



NORTH CAROLINA CHARTER SCHOOL APPLICATION

The Experiential School of Greensboro

Public charter schools opening the fall of 2018

Due 5:00 pm EST, 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.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION.....4

II. MISSION and PURPOSES.....6

Mission:.....6

Purposes of the Proposed Charter School:.....8

Goals for the Proposed Charter School:.....9

III. EDUCATION PLAN.....12

Instructional Program:.....12

IV. GOVERNANCE and CAPACITY.....28

Governance:.....28

Governance and Organizational Structure of Private Non-Profit Organization:.....28

Proposed Management Organization (Educational Management Organization or Charter Management Organization):.....36

Private School Conversions:.....37

Charter School Replication:.....37

Projected Staff:.....37

Enrollment and Marketing:.....44

Marketing Plan:.....45

Parent and Community Involvement:.....46

Admissions Policy:.....47

Weighted Lottery:.....48

V. OPERATIONS.....51

Transportation Plan:.....51

School Lunch Plan:.....51

Civil Liability and Insurance:.....52

Health and Safety Requirements:.....53

Facility:.....53

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each LEA 2018-19:.....55

Total Budget: Revenue Projections 2018-19 through 2022-2023:.....56

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023:.....57

Operations Budget: Expenditure Projections 2018-19 through 2022-2023:.....60

Overall Budget:.....61

Budget Narrative:.....62

Financial Compliance:.....67

VII. AGREEMENT PAGE.....

Application Fee:68

Applicant Signature: 68

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: The Experiential School of Greensboro

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 Experiential School of Greensboro, I*

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

Name of contact person: *Melissa C. Bocci*

Title/Relationship to nonprofit: *Initial Director*

Mailing address: 4604 Kinnakeet Way
Greensboro NC 27455

Primary telephone: 336-382-2454 Alternative telephone: 336-382-1439

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

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? *The Experiential School of Greensboro, I*

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?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	276
Second Year	K,01,02,03,04,05,06,07	316
Third Year	K,01,02,03,04,05,06,07,08	356
Fourth Year	K,01,02,03,04,05,06,07,08	364
Fifth Year	K,01,02,03,04,05,06,07,08	372

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

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

c_experiential

Melissa Bocci, Board President

Signature

Title

c_experiential

09/17/2016

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The Experiential School of Greensboro educates the whole child through a high quality, project-based, experiential curriculum. We are committed to an inclusive, open, experience-based learning environment that promotes the development of socially-aware citizens who are creative problem solvers and critical thinkers.

Clearly describe the mission of the proposed charter school:

TESG students meet their learning goals through an integrated curriculum that emphasizes environmental mindfulness, community engagement, and creativity. Through these lenses, students and teachers design experiential activities through which students acquire language arts, math, science, social studies, art, music, and kinesthetic skills, often simultaneously. Our student-centered, inquiry-based strategies promote differentiation, self-directed learning, and culturally-responsive instruction.

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

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

The racial and ethnic demographics for Guilford County Schools are as follows: 40.9% Black, 34.3% White, 14.3% Latino, 5.9% Asian, 3.9% multi-racial, 0.5% American Indian, and 0.2% Pacific Islander, and 12.5% of families speak languages other than English at home. The school aims to reflect Guilford County's demographic composition, while particularly serving the diverse group of students living around downtown. This location in central Guilford County will make TESG accessible to families of all backgrounds. In line with TESG's mission to serve the whole child through inclusive, socially aware practices, the school also intends enroll students with diverse identities beyond race and ethnicity, including socioeconomic status, gender identity, and ability.

While students from all parts of Greensboro will benefit academically from TESG's unique program, for students in the neighborhoods closest to our proposed site, TESG's instructional program--distinct from the nearby magnet options available, research-based, and designed to promote academic achievement and engagement for students whose learning styles and needs are not met in traditional classrooms--represents an important alternative

option. These families need such a choice in close proximity to their homes because of the six elementary schools that currently serve them, all are performing at 10%-40% below district averages across EOG grades, subject areas, and demographic subgroups. Of the three closest elementary schools, two have less than 50% of their student body performing at or above grade level.

2. *What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The Experiential School of Greensboro is projected as k-8 school with multi-age classrooms and a 18:1 student-teacher ratio in kindergarten and a 20:1 ratio for 1st-8th in the first 3 years moving 7th and 8th to 22:1 in year 4 and 24:1 in year 5 of the school. Two classes per grade level generates 276 students total enrollment at full capacity for the first year. As an inclusive community, we welcome and support varying abilities and home languages through a positive growth-mindset.

The ADM for the elementary span in GCS for the 2015-2016 year was 32,688. Our enrollment of 236 k-5 students reflects 0.71% of the total k-5 enrollment for GCS. The ADM for the middle school span in GCS for the 2015-2016 year was 15,528. Our enrollment of 40 6th graders in our first year reflects 0.258% of the 6-8 enrollment in GCS. In our second year, we will enroll 80 student in grades 7 and 8, reflecting 0.515% of the 6-8 enrollment in GCS. After our third year, we will serve 128-136 students in grades 6-8, reflecting a 0.773% of the 6-8 enrollment in GCS.

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

TESG offers a unique experience for Guilford County students.

First, unlike local LEAs, we philosophically align with Dewey, Kolb, and other progressive educators who believe that experiential learning is the best way to provide students with rich opportunities for intellectual, social, emotional and physical development and to prepare them to be engaged citizens. Like Carver (1997), we center the "ABCs of learning"--"agency, belonging, and competence" (p.146). Agency provides "increasing...recognition and appreciation of the extent to which the locus of control for their lives is within themselves." Belonging refers to the development and maintenance of a community in which students (and staff) share a sense of {being a part of something bigger}--in which they see themselves as members with rights and responsibilities, power and vulnerability and learn to act responsibly." Competence refers to "learning skills, acquiring knowledge, and attaining the ability to apply what is learned" (p.146).

In contrast to educational theories that position students as passive recipients and teachers as all-knowing, TESG centers the students needs and interests as social beings, respects them as equal partners in the development of their intelligence, and expects equal collaboration in the success of a democratic learning community. Its core values are: attending to the whole child, community, collaboration, social justice, intrinsic motivation, deep understanding, active learning, and taking students

seriously (Kohn, 2008).

Second, unlike local LEAs, in embodying our progressive philosophy, we offer an integrated, student-centered, inquiry-based curriculum. Unlike traditional schools, where subjects are taught in isolation and certain kinds of intelligence are valued and others marginalized, students and teachers at TESH understand that any topic of inquiry requires a cross-disciplinary set of skills and that problems can be solved in a variety of ways that center multiple talents and knowledges. As such, these integrated, hands-on activities involve several instructional strategies, including project-based learning, Socratic seminars, direct instruction, internships, service-learning, and student-led research.

Third, unlike local LEAs, we plan to situate the school downtown so as to capitalize on the many resources available in Greensboro and expand the classroom into the world outside of it. We already have partnership commitments from local museums, business, universities, arts and cultural organizations, and service organizations.

Fourth, while our students are still categorized by grade level for the purposes of assessment, we also offer teachers and students frequent opportunities for multi-age grouping and collaboration, as decades of research indicate that multi-age grouping can have academic (Anderson & Pavan, 1993) and social and emotional (Miller, 1990) benefits, such as increased senses of belonging, improved attendance rates, and positive feelings about school. Moreover, multi-age grouping facilitates inquiry-based, experiential learning as both teachers and students can assume leadership roles, pursue interests, and use their talents cooperatively across classroom and grade level boundaries.

Finally, our formal assessment protocols will include both individualized portfolio assessments and standardized tests as required by the state. We use portfolios of student work to formatively assess student progress within and across their grade progression. State standardized test scores are used as summative assessments of student progress at the conclusion of each grade level. In addition to these general formal assessment protocols, eighth graders are required to give an exit panel presentation synthesizing their portfolios and internship experience. These portfolios and exit presentations set us apart for the local LEA.

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

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*

2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

Because TESG offers students a progressive, hands-on, experiential learning environment it also offers teachers the unique professional opportunity of working in such an environment. Through rigorous and targeted professional development and mentoring programs, teachers become versed in these practices, which include, on the school management level, the co-construction of curriculum, policies, and procedures by all stakeholders. This emphasis on group decision-making creates many constant opportunities for teachers to take responsibilities for the success of the program beyond the confines of their regular classroom duties.

TESG's unique program offers parents and students a true choice in style of schooling. There are no magnet, neighborhood or charter schools in the area offering this kind of educational opportunity.

TESG's program naturally attends to multiple learning styles and intelligences, engages students curiosity and personal interests, offers constant hands-on and real-world opportunities to gain and practice skills, and emphasizes culturally competent and inclusive teaching strategies. Research suggests that these methods improve student learning, motivation, and academic engagement. These claims are reinforced by the successes in improving student learning outcomes of similar schools in other areas, such as The Francine Delaney New School for Children (<http://fdnsc.net/>), Evergreen Community Charter School (<http://www.evergreencs.org/#evergreen>), The Hawbridge School (<http://thehawbridgeschool.org/>), and Central Park School for Children (<http://www.cpscnc.org/>).

These learning outcomes may particularly be enhanced for students with special needs, gifted students, and those at-risk in traditional settings. Because the approach is highly individualized and engages learning styles often ignored or marginalized in traditional programs, students may find academic and personal success at TESG that eludes them elsewhere. The kinds of learning opportunities TESG employs--including project-based learning, inquiry-based learning, student-led research, interdisciplinary teaching, arts-integrated instruction, and community-engaged service-learning and internships beginning at a young age--offer students unique ways to gain and use content knowledge. Moreover, the supportive environment, with an emphasis on relationships, creates an atmosphere of safety and care for the whole child, which lowers their affective filters and creates a network of peers and adults that know and are invested in each child personally.

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.*

TESG staff and board members are committed to ensuring positive academic and personal growth for students, strong and respectful partnerships with families and community, and sustainable operational and financial growth for the school. During monthly board meetings, the TESG administrative team will report on the current state of the school and relay ongoing assessment results based on the following SMART goals that the Board has created.

Our goals are:

1) Academic Growth: TESG students demonstrate academic growth at the end of each school year.

2018-2019: 80% of all students will show at least one year's academic growth at the end of the school year based upon internal portfolio assessments, and 75% of students will score Level III or above on the NC EOG tests.

2019-2020: 85% of all students will show at least one year's academic growth at the end of the school year based upon internal portfolio assessments, and 80% of students will score Level III or above on the NC EOG tests.

2020-2021 and beyond: 90% of all students will show at least one year's academic growth at the end of the school year based upon internal portfolio assessments, and 85% of students will score Level III or above on the NC EOG tests.

2) Attendance: TESG students attend school daily. TESG will have an Average Daily Attendance (ADA) of 95% each year.

3) School Growth: TESG maintains school capacity, increases the number of applicants, and keeps a wait list of students each year.

2018-2019 and beyond: TESG will serve 100% of the school capacity. We will receive 30% more applicants than we have capacity to serve and will maintain a wait list of these students.

4) Family Satisfaction and Retention: Students and families are satisfied members of the TESG community and remain with TESG each year.

2018-2019: 85% of families will be satisfied with their TESG experience based on the parent survey results and 85% will remain students.

2019-2020: 90% of families will be satisfied with their TESG experience based on the parent survey results and 90% will remain students.

2020-2021 and beyond: 95% of families will be satisfied with their TESG experience based on the parent survey results and 95% of those served by the existing grade spans will remain students.

5) Teacher Satisfaction and Retention: TESG teachers enjoy working at TESG and remain on staff each year.

2018-2019: 80% of teachers will be satisfied working at TESG based on the teacher survey results and 80% will remain on staff.

2019-2020: 85% will be satisfied working at TESG based on the teacher survey results and 85% will remain on staff.

2020-2021 and beyond: 90% will be satisfied working at TESG based on the teacher survey results and 90% will remain on staff.

6) Community Partnerships: TESG forms partnerships between community members, organizations, and colleges/universities that provide educational experiences for students. TESG partners are satisfied with their relationship with the school and recommit to such work each year.

2018-2019: 80% of community partners will be satisfied working with TESG

based on the community partner survey results and 80% will remain partners.
2019-2020: 85% will be satisfied working with TESG based on the community partner survey results and 85% will remain partners.
2020-2021 and beyond: 90% will be satisfied working with TESG based on the community partner survey results and 90% will remain partners.

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

During monthly Board Meetings, the TESG administrative team will present a school progress report to the Board of Directors. This report will provide examples of how the school is fulfilling its mission and present updates from each grade level team and enrichment teacher and relevant student growth data. In addition to this report, the TESG administrative team will offer any collected data evidencing progress toward meeting the six goals outlined above, including benchmark testing results and Power School reports of average daily attendance. At the June meeting, the Administrative team and Board will also discuss school growth vis-a-vis the number of applicants and length of waiting list, along with results from the Family, Community Partner, and Teacher surveys. Together, this information will give the Board a comprehensive understanding of how TESG is achieving the school mission and goals.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Our performance standards are guided by Common Core and NC Essential Standards. To meet these standards, we use an instructional program inspired by the progressive education tradition, which is forward-thinking, child-centered, respectful of diversity, and supportive of a socially-engaged intelligence. Some proponents of this educational movement were John Dewey, Ella Flagg Young, Francis Parker, and William Kilpatrick. As curriculum reformers, progressive educators promoted active participation from every child in small-scale democratic classrooms to prepare youth for future social involvement, defined as an obligation to become purposeful, responsible, and productive in the world around them. Both the curriculum as a whole and specific learning activities provide active and cooperative opportunities for students to learn empathy, collaboration, leadership, discipline, and their own strengths and weaknesses. The goal is to make school practical and experiential, meeting the demands of life and personal growth.

In this tradition, TESG instruction has six characteristics: 1) Learning is inquiry-based. Students and teachers design projects that engage student interests and require the acquisition and application of content knowledge to solve a problem. 2) Students learn by doing, using hands-on, active methods. Students and teachers co-construct the knowledge necessary to complete tasks. 3) Instruction is contextualized. Learning is meaningful and immediately useful. 4) Instruction engages multiple intelligences, requires creativity, and promotes cooperation. Students assume responsibilities within project groups, alternating leadership roles, playing to one another's strengths, and learning from and with each other. 5) Instruction occurs in a supportive environment where students experiment, fail, evaluate their mistakes, and try again, keeping their affective filters low. 6) Instruction is interdisciplinary. Content is rarely taught in isolation because inquiry projects require cross-disciplinary skills to complete. In this experiential learning model, many methods are employed: Socratic seminars, direct instruction, internships, service-learning, student-led research, experiments, guided reading, creative writing, centers, journaling, group discussion, cooperative learning groups, field trips, peer mentoring, etc.

Following the progressive philosophy, TESG's internal assessment strategies also center experiential demonstrations of learning. We believe in rigorous, engaging experiences that give students ample opportunity to meet the

standards. As such, we collect informal, formative assessment data through constant direct observation. Formally, all students create portfolios comprised of work samples with self-assessment rubrics, reflection documents, and teacher observation rubrics. Rubrics use "I/Student Can" statements aligned with the state-adopted standards. We use these portfolios to assess student progress within and across their grade progression. In addition, 5th and 8th graders give panel presentations synthesizing their portfolios and internship experiences. Eighth grade presentations include student-led research. We use state standardized test scores as summative assessments of student progress at the end of each grade level.

Progressive education meets the needs of all students, including "at-risk," ELL, and exceptional children, as demonstrated by k-12 examples in other parts of the country like Mission Hill, Central Park East Elementary, Francis Delaney New School For Children, Evergreen Community Charter, University of Chicago Laboratory School, The Earth School, The Ethical Community Charter, Ann Arbor Open, and City Neighbors Charter. For research on progressive education and schools consult Meier (2002), Darling-Hammond (2001), Kohn (2008 and 1999), The Center for Collaborative Education, Coalition of Essential Schools, National Association of Independent Schools, and Progressive Policy institute.

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.

TESG offers multi-age grouping as follows: 1st-2nd, 3rd-4th, 5th-6th, 7th-8th. Kindergartners are in their own "house" or home classroom with a maximum of 18 students with one certified teacher and one assistant teacher. Each 1st-2nd, 3rd-4th, and 5th-6th house will have a maximum of 20 students with one certified teacher. Two assistant teachers will serve the four 1st-2nd houses. In year two, the 7th grade house will open with 40 students and two teachers certified in two core subjects for middle grades. In year three, 40 8th graders and two certified teachers will join to form a middle school house of 7th-8th graders. The middle school house will increase to 88 7th and 8th graders in year four and 96 in year five. Year three and beyond, students in the middle school house will rotate between all four teachers for their four core subjects.

These houses are arranged in pods--four classroom spaces of the same grade level combination surrounding a common space. Students spend much of their time in their house with their teachers, engaging in lessons and working cooperatively and independently in centers and on projects. But they are not limited to their house spaces. Teachers also swap students for reading/math groups, special activities or project work, extended enrichment experiences, etc. All students and teachers also come together regularly in their common space to perform, present, engage in whole-group activities, and skill share with community members. This open design serves several purposes: 1) Teachers and students within houses form close relationships, but because they also engage across houses, everyone in a pod can cultivate friendships and working relationships, thus building community. 2) Sharing students for math/reading groups allows more students to work with a certified teacher for longer periods of time in groups designed to specifically meet their

learning needs. For example, in traditional spaces, one teacher often tries to serve four or more reading groups simultaneously. In our structure, that teacher can focus on fewer larger groups of the same level, working directly with them for a much larger portion of the allocated time. 3) Teachers can share content delivery responsibilities and create enrichment or project-based activities that play to their interests and skills. For example, a teacher who is talented at blending content with drama production can use that skill to work with a cross-house group of interested students. 4) For independent and cooperative student-selected tasks, having access to four teachers' skill sets opens up greater opportunities for quality mentoring.

In addition to the core classroom teachers, students have access to an enrichment curriculum offering both specialized and content-based instruction in art, music, and movement. Students spend one hour per day with one enrichment teacher on a rotating, six-week basis. Enrichment teachers work cooperatively with classroom teachers to support the integration of art, music, and movement into daily learning activities and provide specific instruction in those disciplines during the daily sessions.

Students also have the opportunity to work with community partners through internships, service-learning, field trips, and experts in residence programs.

Each day, students spend time working with classroom teachers for core content instruction (direct instruction, PBL, Socratic seminars, hands-on activities, arts-integrated activities, guided reading groups, math workshop groups, demonstrations, experiments, and so on). They also spend time with enrichment teachers in specialized instruction in those content areas and with their advisor groups working on goal-setting, portfolios, self-directed projects/research, or planning community-based activities. They also spend time with other houses performing/demonstrating, watching performances/demos, and collaborating for inter-house PBL or community work.

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.*

TESG's curriculum directly aligns with the mission statement. TESG offers a curriculum aligned with the Common Core and NC Essential Standards delivered via an experiential learning model utilizing research-based progressive, inquiry-based learning strategies to improve student achievement and help them become life-long learners and engaged citizens. The curriculum offers students independent and collaborative, hands-on, interdisciplinary learning driven by student interests. They have access to content-based and

specialized instruction in the arts. They can expand their learning environment beyond the school and TESH staff thanks to our downtown location and community partnerships. Our internal assessment protocols also align with our mission, offering students multiple and diverse opportunities to evidence their learning in ways that respect both student and teacher perceptions.

Because progressive, experiential learning models offer innate and constant opportunities to differentiate instruction and because our classroom structures promote relationship building and opportunities for individualized attention, our curriculum supports learners of all modalities, needs, and exceptionalities. Teachers will receive training in best practices for multi-aged, arts-integrated, and project-based learning in addition to professional development on experiential learning, pbl, and culturally responsive teaching so as to best support TESH's diverse targeted population.

TESH's curriculum also aligns with the NC Accountability Model in that, while our instruction may look different than traditional models, all instruction is planned in accordance with the Common Core and NC Essential Standards to support student achievement on state benchmark and EOG tests. To monitor this achievement and ensure that we are meeting all of our students' needs, we use the multi-tiered, North Carolina Responsiveness to Instruction (NCRtI) model. TESH will also create a Family, Teacher, Student, Community Association (FTSCA) and action research committees (ARCs) involving all stakeholders to further support student learning and quality instruction and hold all members of our school community accountable to our mission.

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

All teachers will need to master these instructional strategies. To do so, they will participate in robust and on-going professional development as described in later sections.

--Experiential Learning: These instructional strategies are active, hands-on, inquiry-based, experimental, reflective, and purposeful. Teachers and students gather information, demonstrate concepts, generate and test hypotheses, reflect on the results, and use that information to co-construct knowledge that they test again (Kolb, 1984). Supporting these methods, neuroscientists have found that new neural pathways are best formed when learning experiences promote practice (activating multiple regions of the cerebral cortex) and emotion (releasing biochemicals that strengthen new synaptic connections). Experiential learning's sequence of experience, reflection, abstraction, and active testing engages more areas of the brain than traditional teaching methods, and learning from one's experience through trial and error engages emotional as well as logic centers (Zull, 2004). Moreover, because each phase in the experiential learning sequence engages multiple intelligences and learning styles, students whose dominant intelligences and styles are underserved in traditional settings may be more motivated and successful in experiential classrooms. For these reasons,

experiential strategies can increase academic achievement for most students across grade spans.

--Project-Based Learning: PBL is a student-centered approach in which participants pose and resolve a real-world question/problem by planning, investigating, and producing a product. Teachers serve as facilitators, delivering direct instruction infrequently, but as necessary to support student work. Like general experiential learning, PBL has neuroscience benefits over traditional learning models. Also, in Holms (2011) meta-analysis of comparative studies on PBL in K-12 schools, students doing PBL demonstrated greater content knowledge gains, improved group and process skill development, and greater informational literacy. In young children, PBL produced greater growth in language and process development than traditional methods. These findings indicate that PBL, as a technique for implementing experiential learning, can improve academic achievement for students with a variety of learning needs and styles across grade spans.

--Arts-Integration: Arts-Integrated teaching, in which visual art, music, dance, and drama are taught as unique skills and used as vehicles to deliver core content instruction, has benefits beyond the typically cited increases in motivation, retention, and student engagement. Compared to traditional K-12 methods, teaching through the arts improves language abilities, particularly for ELL students (Brouillette, 2012). It also promotes learning through multiple intelligences and learning styles, encourages healthy risk-taking which primes students for active learning, and has neurological benefits, allowing students to use information in new ways, creating new synaptic pathways, and embedding that knowledge deeper into the brain (Norobi, 2012).

--Culturally-Responsive Teaching: Culturally-responsive pedagogy respects students home cultures and funds of knowledge and brings them into the curriculum, sees diversity as an asset, communicates high expectations for all students, and centers equity. It influences all aspects of a school that embraces it, from disciplinary practices to classroom methods. Research suggests that schools using culturally-responsive teaching better serve all students because they build supportive and respectful home-school partnerships (Garrett, 2011); empower youth as active learners and change agents (Villegas & Lucas, 2002); and enhance student motivation and engagement by making the curriculum and school activities relevant and reflective of students home cultures, abilities, and languages (Daniels, 2013; Gay, 2000).

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.*

TESG will use both internal and external assessment data to monitor student readiness to transition from grade to grade and the next grade span. Our experiential learning model requires students to regularly monitor their own progress using self-assessment rubrics consisting of standards-aligned "I Can" statements. As part of their project work, students also complete reflection activities on their own learning and teachers take observation notes and complete "Student Can" rubrics to track their progression through the standards. These formative assessments are compiled into a portfolio that students build on each year. These portfolios are used to help teachers adjust their instruction to best meet the on-going needs of all students and to help students and families understand each student's strengths and

challenges so that they can take an informed and active role in ensuring readiness. At the end of their 5th and 8th grade years, students will also complete a panel presentation in which they showcase selections of their work and report on what they learned in their internship or service experiences. These presentations to three school and community adults are designed to demonstrate that students have met the curriculum requirements for grade span progression as defined in the Common Core and NC Essential Standards. TESS will also use the NC Accountability Model and its protocol of benchmark and summative standardized testing to ensure student readiness to progress grade to grade and from the elementary to middle school span.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Our calendar runs 185 days, five days longer than GCS's traditional calendar. As such, our start date for students is one week earlier in August than that traditional calendar. We have aligned our holiday breaks with GCS's proposed calendar so that families with children in TESS and other GCS schools have similar times off for the major holidays. Our proposed school day will begin at 8:30 and end at 3:30, thus affording our students 1,295 instructional hours throughout the year. This is a 50 hour increase over traditional elementary and middle schools in GCS. Our start time is also later than traditional elementary and middle schools in GCS. We also have included seven dedicated professional development days and 10 teacher workdays.

Our school calendar coincides with our mission and plan because:

- 1) We have built in throughout the year protected professional development days so that staff have dedicated opportunities to learn, reflect on, and collaborate to implement experiential, project-based, culturally-responsive, arts-integrated instructional strategies. These professional development days are in addition to start-of-school, end-of-quarter, and end-of-year workdays so that teachers have sufficient time to personally or collaboratively plan, prepare, and assess. This protected work time is crucial to our education plan because our instructional strategies require more time upfront and in assessment than more traditional methods. Moreover, these are full days, not early release days, so teachers have longer, focused amounts of time for PD and classroom prep and assessment work.
- 2) Having full-day workdays and PD days instead of early release days also allows families with a variety of childcare needs to more easily make plans for their children. Additionally, it allows all student days (barring inclement weather) to operate on the same schedule, which makes planning for enrichment classes, long-term projects, service-learning, and other community-engaged activities easier.
- 3) Our 50 additional instructional hours (as compared to traditional GCS schools) allow students and teachers the time they need to fully engage in project-based and arts-integrated learning that follows the experiential

learning model. These instructional strategies are time-consuming, and while teachers and students must still manage time wisely, the extra few minutes each day and extra days in the year offer a cumulative opportunity for tasks such as internships, service-learning, long-term experimentation, multi-stage projects, gardening, creative writing, dramatic productions, student-led original research, choreography, etc.

4) Our later start time supports our mission of being responsive to the needs of the whole child and creating a dynamic that supports high achievement for all students. Research (Edwards, 2012) demonstrates that start times of 8:30 and later can improve standardized test scores (particularly for lower-performing students), raise attention levels, and decrease rates of absences and tardies, particularly for children in and approaching adolescence.

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.*

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.), TESS will incorporate a multi-tiered, North Carolina Responsiveness to Instruction (NCRtI) model for addressing the needs of all students. Through this model, all students will receive Tier I support, defined as the core classroom instruction. Through ongoing informal assessments, teachers will document the students' strengths and areas for growth. They will differentiate lessons based upon this data and the results from the state benchmark assessments. In accordance with the North Carolina Student Accountability Standards, any student who is performing below grade level in Reading, Writing, Math or Behavior will receive a Personalized Education Plan (PEP) written and implemented by the Pre-referral Assistance Team (PAT), consisting of a member of the administrative team, a teacher representative from the grade levels above and below, the classroom teacher, and family members of the student. This implementation constitutes an intervention process at Tier II. The PAT will set goals, document the evidence-based intervention strategies that they use to meet those goals, and meet quarterly with families to discuss student progress. If a student does not progress on the PEP, the PAT may then move the student to Tier III. This is intensive, targeted instruction given in addition to the core and PEP instruction; the instruction may also be more frequent and/or in a smaller setting.

- 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.*

ELL students will receive inclusive instruction from their classroom teacher and support from licensed-ELL faculty within that environment.

1. In accordance with the North Carolina (NC) adoption of the World-Class Instructional Design and Assessment (WIDA) Consortium English language development standards, all prospective and current ELL students must be identified, monitored, and evaluated to ensure their academic success. To achieve this, TESG will first identify all new ELL students based upon (a) the results of the Home Language Survey as stated in the North Carolina State Board of Education policy GCSK-000 (16 NCAC 6D.0106), and/or (b) school staff referrals to the PAT on the basis of English Language difficulties, and/or (c) their current ELL status as indicated by prior school records. Students meeting any one of these criteria will be given the WIDA Access Placement Test (W-APT). The results of this testing will help students, parents, teachers, and other support staff that constitute the PAT team for that students design the student's Personal Education Plan (PEP).

2. As our program strives to create inclusive classrooms where all students can be successful regardless of their unique challenges, we adhere to the principles of universal design for learning (UDL). UDL is a neuroscience-based system for designing learning environments, methods, materials, and assessments that promote differentiation so as to simultaneously serve all students without resorting to standardized, one-size-fits-all practices. More information about UDL and its research-based best practices can be found here: http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice. Several specific practices of UDL are particularly beneficial to the unique needs of ELL students: All classroom practices (1) provide options for expression through the use of multiple media and tools for communication and graduated levels of support and practice for building language fluency and literacy skills; (2) provide options for comprehension by activating multiple sources of background knowledge; and (3) provide options for language, mathematical expressions, and symbols by clarifying vocabulary, symbols, syntax, and structure; supporting text decoding; promoting understanding across languages; and illustrating meaning through multiple media.

In conjunction with the principles of UDL, teachers will also use Sheltered Instruction Observation Protocols (SIOP) strategies in their direct instruction. SIOP includes strategies like offering clearly defined content and language goals, using supplementary visuals and hands-on activities, explicitly linking concepts to home knowledge, using comprehensible input, and offering many options for peer and teaching interaction. SIOP provides support for ELL students but is also beneficial for all students receiving the instruction. More information about SIOP can be found here: <http://www.laredoisd.org/departments/bilingual/pdfs/ShelteredInstructionStrategiesChart.pdf>.

TESG teachers will also work with the Assistant Head of School to ensure students receive necessary accommodations for state testing. They will monitor both students receiving ELL services and any other Limited English Proficiency (LEP) students to ensure that they make adequate growth on all state tests and that students who need additional exemptions or accommodations receive them.

3. Teachers and support staff will monitor student progress through observations and the student's classwork, self-assessments, portfolios, and state assessments. If the ELL student is not meeting expectations with Tier

II-level interventions, the teacher will make a new referral to PAT to determine what additional interventions are needed and to revise their PEP (Tier III). Also, regardless of noted problems, PAT teams will meet quarterly to monitor the changing needs of ELL/LEP students (as they will for all students with PEPs).

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

In accordance with the North Carolina Academically or Intellectually Gifted (NC AIG) Program Standards, for students who are new to TESS, we will use prior school records to determine their status as AIG students. Once they are in our school, students in any grade level who are not initially identified as AIG and display gifted abilities in one or more subject area(s) can be referred to the PAT by a classroom teacher, staff member or parent at any time. As with other referrals to the PAT, the team will evaluate each student's classroom performance, READY EOG scores, benchmark assessments, and informal classroom data to determine if he or she is eligible for differentiated AIG programming.

1. Our schooling methods inherently make space for differentiation, student-led learning, and accelerated academic progress. Students design many of their learning experiences and are encouraged to work at levels that legitimately challenge their content, language, analytical, and critical thinking skills regardless of grade level standards. Students are therefore not required to delay their own progress in an area of study so as to stay with the class norm, but instead can, with guidance from teachers and community experts, work at their own pace and level. Students identified as AIG will also be encouraged by their teachers and the PAT to participate in specific programming opportunities to ensure that their needs are being met. These specific programming activities may include, but are not limited to:

- Leadership roles in multi-age student learning communities (SLCs)
- Special SLC programs (such as Odyssey of the Mind, robotics teams, and Lego League) that promote critical thinking and problem-solving activities
- Technology programs that focus on building analytical skills
- Participation in action research committees (ARCs)
- Active roles in Family, Teacher, Student, Community Association (FTSCA) activities

2. Teachers and support staff will monitor student progress through observations and the student's classwork, self-assessments, portfolios, and state assessments. If the school staff, AIG student, or their family find that the students is still under-challenged by the academic tasks available to them, the PAT will revise their PEP to specify additional accommodations, which could include grade level promotion.

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)*

All students at TESH will receive the services and instruction that meet their needs, including students who are eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

1. To identify students who require these services and/or accommodations, TESH educators will review cumulative records from all students' previous schools to determine if an Individualized Education Plan (IEP) or 504 plan exists. The Assistant Head of School (AHS) will be responsible for acquiring the records from students former schools and will contact the former schools until the records appear. The AHS will also review the records for appropriate contents and will inform the rest of the administration team and relevant faculty/staff if there is an Exceptional Children (EC) or 504 folder. The AHS will then convene a PAT and appoint an IEP case manager (a licensed EC teacher) who will be responsible for writing, revising and in some cases, implementing their plans, as well as conducting the IEP or 504 meetings with the PAT. The EC case manager will also serve as the students primary EC teacher, working with the classroom teachers to provide support and differentiated instruction as necessary for the EC students success in our inclusive learning environment.

2. Following the guidelines of the federal Child Find mandate, if families, teachers, or other TESH staff determine that a child may have EC needs, he/she can be evaluated in one of two ways: (1) A parent may submit a written request to the school asking that his/her child be evaluated for a disability. The school will then hold an PAT meeting in which a decision will be made by the PAT team as to whether or not there is enough evidence to show that the student should be evaluated for a disability; (2) The student has gone through Tier III of the RtI process with limited progress and is, therefore, referred to the EC Team for evaluation. If it is determined by the EC Team that the student needs to be evaluated, he/she will be tested by a contracted School Psychologist. Based upon the findings in the psychologist's report, if the student qualifies for EC services, an IEP will be written on his/her behalf and the student will receive instruction from an EC-certified teacher in an inclusion setting. If the student does not qualify for EC services and he/she is new to the RtI process, he/she will be referred to the PAT and begin to receive

intervention services. If the student who did not qualify for EC services was referred from Tier III of the RtI process, he/she will continue to receive all interventions through Tier III and classroom modifications as necessary.

Like the process outlined above, if a family wants his/her child to receive accommodations under Section 504, they will provide the school with documentation of the child's medical condition or disability and meet with a PAT to write a 504 plan. The AHS will serve as the case manager for all 504 plans.

3. TESHG will maintain all EC and 504 records and information confidentially. Such records will be kept in a locked file cabinet in the AHS's office. The Curriculum Facilitator will be responsible for acquiring the records from students former schools and will contact the former schools until the records appear. PATs and EC teachers will have access to the records and other teachers will be able to review their own students information by request. The AHS will maintain a sign-in/out process for all records. The AHS (or another member of the administrative team if the AHS is unavailable) will be part of each IEP and 504 meeting to ensure compliance with state/federal guidelines, record-keeping, and student services. EC-certified and general education teachers who instruct EC students and students with 504 plans will continually monitor the plans to ensure appropriateness and compliance.

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.*

1. Due to the flexible and student-led nature of our classroom practices at TESHG, how we implement our inclusion practice will be a continually-evolving process of collaboration between the EC teachers and other instructional staff. Using the Universal Design for Learning (UDL), classroom tasks will, for example, (a) give options for physical activity by varying response and navigation methods and providing tools and assistive technologies; (b) offer options for sparking student interest by allowing individual choice and autonomy, promoting the relevance, value, and authenticity of tasks, and reducing threats and distractions, and (c) emphasizing self-regulation through clearly communicating and cooperatively constructing expectations and beliefs to foster motivation, helping students develop personal coping skills and strategies, and using self-assessment and reflection. The following are other examples of inclusive classroom practices. To support reading and writing development, teachers will conduct running records to determine students' independent and instructional reading and writing levels and work with them in homogeneous guided reading and writing strategy groups, often with support from EC faculty. To support math skills development, students will spend significant time working at their own pace using a variety of hands-on, experimental, visual, verbal, and creative tasks supported by classroom teachers, assistant teachers, and the EC teacher. During project-based learning activities, EC students will be

heterogeneously grouped and offered the appropriate scaffolding and assistive technologies they need to fully participate in the group.

2. At TESHG we have designed an educational program that ensures a full continuum of services for all students and considers student-led and differentiated learning integral to the classroom experience. For students with disabilities, this means that they will receive a Free and Appropriate Public Education (FAPE) through the inclusion model and ongoing differentiated instruction. We believe that the inclusion model grounded in UDL principals works best for most EC students. In this model, EC teachers will be present in classrooms to provide additional one-to-one or group support to EC children and their teachers. As such, these students can learn in their Least Restrictive Environment (LRE). They will receive firsthand instruction and guidance from their classroom teacher and receive supplemental instruction from an EC-trained teacher. Students needing special services will also have the benefit of cooperative learning with classmates. We believe that inclusion enriches the classroom community and allows all students to learn from and respect one another. While we believe in the inclusion model, we also recognize that differentiated, student-led learning requires us to remain deeply attuned to the needs of each individual student. As such, if a setting other than the inclusion setting is noted on an EC student's IEP, that alternative setting will be provided.

3. Our inclusion model is student-centered and allows EC, AIG, and ELL students to challenge themselves and truly push themselves to their academic potential without the limits that can otherwise be placed on them by their placement or the level of other students in their classroom. Throughout their core instruction, classroom and EC teachers are cognizant of the students' IEPs, 504s, and other modification/accommodation plans and will alter instruction and work when applicable to ensure that they are in compliance with such goals and plans. Quarterly family-teacher conferences and/or PAT meetings will be scheduled to ensure that all stakeholders share the same ideas about the EC student's achievement and progress. Other staff members that work with the EC students will also be informed of their plan goals and will work with the students at the appropriate levels in their subject areas.

4. If a previous IEP or the PAT team, in conjunction with the contracted psychologist during the Child Find process, notes that related services are needed in order for the child to access the curriculum, the school will provide them as contracted services provided by licenced community professionals. These may include speech/language therapy, occupational therapy, physical therapy or audiology services.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*

4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. Our performance standards are guided by the Common Core and North Carolina Essential Standards. But while we align our instructional strategies with these standards, the skills and content that our students learn is additionally guided by their individual interests and needs. We attend to the state-adopted standards in myriad ways and much of the specific content knowledge that students acquire emerges from their curiosity, their lived experiences, and what they need to accomplish project-based learning tasks or succeed in internships or service actions. In other words, while there are certain transparently defined skills and knowledges that students must demonstrate mastery of over the course of their schooling experience, the ways in which students develop this mastery is diverse. We expect students to perform at grade level (level III) on their EOG tests and to evidence their having met these standards through their portfolios. Our goal is for at least 75% of students to score at Level III or above in the first year, 80% in year two, and 85% in years three and beyond. These goals exceed district averages (51.5% reading, 48.4% math, 62.4% science). Among these students, we expect 50% to score at Levels IV or V, thus meeting the NC Standards for College and Career Readiness.

2. We believe in rigorous and engaging experiences that provide students ample opportunity to meet the standards, which are infused in the daily experiences of school and living. As such, in addition to the formal assessment protocols outlined below, educators will collect informal, formative assessment data through direct observation, individual work, and small group work.

To monitor student progress towards their mastery of the performance standards, students will be formally assessed internally using individualized portfolios guided by clear grade level expectations (as defined by the state-adopted standards) and scaffolded for the respective ages and abilities of each student. Our educators will use the portfolios of student work, as previously described, to formatively assess student progress within and across their grade progression. Fifth and eighth graders will be required to give an exit panel presentation synthesizing their portfolios and service, internship or research experience. The data gathered from these internal assessments will help teachers differentiate instruction for individual students and improve the overall curriculum by: (a) giving insight into students' talents and curiosities so teachers can design activities that best motivate students by catering to their interests; (b) clearly providing evidence of skill progression and content mastery so teachers may create future tasks that attend exactly to the skills students have yet to master (thus, students are not being forced ahead with missing skills nor held back if they are ready to progress); and (c) encouraging students to take responsibility for their own learning through the use of structured reflection and self-assessments.

3. In addition to these portfolios, state standardized test scores and alternate assessment protocols for certain "at-risk" students will also be used as summative assessments of student progress at the conclusion of each grade level to determine promotion. We will use the same promotion criteria

as our LEA (Guilford County Schools).

For K-2, promotion is based on grade-level proficiency in reading and math as determined by the Developmental Reading Assessment (DRA) and our Common-Core aligned portfolio assessments for math skills. For reading, students must score at the following levels to progress: Grade K-Reading level 4-Early Reader; Grade 1-Reading level 14-Transitional Reader; Grade 2-Reading level 24-Transitional Reader. For math, students must demonstrate via their portfolios that they have acquired all required math skills.

Con't in next box

Con't from previous box

For grades 3-8, promotion is based on Level III performance on the NC End-of-Grade Test of Reading, NC End-of-Grade Test of Mathematics, NC End-of-Grade Test of Science (5th and 8th), or NNCEXTEND1 Alternate Assessment.

If students are being considered for retention based on class performance, TESS will notify families by the end of the third quarter through a regularly scheduled or specially convened PAT meeting. Any student not receiving Tier III interventions who is being considered for retention will immediately move into Tier III. Students already receiving Tier III interventions will have their plans reviewed and altered by the PAT. In particular, 3rd grade students not reading at grade level will be offered specific additional tutoring services in advance of their retention, and, if they must be retained, a summer reading camp, in compliance with the NC Read to Achieve Law.

If students are considered for retention based on EOG scores, students will be offered specialized tutoring services and then allowed to re-take the exam. Students who do not score III or above on their re-test will submit their portfolio to the Assistant Head of School and their PAT (if applicable) for consideration for promotion.

According to state statute, final decisions regarding retention or promotion may be made by the head of school. In our organizational structure, this power will rest with the Head of School who will consider all relevant information in consultation with the PAT, other family members, and the students and will make the final decision regarding promotion or retention.

Promotion criteria will be communicated to parents and students in print in the handbook which will be constantly available to parents online and verbally in Family, Teacher, Student, Community Association (FTSCA) meetings throughout the year, in classroom discussions throughout the year, and via phone calls at the beginning and end of the year.

4. Our exit standards for 8th grade students align with our LEA (Guilford County Schools) and are as follows:

--Students receive a level III or above on the NC End-of-Grade Test of Reading, NC End-of-Grade Test of Mathematics, NC End-of-Grade Test of Science, or NNCEXTEND1 Alternate Assessment.

--Students receive a grade of "acceptable" on their exit panel presentation in which they present work evidencing that they have met Common Core/NC Essential Standards for grade eight, the findings of their student-led

research project, and a description of their internship or community service work that discusses how that experience helped them learn their content standards and develop academically, socially, and emotionally.

--Students present a complete portfolio with work samples evidencing their mastery of all grade eight content area standards as defined by the Common Core/NC Essential Standards.

Students with IEPs, 504s, or PEPs may receive accommodations throughout these protocols including: (a) testing accommodations as outlined by the NC Accountability Services office for testing students with disabilities or who are LEP <http://www.ncpublicschools.org/accountability/policies/accom>; (b) use of the NNCEXTEND1 Alternate Assessment; and(c) modifications to the research, internship, or service requirements as decided by the student's IEP, 504, or PEP team.

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.*

Be sure to include:

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

1. TESG believes students should take an active role in creating and maintaining a safe, supportive school climate and relationships and support services (for psychological, health, academic, and social welfare concerns) more effectively maintain discipline than zero tolerance or punitive policies.

a) TESG promotes a supportive, mutually-accountable community in which every stakeholder takes personal responsibility and responsibility for the safety and well-being of others. Behavior issues are resolved first through consultation between affected students and teachers, and if not resolved, through consultations between those affected and administrators and family. If behavior issues are chronic, occurring between a child and multiple peers/teachers, school staff will work with the student and their family to create a Behavior Action Plan (BAP), a list of concrete suggestions for solving the problem which could include referrals to special support services. BAPs are revisited and revised regularly.

b) At each school year's start, students and teachers create a set of questions that guide student behavior at the school. These questions take the place of "rules," but serve a similar function, offering stakeholders clear expectations for how they act at school. Teachers refer to these questions when correcting student behavior and peers use them to hold one another accountable. The questions also promote personal responsibility and consideration for the impact of ones actions on the community. While each study body constructs their own questions, they usually include things like: "Am I aware of other's feelings, safety, and belongings?" "Am I using

resources wisely so that everyone in my community can have what they need?"
"Am I aware of my role in including all members of the community?"

c) The Leadership team (representative teachers, students, administrators, and family members) creates specific policies and procedures that are brought to all stakeholders for comment and consideration. Through consensus-building practices, the Leadership team makes final decisions. When specific issues arise that require revisiting existing policies and procedures, an Action Research Committee of students, teachers, families, administrators and, if applicable, community members investigates the issue within TESSG, consults existing academic research, presents action plans to the Leadership team and broader community, and follows up on the effectiveness of policies and procedures ultimately put in place.

2. In line with the NEA's position that expulsions and suspensions do more harm than good for students and society, TESSG will not, except under these extreme circumstances, expel or suspend students: a) on-going emotional or physical abuse not resulting in injury requiring more than first aid of peers or teachers that does not respond to school interventions; b) serious one-time physical abuse of peers or teachers resulting in injuries requiring more than first aid; and c) serious, aggressive threats to the personal safety of others. In the case of any suspension, support services (referrals for counseling, health/social services, tutoring, etc.) will be offered to prepare the student for re-entry to the school. Victimized students and staff will also be offered services to help rebuild senses of trust and safety.

3. Students with disabilities will have received on-going support to prevent such events, but if a student commits one of these offences, their medical/psychological history will be considered when determining the details of their suspension, and their BAP and support services will be revised in consultation with experts on their condition.

4. Due process rights and grievance procedures, as decided by Leadership team, will be disseminated in all home languages by phone, letter, and in opening school meetings as well as published in the Student Handbook.

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 Experiential School of Greensboro, I

Mailing Address: 4604 Kinnakeet Way

City/State/Zip: Greensboro NC 27455

Street Address:

Phone: 336-382-2454

Fax:

Name of registered agent and address:

North West Registered Agent Service, Inc.
4030 Wake Forest Road Ste.349
Raleigh, NC 27609

FEDERAL TAX ID: 81-3786633

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	Board	County/State	Current	Past or Present	Has any disciplinary
-------	-------	--------------	---------	-----------------	----------------------

Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Dr. Jeannette Alarcon	Secretary	GUILFORD	Assistant Professor, Elementary Education	Theatre 6-12, Elementary K-5, master reading pk-12	N
Dr. Marin Burton	Board Member	GUILFORD	Director and Faculty, Experiential Education, CCL	N/A	N
Mr. Roymieco Carter	Board Member	GUILFORD	Associate Professor, Visual Arts, NCA&T	N/A	N
Dr. Dara Nix-Stevenson	Board Member	GUILFORD	Biology Teacher, High School	Science, 6-12	N
Mr. George Scheer	Board Member	GUILFORD	Executive Director, Elsewhere Museum	N/A	N
Dr. Leila E. Villaverde	Treasurer	GUILFORD	Professor, Education, UNCG	N/A	N
Ms. Heather Moore	Vice President	GUILFORD	Elementary Teacher	B-K, K-6	N
Dr. Melissa Bocci	President	GUILFORD	Spanish Teacher/Middle Grades Instructor	Spanish, K-12	N
Dr. Dana Stachowiak	Board Member	NEW HANOVER	Assistant Professor, Curriculum and Teaching	ELA, Soc. Stud., Science K-8; SPED Self-Cont. K-6	N

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 charter school board's primary role is to ensure that the approved

mission remains the central focus of the school at all times in accordance with North Carolina state law for charter schools. The Board will be accountable for all public funds allotted to the school and will ensure proper financial oversight through monthly financial statement reviews. The Board will formally approve any needed changes to school budget and financial statements and will play a role in developing ongoing financial sustainability plans and overseeing progress toward those goals. Additionally, the board will be responsible for developing and upholding charter school policies and ensuring that they are lawful, fair and provide protection for all of the schools students and employees. The Head of School will be primarily responsible for creating school procedures that align with the Board developed policies. Board members will be responsible for ensuring that all applicable state laws are followed including laws related to teacher licensure, student admissions, charter renewal, background checks, etc. The Board will ensure that the school is meeting all requirements of its original charter. The Board will hire, supervise and evaluate the charter Head of School and Assistant Head of School and will formally approve the hiring or dismissal of any teacher or staff member who were recommended by the Head of School or hiring committee. The Board will not supervise or evaluate any staff members except the Head of School. All other staffing issues and concerns will be redirected to the school administration. The Board will assist in overseeing academic progress and students learning measures. Upon approval of Charter application, the Board will begin the process of recruiting a charter school lead administrator. The position will be posted publicly and shared through the various networks of the board members. Candidates for interview will be selected by a hiring committee within the board and in person interviews will be scheduled. In such event that an in person interview is not possible, a video conference interview will be scheduled. At least 5 members of the board will participate in the interviews with a second round conducted if necessary. The final decision will be made by vote of the board with any members who may have a conflict of interest abstaining. The Head of School will be held accountable to their job description and to the original charter itself by the Board of Directors. S/he will deliver a monthly progress report at board meetings and will consult with the board outside of scheduled meetings as necessary. S/he will complete an annual self-evaluation and will go through an annual review with the board. Both documents will become a part of the permanent HR record. In circumstances where the Head of School fails to meet the goals of the position, a plan for performance improvement will be put in place and monitored by the board. In addition to the performance goals set forth in the charter and job description, the head of school together with the Board of Directors may set additional personal goals during the annual review process.

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

The Board will consist of 9 members including a board chair, vice chair, secretary, treasurer and 5 additional officers. Current board members represent rich diversity in skills and constituencies. Current members include: Educators in elementary education with extensive experience working

with diverse populations; Professors in curriculum, k-6 and k-12 expertise, as well as arts integration; Professional and faculty member in a world renown organization dedicated to leadership and experiential education; member with non-profit executive experience of a world renown arts museum, large grants acquisition experience, and all with extensive knowledge of Greensboro and downtown in specific. Several board members may also serve as parent representatives, otherwise two additional parent representatives will be added to the Board.

A successful school will have a solid and sustainable operational structure in place and will benefit from a board that includes members with experience in non-profit management, discipline specific content area and long-time commitment to education, curriculum and instruction, and community engagement. Individuals who are experienced in recruitment, hiring and supervision will play a key role in this process as it relates to the lead school administrator. Additionally, those with prior experience in budgeting and fundraising will lend their skills in the financial review process and support the school administrators in their role in managing the sustainability of the organization. Further, with multiple board members with high levels of expertise in the field of education including early childhood, primary education, inclusive education and higher education, the board is well equipped to provide experienced guidance and oversight as the school works to execute its educational plans. The Board will evaluate the head of school on an ongoing basis through monthly reports to the board which detail progress on stated goals. Additionally, the Board will go through a formal annual review process with the Head of School that will include both a self-evaluation and a performance review which will compare demonstrated progress against stated goals and will also set goals for the following year. If, during the course of the year, there are concerns with progress or performance, this will be addressed at that time rather than waiting for the annual review process. A performance improvement plan will be agreed upon by the board and will be discussed with the Head of School. The Board will strive at all times to be an active and effective representation of the school's key stakeholders. To do this, there will be at least two parent representatives serving on the board at all times. Additionally, board members from diverse backgrounds (race, religion, socioeconomic status, age, place of origin) will continue to be represented, as well as an ongoing emphasis on expanding the diversity of expertise whenever a board seat is vacant.

Though the meeting agenda will be set by the Board President, all board members will have the opportunity to add agenda items prior to the monthly meeting so that all members have the opportunity to address their concerns or ideas. Additionally, board members will expect to participate with the school itself, with all board members encouraged to attend at least 1 school event per year. Board members will also be given the opportunity to further engage in the school community by volunteering with initiatives, observing instruction, assisting with student-led research, internships or service learning projects. Though the Board itself will not engage in any type of day to day management, these opportunities will deepen the board members understanding of the operations of the charter and their commitment to the lasting success of the school.

- 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?

Founding board members have been recruited by and appointed by a core of three school founders/supporters who reviewed resumes and standing in the community and agreed unanimously to the addition of each additional board member. Board members were recruited based on demonstrated commitment to goals of The Experiential School of Greensboro and their expertise in areas of critical importance to the future success of the school, including individuals with skills in the areas of education, experiential education, fundraising, and community engagement.

If a vacancy is available, the Board will discuss needs on the board and request that the nominating committee recruit and do the initial vetting for new members. A shortlist of members will be brought to the next board meeting and members will vote on the next member. The process of recruiting, vetting and replacing a board member should not take longer than the month in between board meetings. If there are extenuating circumstances, the nominating committee chair will consult with the Board President and either extend filling the vacancy by a reasonable time or move on to another potential member.

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

The Board of Directors will hold one meeting per month to review and maintain compliance with state laws governing charters schools, financial and academic goals as specified in the bylaws.

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.

All new board members prior to final approval as a member of the board will be asked to thoroughly review and agree to the Board By-Laws as well as the school's charter and NC Charter School Laws. Further, members will be asked to sign an Expectation of Board Member Summary. Questions or concerns about any of these documents will be discussed with the Board President prior to joining the board. Once approved, all board members receive a master Board Member Orientation Binder which includes copies of the following documents: Charter application, Original Charter, Board Bylaws, School Policy Manuals, Charter School Law, Public School Law, Open Meetings Laws, School Measures, School Hiring Process, Summary of Expectations of Board Members, and Charter School Board Governance PowerPoint Slides. This binder is reviewed and updated annually at the July board meeting with existing board members receiving relevant updated information. All board members will be asked to sign a Statement of Confidentiality and a Statement of Conflict of Interest at that time.

During the first month of board membership, all new members will go through an orientation, receive a tour of the school facilities and have the opportunity to meet teachers and staff. All board members will be strongly encouraged to attend at least one school event each year and are welcome to volunteer in school programs and initiatives (some are listed above). Board members are to report on any school engagement activity they have participated in at monthly board meetings and share their experiences. The

Board President will share ongoing professional development opportunities with the board through board meetings and board listserv. Such topics may include experiential education, project-based learning, arts-integration, or leadership or community-based workshops on relevant topics such as those offered through the Guilford Non-Profits Consortium with whom the Charter will be a member. All board members will be encouraged to attend at least one consortium workshop or Charter School Governance Webinar per year. Additionally, during the first year after approval, at least one board member will enroll in the Greensboro Board Development Academy (also through the Consortium) for their first available program. If no spaces are available, a member will enroll in the following term and a special session at the board meeting following completion will be held in which the board attendee will present on the key objectives of this academy. All electronic written materials provided at the academy will be distributed to the board with documents of special importance being added to the Board Member Orientation Binder.

TIMELINE:

One month prior to approval: Member is asked to review Board By-Laws, Original school charter, the NC Charter School Laws and Expectations of a Board Member.

During the month prior to final vote: Member has an opportunity to meet with a current board member and/or boardPresident to review the documents and discuss any questions or concerns. Prospective member signs the Summary of Expectations of a Board Member document to indicate their understanding and agreement with the document.

Upon Approval: Member will receive full Board Member Orientation Manual and will be asked to familiarize him or herself with the documents within. New member orientation will follow.

At Every Board Meeting: Members will receive a progress report from the lead school administrator and will also be provided with any relevant articles or literature that board members or head of school find relevant.

Annually: All board members are encouraged to attend at least one Guilford Non-profit session or educational webinar.

- 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 is appointed to serve The Experiential School of Greensboro and its constituencies. The individuals who accept this position are expected to carry out their duties in a manner that inspires and assures the confidence of the school and the broader community.

The Board of Directors shall sign a Conflict of Interest Form and exercise the utmost good faith in all transactions touching upon their duties to the charter school and its property. In their dealings with and on behalf of the school, they are held to a strict rule of honest and fair dealing between themselves and the school. They shall not use their positions as as board members, or knowledge gained therefrom, so that a conflict might arise between the school's interest and that of any individual member. If a conflict of interest arises in any situation in which a member (and his or her immediate family)is involved in an activity that could adversely affect his or her judgment with respect to the business of the school or otherwise diminish the interest of the school, the individual with a conflict is

expected to disclose in writing the existence of the conflict. The board will assess further action according to the board's bylaws and charter laws.

In the event that any board member chooses to apply for employment with the charter school, he or she will relinquish all participation in the hiring process and will not participate in any board meetings which discuss candidates for that position. S/he will have no voting rights in hiring for said position. If s/he is selected, s/he will resign from the board immediately. In the event that a family member of a member of the board applies for a position, that family member will not participate in the hiring process for that position and will not vote in that hiring decision.

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

The following Policy Process was adapted from Washington State School Directors' Association's Passport to Leadership materials.

Step One: Define the issue or problem. The Board first identifies a need for new policy. The recognition that there is need for a new role of institutional policy can come from a number of sources: board committees, the chair of the board, the charter school administrator, other staff, parents, students, and community members.

Step Two: Gather necessary information on the issue. This may include experience of other schools, educational research, local input and/or state and federal laws and regulations.

Step Three: Head of School makes recommendations. Because the Head of School as the lead school administrator has the most day-to-day experience in the operations of the school, s/he is often best situated to draft policy recommendations.

Step Four: Discuss and debate at the board level. This includes input from affected parties where appropriate.

Step Five: A draft of the policy is written once the content is agreed upon by the Board. The draft of the policy may be written by the Head of School or by a designated member of the Board.

Step Six: The draft is reviewed by the Board at a board meeting. The charter school community will be notified in advance that the policy will be reviewed so interested parties may attend to give feedback. After the first reading, the board will have preliminary discussion. The Board may choose to have a school community hearing on the policy if it is very important or controversial.

Step Seven: Revisions to the policy are made based on the information gained from the feedback at the first session. Additional feedback may be solicited at this time for further improvements to the policy.

Step Eight: The Board votes to adopt the policy.

Step Nine: The new policy is distributed to the Charter School community.

Step Ten: The Board oversees the actions of the Head of School in implementing the policy. The process of implementation will be reviewed at future meetings to discuss its efficacy and any potential need for further adaptations. The Board will review the policies on an annual basis and at any time that a concern about the efficacy of said policies are brought the board. Updates will be made as needed in accordance with changes in laws and regulations.

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 Experiential School of Greensboro expects to have a family, teacher, student, community association (FTSCA), action research committees (ARCs, committees based on issues that arise in the school or community), and foresees the need for an advisory council in the near future after school opens and needs are better assessed. The board will also have these subcommittees (executive, human resources, nominating, finance, academic excellence, community engagement/fundraising, and public relations).

FTSCA: duties are to create a space where families, teachers, students, and community can collaborate not only on fundraising, but organizing volunteers, planning school-wide and community events, and leading family workshops.

Advisory Council: to be established once the school opens and needs are assessed. One area might be development and grants.

Subcommittees:

Executive: will consist of all officers, Head of School and any other designee deemed necessary and oversee compliance to charter laws, charter of the school, and school goals in manner consistent with the mission of the school.

Human Resources: will lead hiring process for Head of School and for presenting other hires to the Board for approval. Additionally, it will lead the evaluation process for the Head of School annual reviews. This committee may identify a Grievance Coordinator as lead for the grievance process.

Nominating Committee: will follow the procedures outlined above for recruiting, selecting, and training new board members.

Finance: will oversee budget and auditing, ensure compliance with state laws and financial sustainability, and serve as liaison to the financial and auditing services firms.

Academic Excellence: will oversee standards compliance, goals assessment and achievement, and curricular innovation

Community Engagement, Fundraising, and Public Relations: will focus on community involvement and support for the school, as well as collaborations/partnerships with area business and organizations, various fundraising and public relations.

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

Informal Grievances--Parents, students, employees and third parties are encouraged, where possible, to attempt to resolve any grievance regarding conduct, practice, procedure, or policy on an informal basis before initiating a formal grievance. A person who seeks informal resolution of his or her grievance should present the grievance to the Grievance Coordinator (GC) or his/her designee, who shall attempt, within his/her authority, to work with the person to resolve the grievance fairly and expeditiously.

Formal Grievances--A person who is dissatisfied with the attempts to resolve his or her grievance informally, or who wishes to bypass the informal grievance procedures entirely, may seek formal resolution of his or her grievance. The person may contact the GC or Head of School or Board to file a formal grievance. Within 10 working days of receiving the notification of the filing of the grievance, the GC or his/her designee shall, notify the appropriate parties identified in the grievance and/or the individual against whom the grievance has been filed. The respondent shall be provided an opportunity to respond to allegations within 10 working days. This notification shall include a copy of the Formal Grievance Investigation filed with the GC or his/her designee, along with a request that the parties and/or individual respond within 10 days, in writing, to the allegation

contained in the grievance. The Coordinator or his/her designee shall make a thorough investigation of the grievance. In the course of this investigation, the GC or his/her designee shall contact those individuals that have been identified as witnesses having pertinent information related to the grievance. Individuals receiving requests for further documentation must provide written responses within ten (10) working days from receipt of the requests. Individuals who are unable to prepare the requested documentation within the specified time period should file a written request for additional time with the GC. The results of the GC or his/her designee investigation shall be summarized to a Report of Findings. Within 30 days after the formal complaint, the GC shall provide a copy to the Complainant, the Respondent, the Head of School and School Board. If more than thirty (30) working days is required for the investigation, the GC shall inform the complainant and respondent, in writing, of the need for extended time and of the reason why additional time is required to complete the investigation. Such notice shall become part of the grievance file. If the GC or his/her designee finds that there is reasonable cause for believing that a violation has occurred, or that settlement is otherwise warranted, the GC will determine ways to resolve the matter in according to school handbooks. The GC or his/her designee shall, within ten (10) working days of the report of findings, obtain Head of School approval for its recommended corrective action and will present its recommendations to the complainant and respondent within ten (10) working days after obtaining the Head of School's approval. If the GC or his/her designee judges that there is not sufficient cause to believe that a violation occurred, and there is no basis for settlement, the GC will give written notification of that determination to the Complainant, Respondent, Head of School and School Board within 10 days of the report of findings. If the grievant is not satisfied with the GC or his/her designee's written notification, he/she may appeal the decision, in writing, to the head within five (5) working days of receiving the report of findings. Upon receipt of the written appeal, the School Board shall conduct a full hearing. At an official meeting of the Board, the School Board shall review the hearing and determine the action necessary to resolve the grievance.

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

Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix 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

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable

Projected Staff:

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

1 Head of School
1 Assistant Head of School
1 guidance counselor
14 licenced classroom teachers
4 teacher assistants
1.5 Exceptional Children specialists
1 part-time AIG teacher
1 part-time ESOL teacher
3 enrichment teachers (visual, music and movement)
1 business/facilities manager
1 office and admissions manager

*During the second year of operations we plan to add a part-time development and grants director and a part-time technology director. Custodial services will be contracted out as well as cafeteria services if needed, and any other support services for students.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

The Experiential School of Greensboro will primarily recruit teachers from the five colleges and universities in Greensboro, as well as regionally and nationally. In addition, advertisements will be placed for open positions through various educational associations and on the school's websites. School representative will attend various career fairs as well.

Teachers at TESG will receive packets of information that describe the school and the requirements for teachers employed there. The head of school (who will be hired by the Board previously) will lead recruitment efforts, and s/he will interview all applicants for positions with team of board members and hired teachers. When s/he has narrowed the number of applicants for a position to three or less, the interview team will conduct a second interview which will include a mock teaching lesson. After consultation with the team, the head will recommend a successful applicant to the Board of Directors for approval. Action of the Board of Directors is required before any employee is hired.

Retention strategies will include the establishment of a mentoring system where teachers receive the support necessary in their position. Various professional development opportunities will be available during the year and regular planning meetings will be available to honor the time needed in preparing and sustaining good practice. Annual reviews of teachers allow for a two-way exchange of perspectives on strengths and weaknesses as well as ensuring that both the Head of School and Assistant Head of School are available through an open door policy so that teachers feel they have access to needed resources. At the beginning of each year there will be an intentional community building session to help reconnect everyone and ensure clear communication of school goals and scaffolds to achieve these successfully.

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

The Head of School will supervise all employees and report to the nonprofit board

as needed. Charter school employees are invited to attend open sessions of board meetings. Closed sessions are for board members only.

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

The Head of School will oversee all personnel, who serve at will. If the Head of School has evidence that a staff member is not meeting job expectations, the Head of School will hold a conference with the employee to discuss expectations and an informal plan of action. If the employee's performance does not improve, the Head of School will conduct a second conference with the employee at which a formal plan for improvement will be written. The improvement plan will include specific steps for improvement and a timeline for improvement. If the Head of School has evidence that the improvement plan is not being met, s/he will inform the employee that a recommendation for termination will be made at the next Board of Directors meeting. Discussion of the employee's circumstances will occur in closed session during which the employee may make a statement about the circumstances. After deliberation, the Board will vote on the head's recommendation in open session. Criminal background checks will be completed prior to approval by the Board of the hiring of any employee.

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

All full time employees regardless of position will receive retirement funds, social security, medicare and disability. All full time employees that work more than 30 hours per week are eligible to participate in the state approved health care plans. There is a 1.5% salary increase each year

and this will be evaluated at the end of each year, budget permitting.

Salary ranges:

Administration and Faculty:

- 1 Head of School: \$75,000-\$85,000
- 1 Assistant Head of School: \$65,000-\$75,000
- 1 Guidance Counselor: \$40-45,000
- 14 full-time classroom teachers: \$40,000-45,000 each
- 4 full-time assistants: \$25,000 each
- 1.5 full-time Exceptional Children specialists: \$40,000-45,000 each
- 1 part-time ESOL teacher: \$25,000
- 1 part-time AIG teacher: \$25,000
- 3 full-time Enrichment teachers: \$40,000-\$45,000 each

Staff:

- 1 full-time office and admissions manager: \$25,000
- 1 full-time business and facilities manager: \$45,000-\$50,000

*during the second year of operations we plan to add a development and grants part-time director (\$22,000-\$25,000) and a technology part-time director (\$20,000-\$25,000). Custodial services will be contracted out, in addition to cafeteria services, if needed, and any other support needs for students.

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

Informal Grievances--Parents, students, employees and third parties are encouraged, where possible, to attempt to resolve any grievance regarding conduct, practice, procedure, or policy on an informal basis before initiating a formal grievance. Those who seek informal resolution of grievance should present the grievance to Grievance Coordinator (GC from the Board) or designee, who shall attempt, within his/her authority, to work with the person to resolve the grievance fairly and expeditiously.

Formal Grievances--A person dissatisfied with attempts to resolve a grievance informally, or who wishes to bypass informal grievance procedures entirely, may seek formal resolution of grievance. The person may contact the GC or Head of School or other member of board to file a formal grievance. Within ten (10) working days of receiving the notification of the filing of the grievance, the GC or designee shall, notify the appropriate parties identified in grievance and/or individual against whom grievance has been filed. Respondent shall be provided an opportunity to respond to allegations within 10 working days. This notification shall include a copy of the Formal Grievance Investigation filed with the GC or designee, along with request that the parties and/or individual respond within 10 days, in writing, to the allegation contained in grievance. The GC or designee shall make a thorough investigation of grievance. In the course of this investigation, the GC or designee shall contact those individuals that have been identified as witnesses having pertinent information related to the grievance. Individuals receiving requests for further documentation must provide written responses within ten (10) working days from receipt of requests. Individuals who are unable to prepare requested documentation within specified time period should file a written request for additional time with the GC.

**con't below in the space provided

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

Given TESG's mission to be student-centered and responsive to a diverse population, we aim to have teachers who are dual certified in elementary and middle grades education with special education, AIG, or ESOL certifications. We realize this may inadvertently reduce our candidate pool, so we will advertise as preferred but not required.

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.*

TESG will hire one full-time and one part-time Exceptional Children teachers for the first two years, then increasing to two full time through year five. We will have one part-time ESOL teacher, and one part-time AIG teacher for the first two years, then increasing to one full time position in each. Any EC/ESOL/AIG candidates will have the required degree and license to assist children with a variety of learning needs.

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).*

Head of School: minimum Masters degree in Education and five years experience in a leadership position, background in curriculum planning and development, and school budget implementation. Duties: attending to structures and systems, budget development and management, promotion and retention, long-range planning, legal matters, partnerships with community/parents, School Improvement Team, grant writing, and professional development and serving as instructional leader.

Assistant Head of School: minimum Masters degree in Education with five years experience in working with children. Extensive knowledge of staff development opportunities and State Standards. Duties: supervising of K-8, AIG, EC, ESOL, and enrichment teachers; acting as state testing coordinator; maintaining substitute list and curriculum resources and materials

Business and Facilities Manager (Financial Officer): minimum 4-year degree in a business, management, or an equivalent degree, and five years experience in facilities/business management position. Duties: managing finances including accounts payable and receivable, budget implementation, ISIS, marketing, insurance, office and supply needs, safety inspections, traffic safety, facility planning/projects, maintenance contractors, safety plan and training/safety drills, supplies and initial tech services; acting as first responder; and supervising Office and Admissions Manager

Guidance Counselor: minimum 4-year degree, masters preferred, with state license in school counseling. Duties: assessing/supporting a range of academic and social/behavior needs, assisting with testing and data management

General Education Teachers: minimum 4-year degree in education with a valid NC teaching license for the grade levels/subject teaching. Duties: working, with support of EC, ESOL, and AIG teachers, inclusively with all children to implement planned lessons in their content areas; creating student portfolios and assessment narratives; holding a minimum of bi-annual conferences with each parent; making home visits at the beginning of the

year for each student; following North Carolina Common Core and Essential Standards using while using experiential, PBL, arts-integrated, culturally-responsive methods. Preference given to candidates with dual certification in EC, ESOL or AIG.

EC/AIG/ESOL Teacher(s): minimum 4-year degree in Special Education with a K-12, ESOL, or AIG certification and two years minimum experience in an elementary or middle school setting. Duties: working with general education teachers using inclusion practices; managing IEP, 504, and PEP caseloads and making sure all requirements are met; and ensuring appropriate services are contracted.

Teacher Assistant: minimum Associate's degree or 48 semester hours in an institution of Higher Education and at least two years experience with children. Duties: assisting general education teachers in creating meaningful, individualized learning experiences.

Enrichment Teachers: minimum 4-year degree in their content area with an NC k-12 teaching license (preferred) or demonstrated remarkable knowledge in subject content, a 4-year degree, and a willingness to pursue Lateral Entry licencing. Duties: working with general education teachers to integrate enrichment content into classroom instruction; providing specialized content instruction in their content area.

Office and Admissions Manager: minimum Associate's degree in Office Administration with some basic bookkeeping background and a minimum of two years experience in office management. Duties: keeping attendance and tardy records for staff and students, certified in CPR and First Aid, First responder, distributing medications that need to be given during the school day, keeping student records and vaccination records, understanding state requirements and documentation for the school, managing state-reporting needs, creating bi-weekly school newsletters, and updating calendars.

**continued from procedures for grievance and termination.

The results of the GC or his/her designee investigation shall be summarized to a Report of Findings. Within 30 days after the formal complaint the GC shall provide a copy to Complainant, Respondent, Head of School and School Board. If more than thirty (30) working days is required for the investigation, the GC shall inform complainant and respondent, in writing, of need for extended time and of reason why additional time is required to complete the investigation. Such notice shall become part of grievance file. If GC or designee finds there is reasonable cause for believing that a violation has occurred, or settlement is otherwise warranted, GC will determine ways to resolve the matter in according to school handbooks. GC or designee shall, within ten (10) working days of the report of findings, obtain Head of School approval for its recommended corrective action and will present its recommendations to the complainant and respondent within ten (10) working days after obtaining the head's approval. If the GC or designee judges that there is not sufficient cause to believe that a violation occurred, and there is no basis for settlement, the GC will give written notification of that determination to the Complainant, Respondent, Head of School and School Board within 10 days of the report of findings. If the grievant is not satisfied with the GC or designees written notification, he/she may appeal decision, in writing, to the Head of School

within five (5) working days of receiving the report of findings. Upon receipt of written appeal, School Board shall conduct a full hearing. At an official meeting of the Board, it shall review the hearing and determine action necessary to resolve the grievance.

Termination:

Throughout the school year teacher and staff evaluations and observations are reviewed. If performance is deemed inadequate by the Principal, h/she will follow procedures above in requesting a meeting, discussing a plan of action, monitoring the compliance of such plan, and if not met, a review will be made by Board of Directors. Board will discuss at a board meeting, invite the teacher to discuss non-compliance to the action plan and circumstances, and deliberate over termination in a closed session. After deliberation, the Board will vote on Principal's recommendation in open session and employee is informed on decision.

Staff Evaluation and Professional Development

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

Head of School and Assistant Head will work on maintaining teacher licensure requirements and professional development in Experiential Education, Project-Based Learning, Arts-Integration, Culturally Responsive Teaching and other needed topics.

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

At The Experiential School of Greensboro, all faculty and staff will have access to professional support, development, and feedback to continue the nurturing environment established with students. Our goal is to provide a rich collaborative community. The Head of School and Assistant Head of School will conduct classroom observations at least four times a school year with follow-up conferences. Conferences will discuss an individual teacher's strengths and weaknesses, and goals will be reviewed at end of year conference. Staff will have at least two observations with follow-up conferences, in addition to the year end evaluation. All faculty will undergo professional development in Experiential Education, Project-Based Learning, Arts Integration, Culturally Relevant Teaching, and Responsive Classroom. The first will be on experiential education and project-based learning. The others will be integrated in subsequent years and concurrently as grants are secured. The professional development sessions support retention and mentoring efforts as well.

For teacher evaluations as stated above, the Head of School and Assistant Head of School will conduct at least 4 classroom observations with follow up conferences over the course of the year. Teachers will have yearly goals, presented to their supervisor by the end of first quarter. These goals will be reviewed at end of year conference, along with any other needs to both reflect on the year and in preparation for the next year. Self and peer observations and evaluations will be encouraged as well. Periodic student and parent surveys will be sent home as an evaluation tool of both classroom and school climate. Teachers needing re-certification must accrue 8 CEU credits (3 content, 2 literacy, 2 general) every 5 years and must apply for renewal between April and June of year license expires.

The mentoring program will consist of teachers working together in teams and taking turns evaluating each other to give constructive feedback. Education specialists on the board will work with the staff to give additional support. New teachers will choose a veteran teacher to create a co-mentoring partnership for the first two years working in the school. Both teachers will take turns observing each other and giving guidance in developing a quality education experience. Mentor and Mentee will have frequent mutual, non-directional conferences to discuss teaching approaches, strengths, and areas for improvement.

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

The Leadership Beyond Boundaries Division of The Center for Creative Leadership will do the professional development for experiential learning. This would begin with a 2 day institute, 2 follow up sessions and several coaching sessions for the academic year. The institute is where participants gain exposure and build capacity towards implementing experiential education, learn principles and mindsets, as well as tools for effective experiential facilitation. The institute would be during late spring/early summer before opening. Participants will engage in experiential learning and small group problem solving exercises that bring content to life, then teachers would have the summer to plan. August would be the first follow up and another in January/February. In between teachers would have at least 2 individual coaching sessions.

The Buck Institute for Education (BIE) provides professional development on project-based learning (PBL) for k-14 education and therefore will provide our pd on this component. The professional development takes place through a sustained-support model, working with schools that agree to a collaboratively crafted multi-year program of face-to-face and virtual support starting with an on-site 3 day PBL 101 workshop. This is followed by 2 or more annual onsite visits with smaller group workshops, classroom observations, analysis of student work, and review of project designs. Each visit is preceded by a survey to tailor suit the needs of the school and virtual support is available free of charge. Core national faculty will work hand in hand with our teachers and other support staff. BIE tailors professional learning to all roles-teachers, instructional coaches, and school-so they can support an effective, systemic approach to Common Core and 21st Century Learners implementation. PBL modules combine academic content with proven instructional practices that lead to high achievement.

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

The first of the professional development will take place in the late spring or early summer preceding the opening of the school. The institute on experiential education will be two days, then followed up by two sessions, one in August before the school year begins and another in January or February. Teachers will have at least 2 other coaching sessions during the year. Additionally, two weeks before school starts we will have professional development training for project-based learning. The first session is a 3 day workshop on the basics of PBL. This is followed by 2 or more site

visits, preferably one in October and the other in March. Other sessions are available virtually that we can schedule during November and April. The idea is to have professional engagement almost every month without being too intrusive, while providing in-depth seamless support. Our PBL site coordinators will work with teachers and other related staff on creating integrated curriculum. The site coordinator will work closely with each teacher to ensure the model is being implemented correctly.

The most innovative and unique part of our curricular offering is experiential learning. So we will rely heavily on our board member whose expertise is experiential education (she's faculty at The Center for Creative Leadership) to provide further immediate support.

We will seek grants to also offer arts-integration and culturally relevant teaching professional development. Responsive classroom training is another support we would like to provide, therefore we will request assistance from the board in seeking the grants specific to this training from The Center for Responsive Classrooms. During the planning year, the board will seek and apply for various grants to support these continued efforts.

Teachers will be given a stipend to participate in professional development sessions prior to the start of the academic year. Each teacher will receive a \$500 stipend. This is in concert with the \$100 per day stipend in the surrounding LEA.

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.*

Through our contract with The Center for Creative Leadership and The Buck Institute of Education we will have a site trainer that will come to provide onsite training 5 or more days a year. The first workshop of these sessions will be scheduled before the calendar year starts so as to maximize the 7 full days of professional development our calendar allots. Teachers will be required to attend this PD and will be paid a stipend as mentioned above. The remaining four sessions will occur within our calendar on the first four PD days in August, which occur before the start of the classes. In this way, all teachers will have completed the full complement of training in experiential and project-based learning before they begin teaching with us. Follow-up sessions will occur on the remaining 3 protected PD days on the academic calendar. We will also allot professional learning community (PLC) time during weekly planning sessions. These PLCs will bring together all house teachers and assistants of a specific grade group (K, 1st/2nd, 3rd/4th, 5th/6th, and eventually 7th/8th). Each grade set's PLC time will be scheduled so that enrichment, AIG, ESOL, and EC teachers can also attend each session. We will use these PLCs for additional coaching and support in the integration of experiential education and project-based learning.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably 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 Experiential School of Greensboro intends to have a student population that is reflective of the city's diversity. With a location planned for downtown, a 10-15 mile radius will provide a diverse pool to which we will market the school. It is the goal of TESG to recruit families from many communities to avoid a disproportionate representation from any one and negatively impacting any of the local public schools. We will also ensure that marketing materials are available in both English and Spanish, and open houses and information sessions will be held in both languages. We will adapt these and secure interpreters for other languages or special needs. We will actively seek service donations for printing and copying materials. The following timeline provides a more detailed plan for our marketing approach followed by outlets for information:

Summer and Fall 2017:

Notify friends, contacts, and colleagues of completion of application and continue with informal promotion of TESG mission and vision. Post application update on website, update language, add details of instructional programs, and respond to all early inquiries. Develop Facebook and Twitter accounts and create a sub-committee of the Board on community engagement to focus on developing marketing strategy, including an analysis of demographic and audience, and timeline that integrates TESG into the magnet and charter application schedule. We will identify graphic designers to create branding and strategy. Brochures and fliers will be distributed. We will continue securing partnership with downtown establishments and outreach to area preschools, community organizations and leaders. At this point we will set dates for information sessions; pursue media opportunities in local radio, TV, and newspapers, budget permitting; maximize social media and other free avenues for marketing; and assess strategies so far and adjust for target populations.

Winter and Spring 2018:

We will continue to keep website and social media accounts updated; issue a press releases to relevant media outlets; run ads on in local newspapers and magazines in English and Spanish; continue to distribute fliers, brochures, application information to summer programs and camps, high-traffic family areas, at local festivals, and any events attended by Board members and staff; work with charter organizations and other charter schools to plan common student recruitment events; offer more information sessions if needed and assess what neighborhoods may not be represented; and advertise in local public libraries.

Summer 2018:

We will continue to keep website and social media accounts updated; host information sessions; distribute brochures; and secure final partnerships. We will re-asses strategies with the community engagement committee as necessary and conduct additional media blitzes to generate buzz. We will promote opening day and include opportunities for each TESG partner

organizations to promote their own programs and collaborations. We will order TESHG apparel, stickers, and other marketing items.

Fall 2018:

TESG opens and students receive founding class t-shirts and magnets at Orientation program and family event.

Marketing outlets:

- * Social Media blasts on various outlets to reach a wide audience
- * Ads in local parents magazines
- * Brochures at local preschools, family doctors, children's museum, public libraries, etc.
- * Town-hall informational meetings at local libraries and recreation centers across the county
- * Creation of a Charter School Fair with other Guilford County Charter Schools in February 2018
- * Information booth at different festivals around Greensboro
- * Application access and information on our website
- * Facebook page updates
- * Help North Carolina Department of Education create a video raising awareness of charter schools

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

The Experiential School of Greensboro believes that families and the community are an integral part of a child's successful learning experience and of the success of a school. We will have an open and trusting environment welcoming parents and community members to come and visit our progress. Once registration is complete, enrollment packets will include an outline of TESHG goals and expectations for them as contributing members of our school community. Some of these expectations include: taking an active role in monitoring their child's academic progress, communicating regularly with teachers, exchanging positive and constructive feedback, providing volunteer service in some capacity to the school, and staying informed about school news.

There will be many events before opening that parents will be invited to learn more about TESHG and ways they can be involved. In the spring prior to the school opening we will hold information sessions and post a video on the schools website about our educational philosophy, best practices and student-centered mission. Enrolled families will be invited to a meet and greet with their child's teacher and school personnel, then will be invited to contribute in setting up the learning spaces for the school. We will post times were families can volunteer to help. Food and childcare will be provided at these community building events. We will work with area business and colleges to secure donated or fixed costs services. These events offer less-formal opportunities for families and school personnel to interact and work together. These opportunities not only begin to establish strong

investments in the school, but allow families to be more informed about the school inside and out.

Research shows that strong family-school partnerships improve student's learning. It is part of our mission to provide these strong relationships. Our teachers will do home visits at the beginning of the year to have a better understanding of their children. Parents will be encouraged to come into the school to see what their children are learning. At the end of each learning period children will display work from their projects. Parent-teacher conferences, student-led conferences and student narratives will also be used to communicate with parents about what their children are learning. Community partnerships with local businesses downtown have already begun. Elsewhere Living Museum has been a part of the school's planning since the beginning and is excited about collaborating with the school. Its executive director serves on our Board and so does their Board President. Union Square Campus developers, HQ, and the Forge are also all supportive of the school and are eager to collaborate. Frequent updates on our website and on our Facebook page will be posted to inform the public of our opening.

Once TESG opens, families will have the opportunity to serve on our board as parent representatives, on the Family, Teacher, Student, and Community Association (FTSCA), action research committees (ARCs), as parent classroom volunteer liaisons, and several committees focused on engaging the community and expanding school curriculum. We will have an open house and several living museum nights during the year so that families can see and learn about the projects students are engaged in.

Admissions Policy

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

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

The Experiential School of Greensboro's application period will be from October 1, 2017-February 1, 2018. Applications must be received by TESG office no later than 11:59pm on February 1, 2018. They will be reviewed for completeness, checked for a valid North Carolina address and will be entered into a database. If the number of applications exceeds available seats, a public lottery will be held in March, in accordance with all NC charter school laws. After the lottery is held, any applications not accepted will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after February 1st will be added to the end of the

waitlist according to the date/time submitted. All students will be notified of acceptance via mailed written letter, email and phone call (in both English and Spanish) and families will be required to attend a school information session to complete the registration process. This session will inform parents of the nature of TESG instruction and will allow us an opportunity to elicit feedback from students and families. Ten to 15 sessions will be offered in March-May at varying times to accommodate parents' schedules; special arrangements will be made for parents with extenuating circumstances (such as a video that may be emailed). Once a family attends the session, they must turn in the registration packet by May 30, 2018; the enrollment process is then complete. If a family does not complete the registration process prior to May 30, their seat may be forfeited and the next applicant on the waitlist. Students who do not attend the first day of school or call in to notify the school of the absence by a TESG-determined date/time will forfeit their enrollment and must complete another application to be considered in the future. TESG will admit, and/or place in the lottery, any student who completes the application prior to the deadline.

The public lottery will be run as follows:

TESG will notify all applicants and the public (through posting on website) of the date, time, and location of the lottery. Applications will be reviewed for completeness and verified for valid NC address. Each completed application is assigned a unique number and a ticket will be created. Any applicant that meets the State rules for priority admission will be placed on the acceptance list. Numbered tickets will be pulled at random during a video-taped, public lottery for the remaining seats at each grade level until all seats are filled. All remaining tickets will be drawn and placed on the waitlist for each grade in the order they are pulled. TESG will make every effort to ensure the integrity of the lottery process, including audits. Per State rules, TESG will give admissions preference to children of current employees and Board members and to current students' siblings. If the number of applicants in these groups exceeds the available seats, a separate preference group lottery will be held. Once a student is enrolled at TESG, families do not have to re-enroll each year; however they must submit an "Intent to Return" form so TESG administrators can plan accordingly. Any applicant on the waitlist from the previous year must resubmit an application and participate in the lottery again. Families who wish to withdraw a student must notify TESG in writing at least 3 days prior to withdrawal and are requested to participate in an in-person Exit Interview to help TESG administrators better understand the reasons for withdrawal. Upon completing a required withdrawal form and receiving a transfer form from the student's new school, TESG will provide all relevant and required records. If the family chooses to later re-apply, they must complete a new application and participate in the lottery process again.

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 Guilford County Schools
 LEA #2
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Kindergarten	36	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 01	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 02	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 03	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 04	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 05	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 06	40	0	0	40	0	0	40	0	0	40	0	0	40	0	0
Grade 07	0	0	0	40	0	0	40	0	0	44	0	0	48	0	0
Grade 08	0	0	0	0	0	0	40	0	0	44	0	0	48	0	0
	276			316			356			364			372		

V. OPERATIONS

Transportation Plan:

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

The Experiential School of Greensboro has a proposed location in downtown Greensboro for a number of reasons: to have regular access to the local organizations and cultural institutions in that area, to attract a diverse student body of families who live in proximity, and to be within walking distance of public transportation for students who wish to attend TESG from the outer parts of the city. We will provide all TESG families with a transportation survey in their enrollment packets in order to research their transportation needs as well as to ensure that no child is denied access to TESG due to lack of transportation. We anticipate that based on this information, the following plan will give our TESG families several options for transportation to school each day.

Carpooling:

TESG will coordinate a carpooling program for families who live near each other and have indicated that they wish to carpool to and from school together. To facilitate this, we will use the addresses of all families who wish to participate in this program to organize central stops for pick-up and drop-off locations. Parents who wish to work out carpooling systems on their own will be encouraged to do so.

Greensboro City transportation:

TESG will also provide Greensboro Transit Authority bus rail passes at a subsidized cost for families who have shown an interest in utilizing public transportation and are in need of financial support.

School Bus:

Finally, TESG will investigate offering a school bus service provided by a contracted bus company at a subsidized cost. We estimate this service will have multiple pick-up and drop-off locations in the 15 mile radius from the school. The bus stops will be in community locations and the route will be designed based upon the information received from the TESG transportation surveys. It will be our goal in the negotiations of a contract with a bus company to provide the service at a fixed cost, but for the school to retain a percentage of the fees to create a "transportation fund" to cover the costs for students who need financial assistance for transportation.

We believe that all of these options will afford students the opportunity to receive free transportation access to our unique and high-quality educational experience. We have set aside some funds to assist students and families with transportation costs.

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.

In keeping with our mission to develop socially aware, thoughtful citizens, to embed learning in an experiential context, and to partner with neighborhood resources, The Experiential School of Greensboro will utilize its lunch program to teach concepts and skills around sustainable local food sourcing, urban farming, nutrition and healthful eating habits. TESHG will work with a local organization/vendor to provide lunch at a fixed cost (through monthly meal plans) to our students. We will negotiate a contract with the organization to retain a percentage of the sales of such meal plans in order to provide lunches free of cost to those students who meet the guidelines for free and reduced lunch in public schools. We would also like to explore a collaboration with local food trucks for the use of a commercial kitchen for mutual benefit and services. In addition we are contacting the NC School Garden Network to establish a school garden and increase access to fresh seasonal foods. NC A&T runs both an urban farm and farmers market, therefore we will be seeking official partnerships with them since they are in close proximity to the school.

As a contingency plan, in our budget projections we included the cost of daily lunch (\$3/day for 180 days) for 30% of our students.

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		\$1,441.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,380.00
Property Insurance	\$240,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$8,526.00
Total Cost			\$15,310.00

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

Health and Safety Requirements:

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

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

c_experiential 09/15/2016

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The Experiential School Of Greensboro seeks to find a space in downtown Greensboro in order to fulfill our mission to embed the city and its culture into our curriculum and to fully utilize the resources of our neighborhood. We anticipate a need for a 20,000-25,000 square foot space for our initial 276 students, with the capacity to grow to accommodate as the school expands. Enclosed in the Appendix O is a letter of support from downtown developer, Andy Zimmerman, to document the discussions had thus far in regards to securing a location.

The steps we take to secure a space will include:

Spring 2017: Request volunteers for an ad-hoc committee of the Board to continue exploring possibilities for facilities and additional funding. Schedule a meeting with a representative from Funding the Gap, an organization that provides financing and consulting services for charter schools and has extensive experience supporting schools with their facilities needs; together develop a plan and timeline for finding space, and discuss options for contingency plan.

Early summer 2017: Ad-hoc Committee will tour school facilities and other facilities whose concepts are applicable to TESSG's vision.

Fall 2017: Ad-hoc Committee will identify possible locations, funders, and Greensboro area organizations that support and promote the development of the Downtown Greensboro community; Board Chair will set up meetings as appropriate. We will develop a facilities requirements document to determine actual space needs, including total space, classrooms, restrooms, common learning areas, recreation areas, cafeteria, teacher planning spaces, administrative offices, reception area, multi-purpose spaces, power, and technical infrastructure needs.

Spring 2018: Ad-hoc Committee will meet biweekly to provide updates on meetings with funders, architects, realtors, etc. to finalize funders/financers, architect, location, and specific technology requirements. We will enter into a facilities contract to begin necessary work with move-in date late spring. Vendors and suppliers will be selected for furniture, school equipment, and IT infrastructure.

Early Summer 2018: Design internal set-up, furniture lay out, and use of space. Facility is ready and Certificate of Occupancy issued. Move in and prepare for staff orientation and professional development and open houses.

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.

Cost for the location identified is \$15-17 per sq ft. This includes utilities, leaving internet services the only other cost. This is for a newly renovated space per discussions with Andy Zimmerman, downtown developer. His letter is in Appendix O.

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

Our ad-hoc committee will, very early in our planning process, work with real estate and charter consultant experts to explore contingency plan possibilities. These are likely to include temporarily renting office space in downtown and exploring options that are further from the Union Square Campus, but equally accessible to support our school mission and remain convenient for families.

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>																					
	<p>LEA #1 410 - Guilford County Schools</p> <table border="1"> <thead> <tr> <th>Revenue</th> <th>2016-2017 Per Pupil Funding</th> <th>Projected LEA ADM</th> <th>Approximate funding for 2018-2019</th> </tr> </thead> <tbody> <tr> <td>State Funds</td> <td>\$4,993.71</td> <td>276</td> <td>\$1,378,263.96</td> </tr> <tr> <td>Local Funds</td> <td>\$2,372.86</td> <td>276</td> <td>\$654,909.36</td> </tr> <tr> <td>Federal EC Funds</td> <td>\$3,395.78</td> <td>27</td> <td>\$91,686.06</td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td>\$2,124,859.38</td> </tr> </tbody> </table>			Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	State Funds	\$4,993.71	276	\$1,378,263.96	Local Funds	\$2,372.86	276	\$654,909.36	Federal EC Funds	\$3,395.78	27	\$91,686.06	Totals		
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019																			
State Funds	\$4,993.71	276	\$1,378,263.96																			
Local Funds	\$2,372.86	276	\$654,909.36																			
Federal EC Funds	\$3,395.78	27	\$91,686.06																			
Totals			\$2,124,859.38																			

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	\$1,378,264	\$1,578,012	\$1,777,761	\$1,817,710	\$1,857,660
-Local Per Pupil Funds	\$654,909	\$749,824	\$844,738	\$863,721	\$882,703
-Exceptional Children Federal Funds	\$91,686	\$105,269	\$118,852	\$122,248	\$125,644
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,124,859	\$2,433,105	\$2,741,351	\$2,803,679	\$2,866,007

***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	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$76,125	\$76,125	1	\$77,267	\$77,267	1	\$78,426	\$78,426	1	\$79,602	\$79,602
Assistant Administrator	1	\$65,000	\$65,000	1	\$65,975	\$65,975	1	\$66,965	\$66,965	1	\$67,969	\$67,969	1	\$68,988	\$68,988
Business And Facilities Manager	1	\$45,000	\$45,000	1	\$45,675	\$45,675	1	\$46,360	\$46,360	1	\$47,055	\$47,055	1	\$47,761	\$47,761
Clerical	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$0	\$0	1	\$0	\$0
Office And Admissions Manager	1	\$25,000	\$25,000	1	\$25,375	\$25,375	1	\$25,756	\$25,756	1	\$26,142	\$26,142	1	\$26,534	\$26,534
Food Service Staff	0	\$0	\$0	.5	\$30,000	\$15,000	.5	\$30,450	\$15,225	.5	\$30,906	\$15,453	.5	\$31,369	\$15,685
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Development Director	0	\$0	\$0	.5	\$45,000	\$22,500	.5	\$45,000	\$22,500	.5	\$45,675	\$22,838	.5	\$46,360	\$23,180
Technology Director	0	\$0	\$0	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$40,600	\$20,300	.5	\$41,209	\$20,605
A - Total Admin and Support:	4		\$210,000	5.5		\$270,650	5.5		\$274,073	6.5		\$278,183	6.5		\$282,354
Instructional Personnel:															
Core Content Teacher(s)	14	\$41,500	\$581,000	16	\$42,122	\$673,952	18	\$42,754	\$769,572	18	\$43,395	\$781,110	18	\$44,046	\$792,828
Electives/Specialty Teacher(s)	3	\$41,500	\$124,500	3	\$42,122	\$126,366	4	\$42,754	\$171,016	4.5	\$43,395	\$195,278	5	\$44,046	\$220,230
Exceptional Children Teacher(s)	1.5	\$41,500	\$62,250	1.5	\$42,122	\$63,183	2	\$42,754	\$85,508	2	\$43,395	\$86,790	2	\$44,046	\$88,092
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

The Experiential School of Greensboro

Teacher Assistants	4	\$25,000	\$100,000	4	\$25,375	\$101,500	4	\$25,756	\$103,024	4	\$26,142	\$104,568	4	\$26,534	\$106,136
ELL/ESL	.5	\$41,500	\$20,750	.5	\$42,122	\$21,061	1	\$42,754	\$42,754	1	\$43,395	\$43,395	1	\$44,046	\$44,046
AIG	.5	\$41,500	\$20,750	.5	\$42,122	\$21,061	1	\$42,754	\$42,754	1	\$43,395	\$43,395	1	\$44,046	\$44,046
Guidance Counselor	1	\$41,500	\$41,500	1	\$42,122	\$42,122	1	\$42,754	\$42,754	1.5	\$43,395	\$65,093	1.5	\$44,046	\$66,069
B - Total Instructional Personnel:	24.5		\$950,750	26.5		\$1,049,245	31		\$1,257,382	32		\$1,319,628	32.5		\$1,361,447
A+B = C - Total Admin, Support and Instructional Personnel:	28.5		\$1,160,750	32		\$1,319,895	36.5		\$1,531,455	38.5		\$1,597,811	39		\$1,643,801
Administrative & Support Benefits															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	2	\$10,478	\$20,956	2	\$10,635	\$21,270	2	\$10,794	\$21,588	2	\$10,956	\$21,912	2	\$11,120	\$22,240
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	2	\$793	\$1,586	2	\$804	\$1,608	2	\$816	\$1,632	2	\$829	\$1,658	2	\$841	\$1,682
Medicare	2	\$955	\$1,910	2	\$969	\$1,938	2	\$984	\$1,968	2	\$999	\$1,998	2	\$1,014	\$2,028
Social Security	2	\$4,972	\$9,944	2	\$5,047	\$10,094	2	\$5,123	\$10,246	2	\$5,199	\$10,398	2	\$5,277	\$10,554
Retirement Business And Facilities Manager	1	\$7,254	\$7,254	1	\$7,362	\$7,362	1	\$7,473	\$7,473	1	\$7,585	\$7,585	1	\$7,699	\$7,699
Retirement Office And Admissions Manager	1	\$4,030	\$4,030	1	\$4,090	\$4,090	1	\$4,151	\$4,151	1	\$4,214	\$4,214	1	\$4,277	\$4,277
Social Security Business And Facilities Manager	1	\$3,442	\$3,442	1	\$3,494	\$3,494	1	\$3,546	\$3,546	1	\$3,599	\$3,599	1	\$3,653	\$3,653
Social Security Office And Admissions Manager	1	\$1,912	\$1,912	1	\$1,941	\$1,941	1	\$1,970	\$1,970	1	\$1,999	\$1,999	1	\$2,029	\$2,029
Disability Business And Facilities Manager	1	\$549	\$549	1	\$557	\$557	1	\$565	\$565	1	\$574	\$574	1	\$583	\$583
Disability Office And Admissions Manager	1	\$305	\$305	1	\$309	\$309	1	\$314	\$314	1	\$318	\$318	1	\$323	\$323
Medicare Business And Facilities Manager	1	\$661	\$661	1	\$671	\$671	1	\$681	\$681	1	\$691	\$691	1	\$702	\$702
Medicare Office And Admissions Manager	1	\$305	\$305	1	\$373	\$373	1	\$378	\$378	1	\$384	\$384	1	\$390	\$390
D - Total Admin and Support Benefits:	16		\$52,854	16		\$53,707	16		\$54,512	16		\$55,330	16		\$56,160

The Experiential School of Greensboro

Instructional Personnel Benefits:														
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0
Retirement Plan--NC State	23	\$6,689	\$153,847	25	\$6,790	\$169,750	31	\$6,891	\$213,621	31	\$6,995	\$216,845	32	\$7,100
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0
Social Security	23	\$3,174	\$73,002	25	\$3,222	\$80,550	31	\$3,270	\$101,370	31	\$3,319	\$102,889	32	\$3,446
Disability	23	\$506	\$11,638	25	\$513	\$12,825	31	\$521	\$16,151	31	\$529	\$16,399	32	\$537
Medicare	23	\$610	\$14,030	25	\$619	\$15,475	31	\$628	\$19,468	31	\$637	\$19,747	32	\$647
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0
E - Total Instructional Personnel Benefits:	92		\$252,517	100		\$278,600	124		\$350,610	124		\$355,880	128	
D+E = F - Total Personnel Benefits	108		\$305,371	116		\$332,307	140		\$405,122	140		\$411,210	144	
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$262,854	21.5		\$324,357	21.5		\$328,585	22.5		\$333,513	22.5	
B+E = H - Total Instructional Personnel (Salary & Benefits)	116.5		\$1,203,267	126.5		\$1,327,845	155		\$1,607,992	156		\$1,675,508	160.5	
G+H = J - TOTAL PERSONNEL	136.5		\$1,466,121	148		\$1,652,202	176.5		\$1,936,577	178.5		\$2,009,021	183	

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Disability	\$793	\$804	\$816	\$829	\$1,682
	Disability	\$506	\$513	\$521	\$529	\$17,184
	Disability Business And Facilities Manager	\$549	\$557	\$565	\$574	\$583
	Disability Office And Admissions Manager	\$305	\$309	\$314	\$318	\$323
	Health Insurance	\$0	\$0	\$0	\$0	\$0
	Life Insurance	\$0	\$0	\$0	\$0	\$0
	Medicare	\$955	\$969	\$984	\$999	\$2,028
	Medicare	\$610	\$619	\$628	\$637	\$20,704
	Medicare Business And Facilities Manager	\$661	\$671	\$681	\$691	\$702
	Medicare Office And Admissions Manager	\$305	\$373	\$378	\$384	\$390
	Retirement Business And Facilities Manager	\$7,254	\$7,362	\$7,473	\$7,585	\$7,699
	Retirement Office And Admissions Manager	\$4,030	\$4,090	\$4,151	\$4,214	\$4,277
	Retirement Plan--NC State	\$10,478	\$10,635	\$10,794	\$10,956	\$22,240
	Retirement Plan--NC State	\$6,689	\$6,790	\$6,891	\$6,995	\$227,200
	Retirement Plan--Other	\$0	\$0	\$0	\$0	\$0
	Social Security	\$4,972	\$5,047	\$5,123	\$5,199	\$10,554
	Social Security	\$3,174	\$3,222	\$3,270	\$3,319	\$110,272
	Social Security Business And Facilities Manager	\$3,442	\$3,494	\$3,546	\$3,599	\$3,653
	Social Security Office And Admissions Manager	\$1,912	\$1,941	\$1,970	\$1,999	\$2,029
	Total Benefits	\$46,635	\$47,396	\$48,105	\$48,827	\$431,520

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 budget for The Experiential School of Greensboro was developed over several months in consultation with board members, utilizing estimates comparable to those of similarly sized charter schools in the Greensboro area. Budget projections were based on enrollment figures that seem feasible based on the positive interest shown in The Experiential School of Greensboro model, the downtown location, and the organizations with whom we are developing partnerships. The size of the school and thus our enrollment projections were determined based on the need for a k-8 school that could remain relatively small in size even at full capacity. The small size will be attractive for many families, particularly with our inclusion of the middle grades, which represent a time when many families leave GCS for private schools and will be more suitable to TESSG's mission and location. There are little options for middle schools in GCS, so this will be a welcomed addition.

As discussed in our needs assessment (see Appendix A1), our unique approach to teaching and learning, downtown location, partnership organizations, high quality faculty, and the general need for more seats in GCS and an experiential and project-based learning focused schools, we believe that our enrollment projections are reasonable. With 276 students enrolled, without assuming that any students will qualify for additional EC or ELL funds, we will have approximately a 3% surplus. This means that as long as we meet our enrollment target of students in the first year, we can cover our anticipated expenses, even if we experience a slight attrition rate in the first few months of operation.

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

From our survey results and research over the past two years of considering this proposal, it is clear there is a need and interest in Greensboro for the kind of school experience TESSG will provide. We understand, however that it is important to develop a plan for the event that anticipated revenues fall short, and therefore would consider reducing expenses in the following areas:

- Lower spending on furniture, office equipment, computers, and other instructional and general supplies; we can make use of family and community donations and surplus warehouses to support our needs.
- Reduce professional development outsourcing and provide more in-house opportunities. The Board is well qualified to provide this.
- Reduce number of staff or amount of space if enrollment is lower.

- Reduce and spread out technology outfitting.
- Reduce salaries; this is a last resort given our belief in a high quality faculty in order to carry out TESG's mission.

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

No, the proposed budget does not rely on other sources of funds, but if approved we will seek various grants to support and complement services and structures. Preliminary research was done of grants databases and there are several start-up grants available for charters in the planning stages once approved. We have developed a balanced budget solely on the funds provided by the state and local educational agency.

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

18:1=k; 20:1=1-8; 4yr 22:1 7 + 8; 5 yr 24:1 7 + 8

- 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.*

We will contract out for financial services and auditing, potentially for transportation, some professional development and student services.

The following criteria will be considered when selecting vendors: reputation and references, service record, experience with k-12 schools (particularly charter schools), appropriate liability coverage (as relevant), and criminal background check for any vendors who come in contact with students.

Selection and payment of a vendor will include the following steps:

- Head of School (or designee) or Board of Directors will issue a Request for Proposal for the proposed need/service/item.
- Interested vendors will submit estimates and a description of services; at least two "bids" must be received prior to any expenditure over \$10,000.
- Head of School or designee must have the School Business Manager co-sign any check over \$10,000.
- Head of School will require Board approval for any expenditure over \$15,000.

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

TESG's proposed budget was carefully and strategically developed to align and support the school's mission. We also hope that our budget reflects our values and beliefs about the kind of school we strive for TESG to become. For each category of expenses, we highlight components of our budget that demonstrate this alignment.

Personnel:

- The success of TESG is dependent upon high quality leaders and teachers, therefore salary packages (salary and retirement) reflect a commitment to compensate good work. A 1.5% salary increase is budgeted each year, but will be evaluated upon the completion of each year, budget permitting, to increase to 2-2.5%.
- Providing a robust series of professional development workshops is an

investment in the growth of our teachers and in alignment with our unique mission and multi-age learning structure. This is consistent throughout the initial 5 years. We also recruited board members with expertise in elementary and middle grades education, curriculum and instruction, experiential education and the arts to support the pedagogical foci of the school towards the success of students, faculty and staff.

-We are hiring a Development Director part-time starting the second year to assist with grants and fundraising to ensure our long-term sustainability and to further support the educational flexibility central to project-based learning. There is extensive board expertise in this area as well, so board members are prepared to assist fundraising efforts. We are also hiring a Technology Director part-time starting the second year to assist with integrating technology and designing the plans for makerspace in the future once grants are secured.

-We are hiring a full-time Guidance Counselor, and adding a part-time one in anticipation of greater needs for student support as we add middle school.

-Multiple Teacher Assistants will enable us to be most responsive to students in k and 1st grade as they begin their educational careers and develop solid learning strategies.

-Multiple enrichment teachers will enable us to provide a diversity of offerings and choice to our students for exploring new activities and deepening learning in areas of interest.

-Finally, we wish for all teachers to serve as mentors for students. Our total personnel budget enables us to reach a student-to-advisor ratio of 14 to 1, which is in line with best practices for effective advisory programs.

Operations:

-Many of our projected expenses support faculty collaboration, flexibility, ownership, and innovation; faculty will decide together their instructional needs and those for technology and environment/learning spaces. Instead of allotting each faculty a set amount for computers/tablets, furniture, and instructional materials, a communal fund has been set aside for the operations instructional budget so that as a community teachers and lead administrators can decide what is best for classrooms and communal spaces in...

**con't below

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 Experiential School of Greensboro will seek to grow to a general fund balance of 10% in order to ensure long-term sustainability of our school and to be fully prepared for future needs of our student population, including transportation and child nutrition, as well as our growth and facilities.

Our fund balances are as follows:

2018-2019: \$72,048 which represents 3% contingency

2019-2020: \$138,093 which represents 6% contingency and a cumulative reserve fund of \$210,141

2020-2021: \$109,964 which represents 4% contingency and a cumulative reserve fund of \$320,105

2021-2022: \$76,349 which represents 2-3% contingency and a cumulative reserve

fund of \$396,454

2022-2023: \$36,876 which represents 1% contingency and a cumulative reserve

fund of \$433,330.

By the end of our fifth year, the cumulative reserve fund of \$433,330 provides us with a 15% contingency reserve, which will be our goal to maintain.

As long as we make our enrollment projections, these calculations represent a conservative estimate; we have not figured in any additional funding that we are likely to receive through start-up grants, partnership grants, FTSCA and family fundraising efforts, or the fundraising dollars raised by our Director of Development who will be hired part-time during our second year. Some of the planning and start-up grants for which we are in the process of researching and applying include: Next Generation Learning Challenge grants, Charter School Growth Fund, Z. Smith Reynolds, and federal CSP funding.

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

For the purposes of this application and our short-term planning, we have budgeted 15% of our total revenue for facilities spending. Beginning in our fifth year, this percentage may be raised by no more than 2%. During the first years of the school, this will enable us to lease a full-service building, which includes security costs, basic utilities, regular cleaning and maintenance. We have budgeted to spend approximately \$17 per square foot, which falls in line with the average rental for downtown Greensboro commercial properties (<http://www.loopnet.com>). We will plan to seek an escalating rent structure to enable us to better absorb the costs. We will also work with Funding the Gap to explore our options for financing a long-term lease or an independent, new building.

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

At this time, The Experiential School of Greensboro does not hold assets from any other sources, however we will seek opportunities to accept donations of furniture, equipment, etc. from businesses that might be closing, downsizing, or relocating.

****Budget alignment with mission, continued:**

... order to support our mission and pedagogical strategies (PBL, Socratic seminars, direct instruction, internships, service learning projects, and student-led research). After the first years teachers will involve students in making decisions about additional supplies needed. This supports teachers and students assuming leadership roles and supports both group decision making and co-construction of curriculum.

-Teachers will have a small stipend to attend professional development and we hope to grow that fund over the years to support even more innovation and professional growth.

-Beginning in our second year, we have set aside a Curriculum Innovation Fund, that will grow as the school and fundraising continues. This fund will be set aside for service learning projects, new school initiatives, community initiatives, pilot programs, teacher/student innovation mini-

grants, and other activities that will support the school's ongoing innovation, community out-reach and improvement efforts. It is part of our mission to continue to push our thinking, stay connected to the surrounding community and support both experiential and inquiry-based practices.

-We are aiming to build several labs in the school so that students and teachers have ample varied pedagogical space where any technology isn't a limit while not centralizing technology as the only tool for maximizing learning.

-The small instructional software budget is purposeful; it is our intention to utilize cloud/"open source" apps for education and that are free or at discounted rates as resources to enable students and families to access our digital resources without many obstacles.

Curricular Offerings:

-We have listed a preference for dual certification in elementary or middle grades and exceptional children or ESOL/AIG so that we can augment any support necessary for any student and family.

-Our enrichment teachers initially cover visual arts, music and movement. We will add a 4th in Spanish and another in Horticulture to support the development of a future school garden and green space. Guilford County has an active school garden network through both NC A&T and NC State, so we will reach out to them to begin this work.

-Intentional use of PD efforts to support experiential education, service learning, PBL, student research and community engagement.

Transportation and School Nutrition:

TESG is committed to ensuring that every student has transportation to school and a healthy meal to eat at school every day. We have allocated in our budget amounts to cover the costs of bus transportation and school lunch for 30% of our population. It will also be our goal to negotiate contracts with our vendors to allocate a percentage of the sales to support the cost of students who qualify for financial assistance.

Facilities:

-The amount allocated for rent represents 18% of our total budget, a typical and reasonable figure according to charter facilities experts with whom we consulted. This amount will enable us to spend approximately \$17 per square foot, which is in line with Downtown Greensboro commercial real estate fees. Commercial leases in and near Downtown are inclusive of costs for utilities and building maintenance.

-We have allocated a considerable amount for phone and internet service, in order to facilitate inquiry-based and research practices through large broadband capacity for the downloading of multi-media sources.

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 Experiential School of Greensboro will employ a full-time Business and Facilities Manager who will oversee all financial record-keeping. Roles, responsibilities, expectations and hiring criteria for the Business and Facilities Manager position can be found in the Staffing Section of this application. In addition to hiring a full-time Business and Facilities Manager, TESG will also contract with a well-regarded, licensed accounting firm that has extensive experience managing charter school finances. We have been in contact with LBA Haynes Strand and will review their services and estimates, as well as others in greater detail prior to selecting which firm will handle our finances, payroll, ISIS reporting, etc. and which (or another if needed) will conduct an annual audit of our finances and financial processes. These financial consultants will liaise with the school primarily through the Business and Facilities Manager and collaboratively will prepare monthly budget status updates for the Board. Each year a thorough audit will be conducted by the aforementioned licensed accounting firm or one as highly recommended/qualified.

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

Not applicable. The Experiential School of Greensboro will ensure, through its comprehensive conflict of interest policies and annual auditing process, that finances will be handled with the highest standard of ethics.

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.

LBA Haynes Strand
mailing address: P.O.Box 10949, Greensboro, NC 27404
physical address: 3701 N. Elm Street, Greensboro, NC 27455
phone: 336-286-3204
fax: 336-286-3223

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 certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check 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).

c_experiential

Date: 09/17/2016

Applicant Signature:

The foregoing application is submitted on behalf of The Experiential School of Greensboro (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: c_experiential

Board Position: Melissa Bocci, Board President

Signature: _____

Date: 09/18/2016

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

Notary Public Official Seal
My commission expires: _____, 20____.