>Staff Evaluation and Professional Development</u> How will beginning teacher's be handled?</p> <p>How will professional development expectations be met with limited time on academic calendar? - jessica_kelly</p> <p><u>Staff Evaluation and Professional Development</u> What is the plan for beginning teachers? Will you have mentors? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> How often will teachers be evaluated each year? - sherryreeves</p> <p><u>Marketing Plan</u></p>
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	<p>If school intends to have a focus on Spanish as an integral part of the education plan, why not offer all print materials in Spanish? - sherryreeves</p> <p><u>Parent and Community Involvement</u> *How will the applicant engage parents in the life of the public charter school after the school opens? What is the plan for engaging partnerships between the family and school that strengthen support for student learning? - kwilliams75</p> <p><u>Parent and Community Involvement</u> How will parents be involved? What plan does the applicant have to continue parent involvement K-12? - jessica_kelly</p> <p><u>Parent and Community Involvement</u> How will the school foster parent involvement in the long term, not just in the Read to Open process? - rkadmin</p> <p><u>Parent and Community Involvement</u> How will you continue to develop partnerships with parents after the opening? - shannon1974</p> <p><u>Parent and Community Involvement</u> With no current board members in Halifax County, how does the board plan to be actively involved with the community during the ready to open phase and beyond? - sherryreeves</p> <p><u>Admissions Policy</u> ***The definition of sibling in charter school law is "any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home." The applicant will need to update its policy to include all of the law. - kwilliams75</p> <p><u>Admissions Policy</u> - jessica_kelly</p> <p><u>Projected Student Enrollment (Table)</u> Is 330 students in year 1 in grades K-5 realistic? Is 830 students in year 5 in grades K -9 realistic? - rkadmin</p> <p><u>Projected Student Enrollment (Table)</u> What is the basis for enrollment projections for each LEA? Are yearly enrollment projections realistic? - sherryreeves</p> <p><u>Weighted Lottery</u> ***This section is not applicable. - kwilliams75</p> <p><u>Weighted Lottery</u> Not applicable. - jessica_kelly</p> <p><u>Weighted Lottery</u> Not applicable. - shannon1974</p> <p><u>Weighted Lottery</u> When will the lottery be held? - sherryreeves</p>
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<p>Operations</p>	<p><u>Transportation Plan</u> What will the process be to determined the need based before and after school care? - jessica_kelly</p> <p><u>Transportation Plan</u> How will students be selected to ride to the bus, if the number of students needing to ride the bus is more than the number of seats available? - walter_finnigan</p> <p><u>Transportation Plan</u> What percentage of students will be covered for bus transportation if the bus has a 15 mile radius from the school? - rkadmin</p> <p><u>Transportation Plan</u> How many buses will operate in year 1? Will this capacitate all students who need bus transportation? - sherryreeves</p> <p><u>School Lunch Plan</u> ***What will the consequence be if families choose not to participate in the healthy lunch choice model with the meals/snacks brought from home? - kwilliams75</p> <p><u>School Lunch Plan</u> What is the plan for students/parents who do not embrace the healthy living model? - jessica_kelly</p> <p><u>School Lunch Plan</u> How will the school determine if a family qualify for Free and/or reduced lunch? What steps will the school take if a family does not adhere to the healthy school model while on campus? - walter_finnigan</p> <p><u>School Lunch Plan</u> Why is the applicant not participating in the Free and Reduced Lunch Program, considering the school's location and target population? - rkadmin</p> <p><u>School Lunch Plan</u> How will students be indentified for free/reduced lunch? How will you handle situations where families don't adhere to the healthy food policy while on campus? - shannon1974</p> <p><u>School Lunch Plan</u> Has board considered participating in the Federal Free and Reduced Lunch program, especially considering the target population? - sherryreeves</p> <p><u>Civil Liability and Insurance</u> Why is there a discrepancy between the insurance quote and the total cost stated in the application? The quote says \$15,305. The application says \$17,641. - kwilliams75</p> <p><u>Civil Liability and Insurance</u> Amounts differ from application to appendix. - jessica_kelly</p> <p><u>Facility and Facility Contingency Plan</u> ***A cost of \$150-\$200 per square foot seems high, especially when other applicants are estimating a cost of \$5.25 - \$19 per square foot for their facilities. Has the board done the necessary budget forecasting to make sure that this facility cost will not cause problems in the budget in future years?</p>
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	<p>***What happens to the "binding agreement for the school site" if the school is not approved to open? - kwilliams75</p> <p><u>Facility and Facility Contingency Plan</u> Cost per square foot is high. - jessica_kelly</p> <p><u>Facility and Facility Contingency Plan</u> Cost per square foot is high. What is the basis for this figure? - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> ***The applicant has included "other funds" in its revenue projections, but has not provided documentation of the source of this additional revenue. - kwilliams75</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M is not applicable. Other funds indicated but no supporting documents provided. - jessica_kelly</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M is missing. Where is the "other fund" coming from? - shannon1974</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> No appendix M to explain other funds. - dswalker</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the source of other funds (\$75,000) in year 1? - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> What is the role of facility manager? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> ***Why do building supplies/materials drop drastically to \$612 in the 4th year and make a leap up to \$10,824 in the 5th year? ***Why is there a discrepancy between the insurance quote and the total cost stated in the insurance section of the application and the operations budget? The quote says \$15,305. The insurance section says \$17,641. The operations budget says \$17,587. ***Where is the Executive Director's contract reflected in the budget? ***What percentage of the facility lease/mortgage payment is actually for the facility lease/mortgage and what percentage is to pay back the \$75,000 loan? - kwilliams75</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Year 4 Building Supplies/Materials varies drastically from all other years. Are office expenses accurately calculated to handle additional staff and students? - jessica_kelly</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Where is curriculum purchases in the budget? - rkadmin</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Building supplies goes down to \$612 in the 4th year and then back up in the 5th year, why? Where is the Executive Director that will be contracted listed in the budget? There is no budget listed for curriculum? - shannon1974</p>

<p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Contracted transportation, per the transportation plan is not sufficient in year 1 to cover the costs. - a_quigley</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Who will provide financial services? Is "Other Professional" contract the Executive Director? - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> \$41,339 in year one is a tight surplus given the large amount of fluctuation that could take place in student enrollment, how will the board readjust the budget without taking away academic integrity of the proposed program? - rkadmin</p> <p><u>Total Expenditure Projections (Table)</u> Surplus in years 1 and 2 is tight. - sherryreeves</p> <p><u>Budget Narrative</u> ***The applicant needs to clarify why it believes there is a demand for an additional charter school in Halifax County - enough demand to meet the enrollment target. As of October 27,2016, there are zero students on the waitlist for the current charter school in Halifax County. That school has a current enrollment of 247 students in three grade levels (5-7). Though this school has started with middle school, it will be adding elementary grades also. Further, the total 2016-17 first month ADM for the three school systems in Halifax County is 6322 students. ***The applicant has included "other funds" in its revenue projections, but has not provided documentation of the source of this additional revenue. ***How will the school develop the fund balance? - kwilliams75</p> <p><u>Budget Narrative</u> What research has been conducted to ensure demand and interested parties will meet projected enrollment? - jessica_kelly</p> <p><u>Budget Narrative</u> The applicant salary schedule is competitive for first year teacher but what will the applicant do to attract and retain exemplary teachers with more than five years experience? Schools first step to meet their financial needs is to reduce the number of core and elective teachers will the applicant make the teachers aware of this during the hiring process? The applicant states The emereau Foundation Board of Directors believes a demand exists due to the lack of excellent public school choice in Halifax County (2015-2016 NC School Report Card: Roanoke Rapids Graded School District; Halifax School District, Weldon City Schools. Emereau: Roanoke Valley offers a twenty-first century K-12 college preparatory curriculum which exceeds the current offerings in the Roanoke Valley region. Does the applicant have data to support this statement? - walter_finnigan</p> <p><u>Budget Narrative</u> How will the school reduce the size of the facility if the ADM decreases, if they are building the school before students enter the building? - rkadmin</p> <p><u>Budget Narrative</u> Where is the evidence to support the demand for the school to meet projected enrollment? - shannon1974</p> <p><u>Budget Narrative</u></p>

	<p>Break-even # is 175. Note: \$75,000 loan from Advantaged Capital Development is to be paid back over the first 5 years-is scheduled as part of the lease agreement. - sherryreeves</p> <p><u>Financial Audits</u> ***How will the board hold Acadia NorthStar accountable? - kwilliams75</p>
OVERALL	<p><u>Cover Page</u> ***The applicant needs to clarify why Kate Alice Dunaway is considered a third party when she is the executive director of the Emereau Foundation. What exactly is her relationship with the board and ultimately with the school? - kwilliams75</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is 830 students by year 5 realistic for Roanoke Rapids City Schools? - rkadmin</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Will you be able to achieve the projected enrollment in Roanoke Rapids? - shannon1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is there sufficient need to meet projected enrollment numbers? Did not agree to participate in the planning year while application is being reviewed. As Executive Director of the Emereau Foundation, is Kate Alice Dunaway also a member of the board? (signed application as Director) - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Agressive enrollment numbers - theltoncsab</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	The Office of Charter Schools deemed this application incomplete on September 30,

<p>09/30/2016</p>	<p>2016.</p> <p>The following is needed to evaluate this application:</p> <p>(1) Appendix M to support the additional revenue applicant indicated in 2018-19.</p> <p>Applicant did not submit any items deemed incomplete by the Office of Charter Schools. The application received evaluation based on the information initially provided.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Two board members, the executive director and facility consultant were present for the application review, discussion, and clarification opportunity.</p> <p>The Policy Committee (PC) led by Mr. Quigley asked specific questions on major sections of the application. Overall there are concerns with the lack of community representation on the board currently. Mr. Quigley and the PC questioned if it is the same board as Emereau: Bladen as that school is in its planning year and not yet opened. The founding boards are the same for both schools.</p> <p>Ms. Reeves outlined that the school will be pulling from 3 LEAs once at full scale. The educational need was not substantial and the legislative purposes lacked some clarity. The assessments and education plan seemed to be a long list of strategies and more detail is needed. She also expressed her concerns again on the lack of community representation for the LEA in which the school plans to locate. Mr. Walker outlined that the board approved this school last year and nothing changes his mind about the school. He thinks they have a slightly different model and the facility will help them recruit the students. Also a school that he approved to open last year he will not vote to not approve this year. Mr. Helton echoed some of the sentiments of Mr. Walker. Mr. Quigley outlined he has concerns that there is not proof that the model works and the board needs to get one open first before seeking to open another campus. Ms. Reeves echoed the sentiments of Mr. Quigley. Mr. Quigley further questioned the rush for another campus so soon. Ms. Reeves pointed to the fails given by the external evaluators on the education plan.</p> <p>Mr. Walker made a committee motion to recommend the applicant for interview. Mr. Helton seconded. The motion ended in a tie, thus failed.</p> <p>The full CSAB received a motion from Mr. Walker for a full interview. Mr. Helton seconded. Mr. Hawkes outlined the county conditions from last year are still present this year and detailed the performance of the county by which the school proposes to locate. Mr. Maimone outlined the mayor on the board, who is the chair, lives in Bladen County. One board member responded to a clarification on if the school will participate in FRL program and if need stipulated the school would participate in the program. The board member detailed a weighted lottery will not be used. Ms. Turner outlined her concerns that this board is divided and needs to open its current school and apply to open another campus later. The proposed board communicated they are confident they will meet their enrollment numbers. Mr. Quigley urged the CSAB board to proceed cautiously. The motion tied 4 to 4. The CSAB presented another motion since the full motion failed and the motion passed 7 to 1 with Ms. Reeves dissenting.</p>
<p>Application</p>	

Emereau: Roanoke Valley - At Emereau, we illuminate to embark; we investigate to discover; we innovate to transform; we cultivate to sustain; we celebrate to thrive - realizing the potential within us - we graduate, e=i(3)c(2)g!

Interview	
OVERALL	