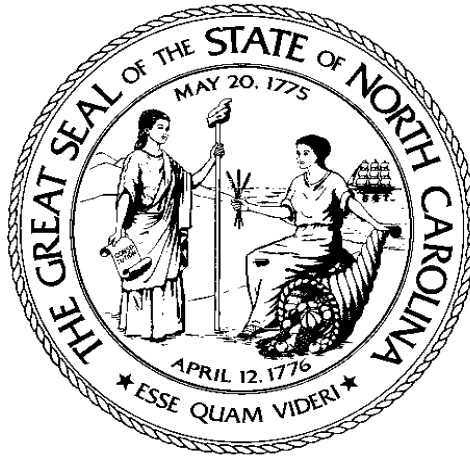


Inner Banks Innovation Academy - Mission: To create a peaceful collaborative culture, an engaging integrated curriculum, and a personalized learning program, empowering every student to build an excellent foundation of knowledge and character, ready for college, career and civic life.



Application Preliminary Evaluation Packet

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

§ Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.

§ Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Eric Sanchez
Alex Quigley
Cheryl Turner
Cande Honeycutt-Killian
Robin Kendall
Glenn Allen
Tamara Thomas
Shannon Stein
Steven Walker
Jonathan Bryant
Deanna Townsend-Smith
Robert McOuat
Alan Hawkes
Mike McLaughlin
Hilda Parlér

Date of Review:

Inner Banks Innovation Academy - Mission: To create a peaceful collaborative culture, an engaging integrated curriculum, and a personalized learning program, empowering every student to build an excellent foundation of knowledge and character, ready for college, career and civic life.

09/30/2016

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Inner Banks Innovation Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

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

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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VII.

AGREEMENT PAGE

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Total External Evaluator Votes 80

Total Subcommittee Votes 80

CSAB Votes 80

Initial Screening 80

External Evaluator 81

Charter School Advisory Board Subcommittee 88

Overall Summary 90

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Inner Banks Innovation Academy*

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

Name of non-profit organization under which charter will be organized or operated: *Inner Banks Innovation Academy, Inc.*

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

Name of contact person: *Vivian R Lamb*

Title/Relationship to nonprofit: *Board Director/Secretary*

Mailing address: 714 Homestead Park Drive
Apex NC 27502

Primary telephone: 919-924-8664 Alternative telephone: 919-267-4547

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

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

County: *BEAUFORT*

LEA: *070-Beaufort 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:

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Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Inner Banks Innovation Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	04,05,06,07,08,09	216
Second Year	04,05,06,07,08,09,10	252
Third Year	04,05,06,07,08,09,10,11	288
Fourth Year	04,05,06,07,08,09,10,11,12	324
Fifth Year	04,05,06,07,08,09,10,11,12	342

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

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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.

ibia2018

Signature

Vivian Lamb IBIA Secy

Title

ibia2018

Printed Name

09/19/2016

Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Low enrollment projections for a school beginning with 6 grade levels. Evidence of need in Appendix A1 is not sufficient to demonstrate projected enrollment will be met.</u>	<u>Cande Honeycutt-Killian</u>	<u>Grade Levels</u>
<u>This is a really small school for this grade span. I have concerns about it's viability. I also am confused about why they are starting in K-4</u>	<u>Alex Quigley</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Eric Sanchez</u>	
<u>Alex Quigley</u>	<u>Fail</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Cande Honeycutt-Killian</u>	<u>Pass</u>
<u>Robin Kendall</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Tamara Thomas</u>	<u>Pass</u>
<u>Shannon Stein</u>	<u>Pass</u>
<u>Steven Walker</u>	
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Deanna Townsend-Smith</u>	
<u>Robert McQuat</u>	
<u>Alan Hawkes</u>	
<u>Mike McLaughlin</u>	
<u>Hilda Parlér</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Mission: To create a peaceful collaborative culture, an engaging integrated curriculum, and a personalized learning program, empowering every student to build an excellent foundation of knowledge and character, ready for college, career and civic life.

Clearly describe the mission of the proposed charter school:

The essential mission of Inner Banks Innovation Academy (IBIA) is to graduate every student with an excellent foundation, ready for success in college, career and civic life. The ongoing mission for Inner Banks, then, is to create a peaceful collaborative community, an engaging integrated curriculum, and a personalized instructional program that will empower every student to build the foundation of knowledge and character that will start them on a path to lifelong learning and success

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.*

Inner Banks Innovation Academy (IBIA) considers its target population to be students who are not engaged or learning well in their current school, and who are looking for a school that would suit them better. Judging from the grades of schools around western and southern Beaufort County (see map and table in Appendix A1), a significant percentage of students in the area are classified as "below grade level" in Math and Reading skills; IBIA could help these students. We also know from parents that there are many students in the area who may be at or above grade level, but who are not engaged or learning up to their potential for various reasons: they don't feel safe, or they don't feel challenged, or they have a disability and don't feel they are getting the instructional help they need. IBIA considers these students as a target population also, for the school could see them engaged and learning well. There are also an estimated 328 homeschooling families in Beaufort County; and 359 students in private schools in the county (data from <http://ncadmin.nc.gov/citizens/home-school/non-public-education-resources-stats>). IBIA will have the peaceful collaborative culture and personalized program that homeschoolers and private school students value, so might appeal to some of these students too. Thus our target population could be considered to represent a cross section of the county demographic.

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Beaufort County had a population of 47,759 in 2015. There were 6,937 K-12 students in the county school system in 2014-15, with a racial and ethnic composition including 47% White, 33% Black or African-American, and 15% Hispanic or Latino (data from <http://www.ncforum.org/wp-content/uploads/2013/05/COMPLETE-2016-PRIMER.pdf>). We have every expectation that aggressive marketing during the planning year will let IBIA achieve a diversity close to that of the county school system.

A location in western Beaufort County was selected because the initial board was committed to bringing a new and better educational option to parents in Beaufort County, but the population of Aurora, our initial focus, was so small and declining that a new school there was probably not sustainable. A look at demand in the western part of the county brought us new board members who were dissatisfied with the educational options in the area and wanted to contribute to a charter school effort.

There are two general locations marked in red on the map (Appendix A) that are currently under consideration. The location along US Hwy 264 west of Washington is near the Pitt-Beaufort boundary, part of a corridor for commuters between all areas of Beaufort County and Greenville, in Pitt County. The second location is south of the river, near Chocowinity; it is part of a corridor along Hwy 33 for commuters between areas south of the river to Greenville. Commuting parents could find either corridor to be a very convenient school location. Also, looking at traffic counts along both corridors (see the diagram, with tables, in Appendix A1), the Pitt-Beaufort DOT office classifies the traffic pattern in both places as "steady growth". Local thought is that residential growth should follow in the near future. Our decision between the locations may be determined by development prospects and our ability to find a suitable facility.

- 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 in grades 9-12).*

The total projected enrollment of IBIA in year 5, when it has expanded to grades 4 through 12 and added another class in 4th grade, will be 342. To compare this to the total enrollment of Beaufort County Schools in grades 4-12, we use data available from the website ncpublicschools.org/fbs/accounting/data/. The 2015-16 final ADM data gives the grade 4 through 12 number as 4,692. Thus our enrollment reflects a percentage of 0.073 or a little over 7% of the LEA enrollment for those grades.

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

Currently, Beaufort County district schools in the proposed area are for the most part traditional in their education plan. Even when schools have initiated some online courses, the dominant education plan would still be called traditional, because the online component is not an integral part of the general curriculum.

In contrast, Inner Banks Innovation Academy (IBIA) will use a personalized education plan that is quite innovative for NC. IBIA will model its education plan on the 3-station rotation blended learning program that is currently used successfully by the Aspire Schools in California and Tennessee, one of the nation's top-performing large charter school systems

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serving predominantly low-income students (aspire.schools.org). The blended learning program introduces an online component that can improve student learning while it allows teachers more face-to-face time to use assessment to guide every student to master the curriculum. Students will spend roughly 65% of their time in face-to-face learning groups and 35% of their time with digital content. Our school will always work to ensure age appropriate use of technology both in content and time with the devices.

IBIA will utilize a combination of teacher-prepared curriculum that is aligned to the NC Essential Standards and nationally-recognized curriculum that is aligned to Common Core and NC Essential Standards such as Fuel Education and/or Edgenuity. Students will master NC Essential content standards as a baseline benchmark of grade-specific content. This content will be supplemented to create a rich and integrated curriculum that increases student understanding, background knowledge and vocabulary with the goal of accelerating future learning. We anticipate integrating content with informal learning experiences outside of school and project-based and community-based learning activities, thus connecting school and students' lives outside of school. Then our secondary curriculum will be designed to guarantee that all students will be eligible to apply to college upon graduation as well as sit for CTE certification exams.

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

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

The Six Legislative Purposes of a Charter School are:

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

Inner Banks Innovation Academy (IBIA) will satisfy Purpose 1 as teachers will be responsible for continually refreshing the initial training from PeacefulSchoolsNC for the peaceful school program with their students,

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through practice at Morning Meetings. The teachers must model the manners and the professional collaboration that they guide the students to adopt; and they must become skilled at anti-bullying and dispute resolution methods to maintain a peaceful school culture. Teachers will learn how to integrate digital resources in a blended learning environment effectively. Teachers will need to learn techniques for guiding individuals and small groups: to devise useful assessment tools and analyze data, interact with each student to engage, motivate, reteach, enrich. Teachers will work to stay current in online educational resources in their subject area in order to keep improving our ability to present the curriculum to each student at an appropriate level and in an engaging format. IBIA teachers will have opportunities for collaborative inquiry and the learning related to it, they will develop and share a body of wisdom gleaned from their experience. A professional learning community will be established to allow teachers to collaborate with all stakeholders in defining and reshaping learning for each student.

Professional development sessions will focus on all of these in turn, with group practice to integrate new suggestions into the teaching repertoire.

Inner Banks Innovation Academy (IBIA) will be held accountable for meeting measurable student achievement results and fulfill Purpose 2 through several of its strategic goals. Since skill with the basic tools of Math and ELA must be the core of an excellent foundation, we have set a goal for guiding students to be "at or above grade level" in these subject areas while attending our school. Ensuring solid foundational knowledge is a focus of our curriculum, thus scientific knowledge is a key component. IBIA has set a goal for guiding students to be "at or above grade level" in science as well. Then the overall goal of having students who are college and career ready at graduation will be determined by post-secondary follow up and initial test scores for SAT, ACT and other nationally-normed tests. IBIA will also focus on preparing students for certification programs in CTE areas and will work to ensure a minimum of 80% of students seeking certification pass these examinations. We expect to meet the goal that all will have the courses and qualifications they need to attend college in NC. We will also hold ourselves accountable for 8th graders graduating with the courses and qualifications they need for success in high school.

Inner Banks Innovation Academy (IBIA) is expanding choice within the public school system--Purpose 3--simply by providing an open enrollment charter school in a county where each district basically offers at most one public school for each of the grade ranges. IBIA offers a different type of educational opportunity as well--with a peaceful and collaborative learning community, use of a blended learning model that offers a more personalized educational program, and also a proficiency-based system of student progress.

Inner Banks Innovation Academy will improve student learning--Purpose 4--by following initial student learning with assessment and corrective procedures as needed. Student learning with this approach has been shown to increase greatly, and we expect student mastery of each lesson. Through performance-based accountability, smaller class sizes, innovative teaching/learning strategies, and a focus on creating a culture of civility, our school will work to improve student learning with a goal to exceed the state proficiency and growth standards by Year 5.

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Inner Banks Innovation Academy will increase learning opportunities for all students, with a special emphasis on at-risk or accelerated students -- Purpose 5. At-risk students benefit from a blended learning model through the personalization of the lesson sequence, with more review and practice possible, and teacher-led small group instruction that makes possible the strategies of assess and reteach. This allows for teachers to better guide each student to mastery. Teachers will focus on building background knowledge and vocabulary which is especially valuable to at-risk students, as is the opportunity for small group peer learning. Accelerated students will benefit greatly from the online (digital) components coupled with learning assistance from the teacher, as they will be able to proceed at their own pace through the lessons and access the wealth of enrichment resources found online.

The benefits of blended learning are its unique abilities to provide students with enriched learning experiences, to extend learning beyond the school day, and to support more successful differentiated teaching strategies that personalize the student's educational experiences. This will allow teachers to focus on any at-risk populations while extending the learning of more gifted students.

Inner Banks Innovation Academy encourages the use of different and innovative teaching methods--Purpose 6--especially through a blended learning model. Currently very few NC schools in NC are using this research-proven method as an integral part of the educational program. IBIA will integrate personalized instruction that will make use of problem/project-based learning strategies, proficiency-based assessment, an emphasis on integrating the curriculum, and positive behavioral support.

Goals for the Proposed Charter School:

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

The following goals express the governing board's expectations for progress over 5 years in attaining the Inner Banks Innovation Academy mission. These measures hold the board of directors accountable for ensuring that the mission of the school is fulfilled.

Information on Goal 1 will be available to the governing board by the end of an academic year when seniors will graduate. It will be posted on the school dashboard for all stakeholders.

Goal 1: By year 5 Inner Banks Innovation Academy will have a 95% graduation rate with students entering college or graduating with CTE certifications.

The Board is setting the benchmark for success in Goals 2 and 3 in the first year at a level that is realistically achievable. We use 70% initially and raise it 3% per year, to a maximum of 85%.

Since skill with the basic tools of Math and ELA can be considered essential to an excellent foundation, the IBIA Board of Directors can set Goal 2 to tell how many students our instruction has guided to achievement "at or

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above grade level" in these subject areas.

Goal 2: Of our 4th through 8th grade students, over 70% will be "at or above grade level" in Math and Reading and Language Usage, as measured by the EOG tests in the NC Accountability Model.

Many students who enroll in Inner Banks Innovation Academy may not currently be "at or above grade level" in the tools of Math and Reading and Language Usage. In order to reach this desired level, these students must gain more than one year's academic growth in each school year. The board can set Goal 3 to tell how well our educational program is succeeding in helping every student gain more than one years academic growth in each school year.

Goal 3: Of the students in grades 4 - 8, by the end of the first academic year 70% will meet or exceed their one year growth trajectories in Reading, Language Usage, and Math, as measured by Northwest Evaluation Association's Measures for Academic Progress (NWEA MAP) assessments.

Goal 4 can be measured annually during preparation for the board audit, and reported to the full board by the board treasurer.

Goal 4: The school will ensure a 5% contingency fund, after year one.

Goal 5: Inner Banks Innovation Academy will meet enrollment projections each year and maintain a 10% or less attrition rate.

Goal 6: Through the use of parent and community surveys, 85% of respondents will identify the school culture as peaceful and collaborative.

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

The mission statement of Inner Banks Innovation Academy focuses on the academic goals. So the governing board can look at the measures of the first strategic goals described above. But there are many other aspects of the school's academic programs that could be measured regularly and help assess attainment of the mission. For example, academic goal #1 above measures the college readiness of graduating seniors. The board will also monitor short term indicators such as 8th grade preparedness/transition into high school and 5th grade transition into middle school.

Academic goal #2 measures whether all students are at or above grade level in the tools of math, reading and language usage. Since the educational program also has a goal of increasing background knowledge, and science is an important component of background knowledge, the board will monitor students who are at or above grade level in Science, and perhaps find a better measure than the 5th and 8th grade EOG tests.

Then the board realizes that the academic program can't continue if the Finances and Operations of the school aren't implemented successfully. For financial sustainability, the board can ask whether our enrollment and our waiting list are increasing. For operational success, the board can ask

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students to rate the lunch program. To judge success in maintaining our peaceful culture, we could look at attendance figures over time. Or to judge the Peaceful Schools discipline policy--that aims to use discipline to help the wrongdoer make amends, build better self-control, and never repeat the offense--the board could measure repeat offenses. Each of the board committees can look for important measures of success in their domains, and suggest that data be gathered and used to assess progress. Then the full board will be in a good position to know that the school is working toward attaining its mission.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The applicant shares, "We also know from parents that there are many students in the area who may be at or above grade level, but who are not engaged or learning up to their potential for various reasons: they don't feel safe, or they don't feel challenged, or they have a disability and don't feel they are getting the instructional help they need." How many parents shared these sentiments? How was this data collected to formulate the stated opinion? Which other data points were collected that speak to student safety as mentioned by the applicant?	Tamara Thomas	Mission Stat
What does a "peaceful collaborative culture" mean?	Robin Kendall	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
The applicant shares, " IBIA will model its education plan on the 3-station rotation blended learning program that is currently used successfully by the Aspire Schools in California and Tennessee, one of the nation's top-performing large charter school systems serving predominantly low-income students (aspire-schools.org)." Does the applicant have research to support how the IBIA model used by Aspire Schools, impacted student growth and student proficiency during the first 5 years of each school that utilized this model in a similar academic performance geographical area?	Tamara Thomas	Educational
Is 7% of the LEA reasonable in a small county? Where is the data about local dissatisfied and struggling learners from?	Robin Kendall	Educational
Would like to see additional survey data - responses are fairly minimal. Not sure about the documented need, could be a stronger argument.	Jonathan Bryant	Educational
Applicant needs to provide research and data that demonstrates how the Aspire model has been successful with student growth and performance and how it will be a model of success for the targeted population. Parent surveys do not demonstrate sufficient need for this school. To ensure demand, surveys with commitment to the school's mission should be indicated for more than the amount of students projected to enroll.	Cande Honeycutt-Killian	Educational
Has the applicant visited or studied Aspire? Would have been useful to see scope and sequence for 4-8 grades as well.	Alex Quigley	Educational
The mission and most of the application states that the goal of the school is to create a "peaceful" environment; how is that going to be implemented into the instruction?	Shannon Stein	Purposes of
What is the long term fund balance goal for the school? (i.e. Q4)	Shannon Stein	Goals for th
What is the rationale for setting 70% of 4-8th graders at one years worth of growth? What is the rationale for setting attrition at 10% or less? What are the boards governance goals? How will the board know it is high performing? What academic goals does the school have for the high school grades outside of graduation rate? What operational goals does the board have outside of asking students to rate the school lunch program?	Robin Kendall	Goals for th
What data was used to set goals?	Cande Honeycutt-Killian	Goals for th

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Reviewer	Score
Alex Quigley	
Hilda Parlér	Fail
Cande Honeycutt-Killian	Pass
Glenn Allen	
Shannon Stein	Pass
Jonathan Bryant	Pass
Robert McOuat	
Eric Sanchez	
Robin Kendall	Pass
Steven Walker	
Alan Hawkes	
Tamara Thomas	Pass
Cheryl Turner	Pass
Deanna Townsend-Smith	
Mike McLaughlin	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The overall instructional program of IBIA has as its basis teacher mentoring of a class of students to achieve as closely as possible more one-to-one teaching and learning opportunities. It has become clear that with present technology, allowing time for teachers to "reteach and enrich" through small group instruction is more feasible with the adoption of a blended learning model. Realizing that "the efficacy of blended learning greatly depends on its specific implementation and the particular problem it is designed to solve" (Christensen Institute.org), the IBIA program closely resembles that of the Aspire Schools (aspirepublicschools.org, of CA & TN), who have achieved good success toward implementation of their core belief in small group instruction with a 3-station rotation model of blended learning (see Appendix O for a graphic). At station 1, each student works through an interactive online lesson, answering questions, and practicing skills. For the online lessons in every subject area we will use reliable, nationally-recognized digital content. These lessons will be aligned with NC Standards (see Appendix B2 for a list of possibilities from the FuelEd catalog). Clear learning goals are added to define proficiency. (Marzano, Robert J., Designing & Teaching Learning Goals & Objectives, Marzano Research, 2009). Each lesson is supplemented and enriched by internally-created curriculum for the mainly collaborative small group work of station 2 involving problem solving/project-based learning/game-based learning and also independent reading. Station 3 is where teachers use the results of daily assessments to work with small groups toward proficiency and enrichment. The foundation the students build is defined by the engaging integrated curriculum of the mission statement. Personalization is added to the educational program in many ways, but the most important are in the face-to-face discussions of the teacher-led small group work, and the small group project work.

Assessment is integral to working toward proficiency. An initial NWEA MAP assessment each year will allow a student to start the online lesson sequence at a point of readiness. Interactive lessons can measure how well a student is progressing. Online skills practice programs report a score. Supplemental projects will be added to the students portfolio (both on paper and online) and an assessment provided by the teacher. But the most important method of assessment may be daily use of a simple graphic organizer, like the well-known KWL sheet (K=What do I know?, W=What do I want to find out?, L=What have I learned?). The teacher can guide the students to create good questions for column 2 (with procedures devised by rightquestions.org) and summarize knowledge well, and with dated entries an organizer can function like a student journal through the lesson. New

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entries can act as an "exit ticket" for each period, allowing the teacher to quickly assess every student's progress and plan the schedule for the next day's reteach and enrich sessions. The Lesson Test is also used in a formative manner, with the student understanding his current level of proficiency and how he can bring up that level.

Online study can itself help at-risk students as well as accelerated students by allowing them to go at their own pace and stay focused through interactive features. But the small group work, teacher-led and with other students are the essential features. There are now emerging a number of studies of various blended learning implementations that show benefits for at-risk as well as accelerated students (e.g., Christensen Institute, Proof Points: Blended Learning Success in School Districts, Sept. 2015)

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.

In the initial year, Inner Banks Innovation Academy will offer grades 4-9, with 36 students per grade level and an 18:1 student teacher ratio. This structure will be the same for each grade span in elementary and middle school with high school expanding to a 20:1 student teacher ratio at its highest. The school day will be divided into 8 periods for all grades, to allow for homeroom, leadership development, real-world studies and world language development every day in addition to the core academics and electives. Students are encouraged to go outside briefly during their breaks to move around, in addition to the station rotation model already allowing more free movement than a traditional lecture class.

There will be a multipurpose room for lunch, and a large room or outside area for physical education and recess. All of the academic subjects (Math, English, Science, Social Studies, The Fine Arts, and Real World Studies/Foreign Language) have a dedicated room, large enough for a full grade of 36 students. Two teachers will staff each room, with one teacher assistant. Five teachers for 2 rooms with 72 students provides for a 14.4 students per teacher. Each student would have a device assigned to him or her during the day, but the devices would stay at the school at night. Each room is set up for the 3-station rotation model (or a minor modification, e.g. with a lab for station 2 of Science). In theory, roughly 12 students occupy each station at any time (see station rotation graphic in Appendix O), and they rotate through the 3 stations during the period, spending roughly equal time at each station. In actual practice, the numbers of students in the stations is much more fluid than that, and depends on data such as how many students need reteach on a given day, for a teacher uses reteaching data to pull out students for a group regardless of which station they would have been in. Also, the teacher-led instruction sometimes takes place in the small group collaborative activities area, with the teacher circulating to ask questions, offer guidance, and listen to students describe their work.

For students in the higher grades the station rotation model is modified to include more time for independent study at the online lessons. And when students take electives as virtual courses (e.g. through NCVPS, or through a provider whose lessons have been approved by NCVPS), they are assigned a

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distance teacher who communicates with the student on a different schedule. But a modified 3-station framework is still maintained, especially when a small group of students are taking the same course, to continue the significant instructional value of small group discussion and the motivational support of an Inner Banks teacher-led discussion.

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.*

An engaging integrated curriculum is an essential contributor to the excellence of the knowledge foundation the students are empowered to build. The online lessons studied in Station 1, with assessment and teacher-led reteaching and enrichment in Station 3, form the basic curriculum. The lessons will be aligned with the NCSCOS(NC Essential Standards)and in each lesson the students will be guided to proficiency on learning goals written for those standards.

For at-risk students, the main target population of Inner Banks Innovation Academy (IBIA), a focus on proficiency with the basic tools of Math, ELA, and Literacy, as measured by the NC Accountability Model, is essential to reducing the achievement gap. The use of blended learning, with the current availability of online lessons specially written for remediation in these skills, offers special help, as does daily teacher-led intervention and the group activities, as students learn from their peers. IBIA will integrate written online lessons for ELL students which can use graded text, a talking dictionary, narration in the students first language, or other modifications to accelerate learning. For AIG or any students who move quickly through the online lessons these resources allow extra time for supplemental activities that challenge them, and the teacher-led small group sessions can focus on enrichment.

The IBIA curriculum focuses on the needs of at-risk students in another important way. Research shows that at-risk students enter school with a large deficit in vocabulary and background knowledge, and it is becoming clear that this deficit can have a substantial effect not only on reading comprehension (Hirsch, E.D. Jr., Reading Comprehension Requires Knowledge--of Words and the World, American Educator, Spring 2003) but also future learning on any topic (Marzano, R.J., Building Background Knowledge for Academic Achievement, A.S.C.D. 2004). In order to reduce the at-risk deficit, the IBIA curriculum focuses on building background knowledge and vocabulary through the supplemental curriculum. IBIA will use the Core Knowledge K-8 Sequence (Core Knowledge Foundation, Core Knowledge Sequence, Content Guidelines for Grades K-8, 1999) as the framework for a broad curriculum. Much content from the Dictionary of Cultural Literacy (Hirsch, Kett & Trefil, The New Dictionary of Cultural Literacy, Houghton Mifflin

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Company, 2004) will also be incorporated into the curriculum. The supplemental curriculum, created mainly as small student group activities for Station 2, aims to make practice enjoyable through puzzles, educational games and videos; to increase understanding through problems that connect academic learning to real life; and to add career exploration in fields related to the subject area. In English, for example, basic lessons can be supplemented daily by word puzzles, read aloud of childrens classic literature or nonfiction passages as in the new Core Knowledge elementary ELA lessons, silent reading of "just right books", recording themselves to develop a good speaking voice, etc. Math lessons can daily be supplemented by number puzzles, problems of personal finance, using graphing software, using logic to write code and program robots, using card games to study probability. In Science there will be experiential learning in the lab every day to gain an understanding of basic concepts, to learn about technology and "how things work". With Social Studies lessons, possible supplements include educational games, online productions like BigHistory.org to teach periods of history, mapping to learn Geography. Real World Studies, a project-based learning course, has students research a current global topic in an integrated way, as exemplified by the courses of GLM.org, which we will offer in the upper grades. In this way, IBIA increases background knowledge and vocabulary especially for the students that need it most.

- 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.*

Inner Banks Innovation Academy (IBIA) will use elements of a Multi-Tiered System of Support (MTSS) (www.ncpublicschools.org/curriculum/responsiveness) as a framework for the monitoring and subsequent improvement of the school, once opened, in particular with regard to the instructional program. The present planning process is making use of the list of 105 Effective Practices for Student Success provided by NCStar on a website related to MTSS (ncstar.weebly.com). Many of the practices relate to recommended instructional strategies, and some will be mentioned here.

For the benefit of all grade spans (elementary, middle, high) we expect teachers to respond to the initial training from the Peaceful Schools NC program and become peaceful collaborative culture advocates. Teachers need to model the training on character development, showing respect and good manners toward everyone, promoting productive collaboration, and integrating anti-bullying and dispute resolution methods into the school culture. (A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.) Teachers need to review the concepts and practice the skills with students during some Morning Meetings, and discuss the subject of professional collaboration with other teachers during professional development sessions. (A1.03 The school promotes a school culture in which professional collaboration is valued and emphasized by all and A.2.18 All Teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.)

The primary instructional strategy that we expect teachers at IBIA to master is the transition from lecturer mode to facilitator mode. They must be

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prepared to guide students towards information as opposed to providing all of the information. But blended learning still requires that teachers be versed in direct instruction, remedial instruction, enrichment instruction, small group, whole group, and individual instruction. We particularly expect teachers to learn techniques that are effective for small group instruction: encouraging mutual support of learning in the group, facilitating academic conversations (Zwiers, Jeff and Marie Crawford, *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*, Stenhouse, 2011.)(A1.06 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.) Positive classroom relationships between teachers and students are the cornerstone of academic achievement. Teachers must be cheerleaders for each student as they navigate their instructional program, encourage students to internalize high standards, and aim for proficiency of every lesson. (A1.08 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.) Teachers must familiarize themselves with the instructional materials and be ready to produce clear learning goals and assessment tests for every lesson. (A2.13 Units of instruction include standards-based objectives and criteria for mastery.) They must communicate effectively with students and parents to ensure that everyone is aware of each student's goal and the progress towards it. Teachers must be skilled in creating assessments, and use the data to plan intervention or enrichment.

All of these techniques can help students in each grade range reach proficiency in every lesson. As students learn in a blended learning environment, they can be gently guided to develop more responsibility for their own learning and require less interaction.

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.*

Using a standards based model and assessing student readiness to move forward to the next set of objectives guarantees that students are prepared for the next set of grade level standards. Individualized programming also allows for the pace of instruction to become less of a negative and allows the teacher to create an environment where students can work at the level of competence demonstrated on assessments. Finding students "where they are" and creating a growth plan allows for quicker movement through standards and objectives.

Blended learning in grades K-8 sets the stage for high school students to explore distance learning and be better prepared for the rigor and pace that exists in virtual learning. They will have the skills necessary to work at a set pace and to work collaboratively within groups. They will have a knowledge of their preferred learning style and know specific strategies to be successful.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*

The IBIA mission is to empower every student to graduate ready to succeed in college. Inner Banks Innovation Academy will use the NC Future-Ready Core requirements as the requirements for graduation for seniors (see the NC

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Future-Ready requirement in Appendix B2), and this will enable every student to qualify for a 2-year college. Inner Banks students who plan to apply to a 4-year college will be guided to fulfill the higher requirements for a college in the UNC system.

Credit hours are one per course to reach the graduation requirements. Grade Point Average will be calculated on the new ten point scale: A = 4 (90-100), B = 3 (80-89), C = 2 (70-79), D = 1 (60-69) and F = 0 (59 or below). One bonus point is given for honors classes, 2 bonus points for college level classes. For GPA, points will be added and divided by the number of classes taken

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.*

Inner Banks Innovation Academy has as its mission to provide an engaging integrated curriculum and empowering students to build an excellent foundation. Students won't have access to many of the lessons and digital resources away from the school. Thus our goal is to provide as many instructional days and hours as possible within the budget. The school day will be from 8:00am until 3:30pm; breakfast will be served from 7:30 to 8:00am. The calendar shown in Appendix C has 185 instructional days and well over the minimum required 1,025 instructional hours.

Providing excellent teachers to mentor students through a personalized learning program is also central to the mission. The present calendar includes 10 teacher workdays before the school opens, to provide the teacher training needed for success with the peaceful school culture, the blended learning program, new technology, and the integrated curriculum.

There are two teacher workdays within the year that will allow for review and training by the Peaceful Schools NC program and other professional development. Then there are teacher workdays scheduled just before grading periods end, to allow for the time-consuming requirements of recording grades. And there are three teacher workdays after the final day of school for assessing performance and planning for the year ahead.

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.*

Inner Banks Innovation Academy is dedicated to providing quality instruction and clear methods of prevention and intervention to students who are at-risk of not making adequate academic growth. The blended learning instructional method makes it much simpler than in a traditional classroom to have a student try a new lesson personalized for his or her needs. Any at-risk student who is not showing progress in Reading, Writing, or Math will be introduced quickly to one of a variety of research-based programs.

The student's teacher will observe carefully whether the student is responding to a new type of lesson with increased progress. Given the small and personalized nature of the school, we can ensure that every child will

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receive individual attention to find their best learning methods.

There are several methods and systems that will be employed for prevention and intervention of students not performing at expected levels:

1. Teachers will have the daily interaction with and be responsible for directing a student's instructional program. Should regular data suggest a student is not performing up to potential, the teacher will assess the area of difficulty and implement new strategies. This may require using an additional resource, adjusting the starting level of the student, or reaching out to the home for additional practice opportunities.
2. An after school program will be developed that may become a resource for additional remedial instruction on a skill or objective.
3. The MTSS (Multi-Tiered System of Support) process will be utilized school-wide. An MTSS team made up of the Head of School, the child's teacher, the counselor and two additional teachers not in that child's grade level will evaluate all student performance brought to the committee. Tier 1 requires classroom strategies be implemented and evaluated. Tier 2 (Targeted Intervention) may include pull out or remedial support, and Tier 3 (Intense Intervention) is a more comprehensive remedial and testing schedule and could involve possible placement in an Exceptional Children's program.

The goal of all of these systems is to ensure the academic success of all students. Once strategies are identified that allow for the student to be successful, they will be documented and passed from teacher to teacher to ensure those strategies are continued. Should it be determined a student is an Exceptional Child (EC), then an IEP will be written and followed by everyone in the school under the rules of IDEA.

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.*

Inner Banks Innovation Academy recognizes the importance of creating an instructional plan and curriculum that includes all learners, including ELL students. In accordance with the North Carolina adoption of the World-Class Instructional Design and Assessment (WIDA) Consortium English language development standards, all prospective and current ELL students should be identified, evaluated, and monitored to ensure their academic success. We will identify new ELL students through the following criteria: (1) upon admission to Inner Banks Innovation Academy (IBIA), their family completed the Home Language Survey and have indicated that English is their second language; or (2) their teachers have referred them to an Intervention Team for deficiencies in the English language. We will administer the WIDA Access Placement Test (W-APT) to newly identified ELL students. Current ELL students, identified by prior school records, will be given the WIDA-ACCESS test. The results from this assessment will provide teachers and parents with knowledge of the students' ability in a variety of reading, writing, speaking, and listening contexts.

Based on this information, IBIA teachers will create individualized lesson plans, using specialized resources to support the students in the

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appropriate literacy focus areas. When necessary, ELL students will receive additional support and modified assignments. There are many excellent online resources

available for ELL students that can be utilized. Teachers will monitor the learning growth of all ELL students using the data from regularly planned assessments. For students in grades 4-8, IBIA teachers will confer with the school testing coordinator to add any necessary accommodations for state testing. Teachers will meet with parents of all ELL students to discuss their progress during regular conferences. In addition to monitoring ELL students, teachers will observe and evaluate any Limited English Proficiency (LEP) students who appear to be struggling with the English language. If they are not making adequate growth IBIA teachers will further individualize their lesson plans to meet their needs, ensuring that all students have equitable access to instruction. Continued observation and testing will be used to determine when students no longer need the specialized instructional resources.

Identification: IBIA will administer a Home Language Survey to determine the primary language spoken at home. If it is determined that the primary language is not English, the student will be scheduled for a state approved assessment of English Language proficiency. If it is determined the student is classified as ELL, a specific plan will be created for the student.

Programs: IBIA will deliver all ELL services as required. A contracted part time ELL teacher will be hired to deliver specific instruction and provide training to teachers on classroom strategies that can be implemented. Classroom curriculum will also be specifically selected to allow for modified instruction when necessary. It is our hope to minimize the amount of time a student is pulled out of regular classroom instruction, however, this will depend on the level of services necessary for the student.

Monitoring and Evaluating: The WIDA will be used as the test of progress and possible exit from the ELL program. ELL students will participate in all other school level assessments and state tests as required by statute.

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.*

Inner Banks Innovation Academy will offer a full range of services for students who are intellectually gifted. For grades 4-8, there will be a Schoolwide Enrichment Model program. The major goal of the SEM is the application of gifted education pedagogy to total school improvement. The SEM provides enriched learning experiences and higher learning standards for all children through

three goals: (1) developing talents in all children; (2) providing a broad range of advanced-level enrichment experiences for all students; and (3) providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences

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that are constructed around students' interests, learning styles, and preferred modes of expression. Over twenty years of research has shown that this model is effective at serving high-ability students in a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations. These studies also suggest that the pedagogy of the SEM can be applied to various content areas resulting in higher achievement when implemented in a wide variety of settings, and when used with diverse populations of students including high ability students, students with learning disabilities and underachievers.

The most recent research on the SEM has focused on the use of digital learning in enrichment learning and teaching. In one digital application of the SEM (www.renzullilearning.com), individual computer-generated student profiles are used as the basis for matching personalized resources from a data bank that contains thousands of carefully selected enrichment resources. These resources and students' profiles can be used for curriculum planning, differentiating instruction, and individual and small group Project Based Learning. At the high school level, all students will be given the opportunity to participate in a full range of Honors classes, Advanced Placement classes, and college-level courses offered once the school has a full K-12 program. This will include courses offered by the North Carolina Virtual Public Schools and East Carolina University and others.

The evaluation of students in 4-8 will have a portfolio-based component and include assessments designed to measure collaborative skills, leadership, initiative, and problem solving abilities. It will include participation in seminar discussions, development of leadership skills, and evaluation of projects based on rubrics. The evaluation of Grade 9-12 students includes end of course tests, AP exams, PSAT, SAT and ACT test scores and teacher assessments.

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)*

1. Students with special needs, including those under Section 504, will be

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identified according to the NC DPI regulations and recommended procedures. Students will be provided with a full range of services and placements to fulfill the special education requirements identified for students with disabilities. An Individualized Education Plan (IEP) will be developed in accordance with standard practices for each student with disabilities. The IEP team will be responsible for the development of Individualized Education Plans.

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

- * Students present levels of functioning and academic performance;
- * Measurable annual goals and, where appropriate, short-term objectives;
- * Special education, related services, and supplementary aids and services;
- * A statement of program modifications and/or supports to be provided for the student;
- * The extent (if any) to which the student will participate with nondisabled students in the general education class and extracurricular activities;
- * Any individual modification in the administration of state or other required assessments of student achievement needed for the student to participate in the assessments;
- * Projected date for the beginning of services and modification and anticipated frequency, location, and duration of services and modifications;
- * How progress toward annual goals will be measured;
- * Transition services for students ages 13 years and above; and
- * Documentation that the student has been informed of his/her rights that will be transferred to the student upon reaching the age of majority.

Evaluation procedures will be administered in accordance with federal regulations to determine whether a student is disabled and the nature and extent of the special education and related services that the student needs. The use of this term means procedures are used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class.

3. a) Requesting Records from previous schools

To request records from previous schools, a written record request form will be sent to students previous schools via facsimile. The request for the records of students with disabilities will be also sent in attention of Exceptional Children Department, and the request for students with 504 Accommodation plans will be also sent in attention of schools 504 Coordinator.

b) Record Confidentiality (on site)

In order to ensure record confidentiality, the records of students with disabilities and 504 Accommodation plans will be kept in a secure place with access sheet included in the records.

c) Record Compliance (on site)

Our school will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance, our school will develop and implement a record compliance monitoring system. The Exceptional Children Coordinator will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed and if any noncompliance is

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found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator (who will most likely be an EC teacher) at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973.

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. Inner Banks Innovation Academy (IBIA) will adhere to all applicable provisions of federal law, relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. IBIA will work with Beaufort County Schools to ensure that all students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA): (1) will have available a free appropriate public education (FAPE); (2) are appropriately evaluated; (3) are provided with an individualized educational plan (IEP); (4) receive an appropriate education in the least restrictive environment; (5) are involved in the development of and decisions regarding the IEP, along with their parents.

IBIA will have policies and procedures to ensure that all children with disabilities residing in the schools jurisdiction, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in accordance with NC Procedures Governing Programs and Services for Children with Disabilities. IBIA will offer a full inclusion model as much as a student's needs and IEP allow. Research has shown evidence that those students with exceptional needs whose educational needs can be met in a regular classroom setting benefit from remaining in that setting. We seek to offer students the least restrictive environment possible for their optimal learning. IBIA will provide this fully inclusive model in conjunction with a special education teacher who will make necessary modifications and supplement curriculum for identified students. The special education teacher will collaborate with classroom teachers to ensure that all accommodations and modifications are provided as required by a students IEP.

In addition to supporting students in the regular classroom, special educators will also pull students out of class, as needed, for additional support and assessment. In order to make sure that students are achieving all their IEP goals, IBIA's everyday instruction will be differentiated to meet various

needs and learning levels. Some of the programs offered to exceptional children at IBIA may include the following:

- * Extended Time on Assignments
- * Multiple Sessions

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- * Individual Pull-Out Instruction
- * In-Classroom Collaboration with the Special Education Teacher
- * Preferential Seating
- * Small Group Instruction
- * Peer Tutoring
- * Differentiated Assignments

2.All special education students will receive appropriate support, remediation, and consultation services in accordance with FAPE. All students will have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes.

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

IBIA shares the vision that "special education is built on the belief that all students can and will learn". IBIA targets to support and enhance the social, emotional, and academic functioning of all students in the school, especially the special education students.

This education shall include special services supported with EC teachers; and will meet their unique needs by providing a full range of educational opportunities offered in the least restrictive environment. For middle and high school students; IBIA may contract with NC Virtual Public School to offer the Occupational Course of Study program as an option for EC students whose 504 may place them in OCS. The NCVPS OCS Learning program is a collaborative effort between the NCVPS teacher and the IBIA face-to-face (f2f) OCS teacher to teach OCS courses. (<https://ncvps.org/ocs-blended-learning>)

3.The students IEP will be reviewed by the IEP team and also will be discussed with the student at least twice a year. Based on these reviews and discussions, the IEP will be updated accordingly. The IEP team will also develop and implement teaching strategies and classroom modifications so that the special education student will be educated in the least restrictive environment. Referrals to outside resources will be made on the basis of need in order to address more complex and difficult issues. disagreements related to IBIA's provision of FAPE.

4.IBIA will ensure to comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that IBIA makes:

- * Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states that "free appropriate public education is available for exceptional children"
- * Assistive technology devices or assistive technology services, or both, will be made available to a child with a disability if required as a part of the child's--(1) Special education; (2) Related services; or (3) Supplementary aids and services
- * Exceptional children will be placed in least restrictive environment
- * Each exceptional child will have an Individualized Educational Plan (IEP) and IEP team.

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* An initial evaluation and reevaluation activities will be conducted after parent consent is obtained.

* Annual notices to the parents of exceptional children will be given

* Child with special needs will be placed in the appropriate special program within 90 calendar days of receipt of a referral, unless the parent refuses to give consent for evaluation or placement.

5. IBIA will contract with related services staff, including licensed psychologists, speech language clinicians, occupational therapists and physical therapists and any other related services that will allow a student access to the general curriculum. Specialized transportation will be provided as well if needed. Interpreting services will also be provided on an as needed basis. This is not an all-inclusive list of services required by IDEA.

Student Performance Standards

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

The goal of Inner Banks Innovation Academy (IBIA) is to be a "B" or better school by the end of year 3.

1. Student performance on End-of-Grade tests in reading and math in grades 4-8 and science in grade 5 and 8 will be the initial data points for IBIA. It is our initial goal to outperform the local district by 5 percentage points in all areas and across all subgroups and obtain a Performance Grade of C or higher in our initial year of operation.

For ninth graders; End-of-Course tests in Math I, English II, and Biology will become part of our composite score and factor into our Performance Grade. IBIA will outperform the local district by 5 percentage points across all subgroups and obtain a Performance Grade of C or higher in our first year.

The addition of high school also brings other factors into our composite score and Performance Grade. High School Graduation Rate will be 100%, ACT scores will outperform the state average, and WorkKeys scores (when appropriate) will outperform the state average. We also plan to track the percentage of students that attend an institution of higher learning after high school graduation as well track certification programs (welding, construction, fire safety, health occupations, office technology) by ensuring that a minimum of 80% of students seeking certifications receive them prior to existing our school.

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2. We will use the NWEA MAP testing for Math, Reading, and Language Usage three times during the school year Fall, Winter, Spring for all students, grades 4 - 12. The Fall student RIT score can be used to estimate an expected learning growth trajectory for the student; the Winter and Spring scores can then be used to measure how the students actual learning growth over the course of the school year compared to his or her expected trajectory. With these data for all students we can form an assessment of how effective our instructional program has been. Even if the program has been effective, it can always be improved. But if it has not been effective, we must carefully analyze the reasons in order to make the right changes to improve the instruction and curriculum for the benefit of the students and set new goals that will move us toward achieving our mission.

For progress monitoring in Math and Reading we will use Skill Navigator monthly to assess which skills each student has mastered. These formative assessments will be extremely useful in judging our curricular materials and the accuracy of our lesson tests at measuring lasting student learning.

3. Student progress from one grade to the next will be communicated to parents and students in the parent handbook. It is important to note that the principal of the school has the final say on matters of promotion but will use the following factors in making that decision:

- a. Student grades- a student must maintain a 70% average to receive credit for a class.
- b. Student mastery of objectives- Students must demonstrate mastery of grade level objectives as measured by EOG tests, EOC tests, or some alternative measure.
- c. Student growth- as measured by state tests or an alternative measure of demonstrating appropriate growth.
- d. Teacher recommendation of student readiness.

4. IBIA will require all students who graduate from our school to obtain 24 credits in the college preparatory model and 22 in the Occupational Course of Study.

While we will follow the NC graduation requirements, we anticipate local requirements being added that support our mission. These may include:

- ONE online course requirement
- ONE Digital Citizenship requirement (certificate of achievement or attendance in 5 hour seminar)

Students graduating from IBIA will have a sound and applicable knowledge of Math, Science, Social Studies, Language Arts, Technology and Leadership skills.

Student Conduct:

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

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

Be sure to include:

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

1. The most effective discipline comes from outstanding and engaging instruction coupled with our Peaceful Schools Program, which will be our school's priority. Students will be taught how to make positive, productive decisions that promote a culture of lifelong learning and a peaceful environment. Inner Banks Innovation Academy (IBIA) will incorporate a peaceful schools program which will help them focus not only on academics but also on effective communication and conflict resolution skills.

2. At IBIA, the School will utilize a variety of methods for addressing challenging student behavior with a focus on positive reinforcement, communication and the personalization of its students.

Suspension and/or expulsion are consequences for the most egregious or pervasive behavior. An explicit list of unacceptable behavior that may result in suspension or expulsion is outlined in a Student Handbook and will include the possession, use, or sale of firearms, weapons, or destructive devices;

The unlawful possession, use, or sale of any controlled substance, intoxicant, or any drug paraphernalia, including alcohol, drugs and tobacco; being unlawfully under the influence of any controlled substance or intoxicant, including alcohol, drugs and tobacco; arranging, negotiating selling or furnishing any substance or material that is represented to be a controlled substance or intoxicant; causing or attempting to cause physical assault and/or bullying/harassment, including but not limited to fighting, threatening behavior, assaulting students or adults; theft or extortion and/or knowingly accepting stolen materials; causing or attempting to cause damage to school or other private property on school grounds; performing or attempting to perform an obscene act or engaging in profanity or vulgarity; disrupting school activities by causing or participating in riots or chaos; causing or attempting to cause a fire; trespassing; unauthorized use of the schools technology including computer, tablets or personal electronic devices; knowingly participating in gang activity, pornography and/or sexual behavior; making, attempting to make or conspiring to make a bomb threat or false alarm.

3. All students with disabilities will have the benefit of modified instruction as designated in their IEP pursuant to state and federal laws. Students with disabilities may not be subject to disciplinary penalties based on their individual disabilities. The Student Handbook will describe how discipline of students with disabilities will be addressed.

IBIA will comply with all federal and state laws governing discipline and students with disabilities.

4. The handbook will set forth the policies and procedures for due process rights, including grievance procedure for student suspension or expulsion

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and general parent/student grievance procedures. IBIA's policies and procedures will follow state and federal laws and be updated as necessary to maintain continuous compliance with those laws. Students who have been long term suspended may appeal the suspension beyond the Head of School to the IBIA Board of Directors which will determine the final decision, unless the suspension warrants the involvement of the judiciary system.

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Section III: Education Plan Concerns and Additional Questions		
What is the evidence that the proposed approach will lead to improved student performance for the school's targeted population?	Robin Kendall	Instructiona
What research is available as evidence that this plan would lead to student growth and performance?	Cande Honeycutt-Killian	Instructiona
The applicant has attached a list of course offerings that may be offered at any High School. Will the applicant specifically share the intended course offerings for IBIA? How do the attached appendices clearly present a curriculum framework that is not general but instead specific to the purpose and mission for IBIA? Is it common practice for the instructional calendar in this county to begin after Labor Day for students? If not, kindly explain the rationale for the attached appendix C - Instructional Calendar. Outside of the teacher workdays prior to the opening of school and after the last report day for students, the instructional calendar has 2 teacher work days for professional development during the entire school year. Will the applicant share the school of thought behind establishing 2 professional development days during the academic school year? Also, how this aligns with sustaining the mission and vision for IBIA?	Tamara Thomas	Curriculum a
To what extent have you studied Aspire? I like the direction of this plan but want to understand how well they have studied the program.	Alex Quigley	Curriculum a
How will IBIA's curriculum and instruction differ from that of Aspire Schools?	Robin Kendall	Curriculum a
Curriculum appendices are vague and need to be detailed and focused. Please clarify the lack of professional development days for teachers in the school calendar. Also, why is the school year beginning later (after Labor Day)?	Cande Honeycutt-Killian	Curriculum a
The applicant shares, "When necessary, ELL students will receive additional support and modified assignments. There are many excellent online resources available for ELL students that can be utilized." What are the names of these resources? Who will be responsible for facilitating student learning through these online resources? How will progress monitoring occur for ELL students via the online resource modules?	Tamara Thomas	Special Prog
Plan for at-risk, ELL, and AIG students needs further developing and detail. How will the Child Find process be used? Who will serve ELL students and what are some of specific sources for ELL materials?	Cande Honeycutt-Killian	Special Prog
Plan is outline but provides no specifics.	Glenn Allen	Special Prog
How specifically will the school identify students that have previously been found to be eligible for special education services?	Robin Kendall	Special Prog
What does records in a secure place mean specifically? Will the records be locked? What instructional strategies will the school use to implement a full range of exceptional children's programs? What is AMSA? Who will sit on the IEP team?	Robin Kendall	Exceptional
What is your child find process and how will the school handle a parent referral for testing or IEP services?	Glenn Allen	Exceptional
The applicant shares, "Students with special needs, including those under Section 504, will be identified according to the NC DPI regulations and recommended procedures." What are NCDPI's regulations and recommended procedures for identifying students supported by Section 504 programs? The applicant shares, "An Individualized Education Plan (IEP) will be developed in accordance with standard practices for each student with disabilities." Explain what this statement means and the impact for all students with disabilities at IBIA.	Tamara Thomas	Exceptional

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The applicant states, "The students IEP will reflect all the elements required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act." How will the applicant write IEP's for students who are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act?		
What is your process for identifying students with disabilities that do not come to your school identified?	Cande Honeycutt-Killian	Exceptional
How did the applicant set the goal to be a B school by year 3?	Robin Kendall	Exceptional
What is AMSA?	Cande Honeycutt-Killian	Exceptional
What is the specific Child Find process this school will utilize? What does it look like in implementation?		
"IBIA will work with Beaufort Co Schools" to ensure.... - is there an existing relationship?	Jonathan Bryant	Exceptional
Te applicant shares, "In addition to supporting students in the regular classroom, special educators will also pull students out of class, as needed, for additional support and assessment." How will the applicant determine the need for pull-out services? Will pull-out be offered to every student with an IEP?	Tamara Thomas	Exceptional
Will Math acceleration for students in grades 7-8 be offered? (Math I and Math II respectively) If so, share how the curriculum for the same students will shift for grades 9-12.	Tamara Thomas	Student Perf
The applicant shares, "IBIA will require all students who graduate from our school to obtain 24 credits in the college preparatory model and 22 in the Occupational Course of Study." What is the contingency plan for students who do not meet this criteria?		
The applicant shares, "Student grades- a student must maintain a 70% average to receive credit for a class." Is this the criteria for all grades 4-12? If not, will the applicant cite clear policies and standards for promotion from one grade level to the next and exit standards for ALL students served?		
Please provide further details on what the Occupational Couse of Study will look like at your school?	Cande Honeycutt-Killian	Student Perf
How will the IEP affect the promotion/retention of students with disabilities?		
What are you policies and procedures for promotion and retention for students with disabilities whose IEP may need to stipulate something other than the plan outlined?	Glenn Allen	Student Perf
This narrative puts a lot of emphasis on the student handbook. No clear plan is evident as ti pertains to students with disabilities.	Glenn Allen	Student Cond
What type of positive reinforcements (i.e. incentives) are you planning on implementing?	Shannon Stein	Student Cond
Why would the disciplinary consequences decided upon by the Head of School change if the "judiciary system" is involved with a student matter?		
What does this discipline process look like in implementation? How is the IEP considered when addressing students with disabilities?	Cande Honeycutt-Killian	Student Cond
Need more specifics regarding discipline of EC students. What about less serious offenses?	Jonathan Bryant	Student Cond
What are the schools specific policies for discipline that will be listed in the handbook?	Robin Kendall	Student Cond
What is the specific grievance policy for parents and students that will be listed in the handbook?		

Reviewer	Score
Deanna Townsend-Smith	
Cheryl Turner	Fail
Tamara Thomas	Fail
Alan Hawkes	
Steven Walker	

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Robin Kendall	Pass
Eric Sanchez	Fail
Mike McLaughlin	
Robert McOuat	
Jonathan Bryant	Pass
Shannon Stein	Pass
Glenn Allen	Fail
Cande Honeycutt-Killian	Fail
Hilda Parlér	Pass
Alex Quigley	Fail

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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Inner Banks Innovation Academy, Inc.

Mailing Address: 714 Homestead Park Drive

City/State/Zip: Apex NC 27502

Street Address: 714 Homestead Park Drive

Phone: 919-924-8664

Fax: 919-267-4547

Name of registered agent and address: Mack Paul
3705 Shadybrook Drive
Raleigh, NC 27609

FEDERAL TAX ID: 81-3876633

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

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

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Levetta Grady	Board member	BEAUFORT	DSS Eligibility Worker		
Christy Barndt	Board member	BEAUFORT	Veterinarian		
Hope Cuthrell	Board member	BEAUFORT	Registered Nurse		
Ranee Singleton	Treasurer	BEAUFORT	Attorney		
Wendy Whitehurst	President & Board Chair	BEAUFORT	Medical transcription e-commerce business owner		
Mack Paul	Board member	WAKE	Attorney		
Vivian Lamb	Secretary	WAKE	Retired Educator		

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 IBIA Board of Directors is responsible for governing and overseeing the operation of the school and making sure that all legal instructions under which it operates are satisfied. The Board's primary function is to ensure that the school's focus is always on serving the public and that it is never allowed to operate for any individual's personal gain.

Upon appointment to the Board, each Director accepts the NC corporation's purpose and goals as stated not only in the Articles of Incorporation and Bylaws, but also in the Board Code of Ethics, the Conflict of Interest Policy and the Anti-Nepotism Policy. The Code of Ethics spells out the way in which each Director is expected to exercise the three fiduciary duties: of care--acting with the care a prudent person would use under similar circumstances; of loyalty--putting the interests of the organization over their own or other family or business interests; and of obedience--being faithful to the mission and abiding by the governing documents.

The most important role of the Board is as employer of the Head of School: the Board recruits, hires, oversees, and evaluates the Head of School. The Board, in collaboration with the Head, hires the staff and faculty--they will work for the Head but are employed by the Board. The Board is responsible for governance and oversight; but the Head is responsible for the management of the school. In governing the school, the Board must monitor the major components of the school--Academics, Operations, and Financial Vitality--to ensure they are implemented with fidelity and are effective and true to the school's charter. Much of this responsibility is carried out through the five standing committees: Strategic Planning, Human Resources, Academic Excellence, Operations, and Finance.

It is the responsibility of the entire Board to recruit, hire, supervise, and evaluate the Head of School, but the Human Resources Committee will take

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primary charge of organizing the recruitment and hiring. With consultation from the Board they will establish criteria for the position and in conjunction with the Finance Committee set the desired range of pay. They will then recruit in national and regional publications and network with regional consultants and nearby universities that are knowledgeable about administrators in the area. Through this search the committee will compile a list of candidates and conduct reference and background checks. They will arrange the interviews and present the candidates to the full Board, to vote on the hiring of a candidate. The Head of School will generally report to the full Board monthly at Board meetings and thus all Board members will be engaged in supervising and evaluating the Head's performance throughout the year. The Strategic Planning committee, however, has primary responsibility for initiating the formal annual evaluation of the School Head and then presenting the report to the full Board for consideration of renewing or terminating the employment.

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 Bylaws of Inner Banks set a desired range for the board of between 7 and 11 unrelated members. The Board currently has seven unrelated members, who demonstrate a diversity of work experience, academic experience, board experience, gender, age, and race. Five of the seven members are residents of Beaufort County, a sixth has strong family ties to the county and a second home there -- these members will represent community and parent stakeholders. All have in common a commitment to creating an excellent new educational option for Beaufort County to bring more choice to area parents. On the question of desired composition, we intend to search for an additional member with the goal of adding a Beaufort County educator with curriculum experience as well as more gender and ethnic diversity to the Board.

Our directors have among them skills in the areas of fundraising, business management, real estate, board governance, academic excellence, and public relations. These skills will be put to use through work on the standing committees. Wendy Whitehurst manages her own business in medical transcription, has experience in advertising and public relations, has homeschooled her six children and is committed to the possibility of creating a public charter school that offers a culture of civility, personalized guidance, and emphasis on mastery learning that homeschoolers prize. She's our President and Board Chair, and will chair the Strategic Planning Committee. Ranee Singleton is an attorney with a long record of civic work and interest in education; she presently serves on the board of the Beaufort County Community College as well. She'll serve as Treasurer, chair the Finance Committee, and work with Wendy on the Strategic Planning Committee. Mack Paul is a real estate attorney with previous board experience, is very knowledgeable about fundraising, and will chair the Operations Committee, focusing on finding a suitable facility. Christy Barndt is a veterinarian and manages her own practice; Hope Cuthrell is a registered nurse, at present an administrator of a nursing unit; and Levetta Grady works in Social Services for Pitt County--all three have excellent people skills, and are parents with a great interest in creating an excellent charter school option in the area. Christy will be a member of the

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Operations Committee, while Hope and Levetta will be members of the Human Resources Committee. Vivian Lamb is a retired CA and NC educator with a science background and past board experience who has spent recent years following the national growth of both the charter school movement and the blended learning and other recent instructional methods. She has the time and commitment to serve as Secretary, and she and Wendy will be members of the Academic Excellence committee.

Once through the startup period the education and operational success of the school will be ensured by the capability of the Head of School, the careful governance, policies, and oversight capabilities of the Board.

The Head of School will be invited to all regular board meetings to summarize the previous month's activity and answer any Board questions. In this way, the full board can evaluate the Head's performance throughout the year. Then, in the Spring of the year, the Strategic Planning Committee will conduct a more formal evaluation and report to the full Board, which can decide to retain the Head or terminate.

Key stakeholders are the Head of School, teachers, staff, students and their parents, and community members. The Board will have a group of school supporters, a community education advocacy group, that it consults from time to time, as representatives of the community. It is expected that parents will form a volunteer group that is in contact with the Head of School; so this will lead to active representation from parents. And the Head of School will seek communication from all stakeholders through surveys or an email contact form on the school website.

- 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?*

Three members of this Board were members of a board that submitted an application for a charter school in Aurora, in Beaufort County in Fall, 2015. That application was not approved, but the Board felt there was substantial encouragement to improve and resubmit the application. However, at a subsequent meeting it was concluded that since the population of Aurora was small and declining and the prospects for growth unlikely, a charter school there wouldn't be sustainable. The Board investigated demand in the western part of the county with a survey and a public meeting, and found a strong response there. Wendy Whitehurst, Vivian Lamb, and Mack Paul, members of the previous board, were still committed to the effort to create a new school that could help every student succeed. Wendy strongly recommended Rane Singleton, and Christy, Hope, and Levetta came up at the public meeting and indicated their enthusiasm for the proposed new school--they all had skills that made them good potential candidates and all seven members joined the new Inner Banks Innovation Academy Board at the September 1, 2016 meeting.

If a position on the Board becomes vacant, the Bylaws assign the task of taking charge of the search for new board members to the Human Resources Committee. That committee will compose a profile of the current Board and set recruiting priorities. They will use recommendations from present board members and other community supporters to develop a list of potential Directors. Members of the HR committee will make contact with potential members, providing them with a job description that spells out the responsibilities of board directorship and supplies information about the charter school. Anyone who is interested in serving on the Board can submit a resume and be invited to attend an in-person orientation session. Prospective Board Directors can be invited to attend a board meeting to meet the current Board and get an idea of how the school board makes its

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decisions and conducts business. Board members recruited after the school is in operation will be offered an opportunity to visit the charter school if they are unfamiliar with it. Finally, the HR committee will meet to review all of the interested individuals and discuss whether each candidate can bring the time, skills, and ethics to be a productive Director. The HR committee will prepare a slate and the full board would vote on the new Board Directors at the Annual Meeting in June.

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

The school's fiscal year is July 1 to June 30. According to the Bylaws we will have at least 10 regular meeting per year--all months except July and December. The Annual Meeting would be in June.

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.*

Before new Board Directors begin their term of office, they will receive copies of the Mission statement, the Articles and Bylaws. As they are inducted, they will sign statements that they have received and understood copies of the Board Code of Ethics and the Conflict of Interest Policy, and have read other important Board policies. They should receive a Board Policy Manual that includes a calendar of meetings and events, a list of board members, including board committees and chairs, and contact information. All of these will be posted on a Board page on the school's website. Where possible we'll utilize online posting rather than print copies, because they can be kept current more easily.

The professional development for the Board will be aligned with the school's basic education plan, which involves proficiency through independent study, with small group discussion, and small group direct instruction if needed. The topics to be addressed over the course of a year will read like the chapter headings of a good charter school board handbook like *Creating an Effective Governing Board Guidebook* (charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf). The choice of topic in a given month should be correlated if possible with current situations before the Board. Links to the material will be sent to the Directors with the Agenda for the coming meeting, for reading before the meeting. Topics might include financial oversight, relationship between Board and Head of School, policy development, and obligations of tax-exempt status. At the meeting there will be time for a brief discussion of the material; and if serious questions arise, the Board Attorney could be asked to give some instruction. Thus the professional development of board members would be an ongoing commitment.

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.*

Inner Banks takes a holistic and multifaceted approach to insuring ethical conduct. First, all Directors, officers, and key constituents sign a Code of Ethics, wherein each person pledges to know Inner Banks's mission and work collaboratively to pursue this mission in keeping with the highest orders of integrity, honesty, openness, and trustworthiness. The Code of Ethics then contains certain stated practices to help achieve these high standards.

Second, Inner Banks utilizes a comprehensive Conflict of Interest Policy to

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safeguard the integrity, reputation, and interests of Inner Banks by fostering proper and unbiased conduct. In addition, the Conflict of Interest Policy serves to educate Directors, officers, and staff about situations that generate conflicts of interest, to provide a means for Directors, officers, and staff to disclose and manage conflicts of interest, and to promote the best interests of the organization. Specifically, the Conflict of Interest Policy addresses situations in which a Director, officer, or employee (or a family member of close relation of a Director, officer, or employee) could obtain some advantage--personal, professional, financial, or

otherwise--from Inner Banks. The Policy involves: annual and ongoing disclosure of any actual or potential conflicts of interest for Director, officers, and staff; bidding guidelines for qualifying transactions;

independent review and approval of any conflict of interest transaction; abstention and recusal of any interested parties during final decision making; recordkeeping obligations to ensure that these processes are

followed and documented; and an absolute requirement of ultimate fairness and that the transaction be in the best interest of the organization.

Finally, Inner Banks has adopted an Anti-Nepotism Policy to prevent both actual and perceived conflicts. Inner Banks recognizes that the employment of immediate family members can cause various problems including but not limited to charges of favoritism, conflicts of interest, family discord and scheduling conflicts that may work to the disadvantage of Inner Banks. In order to avoid creating or maintaining circumstances in which there could be conflicts of interest, the appearance or possibility of favoritism, or management disruptions, the Anti-Nepotism Policy requires that, among other prohibitions, no voting member of the Board of Directors shall be an employee of Inner Banks or an employee of a for profit organization that provides substantial services to the school for a fee. Many additional guidelines are included in the policy to ensure that such situations are avoided.

Currently there are no existing relationships that could pose an actual or perceived conflict if the application is approved.

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

Inner Banks is a mission-driven organization, and all efforts of its Board of Directors and the personnel of the school they govern shall further this mission and be consistent with Inner Banks' tax exempt purposes. All of Inner Banks' operations and policies shall support that mission, and policy development and implementation shall take place at many levels with many constituents involved. Beyond full board oversight and responsibility, much of the work of policy development and ongoing review of policies will take place in board committees. First and foremost, the Strategic Planning Committee will inform the process of policy development and review policies in light of its assessment of progress toward Inner Banks' mission. Several other committees will work in collaboration with the Strategic Planning Committee in developing subject-specific policies, namely: the Finance Committee will help develop policies related to budget, fundraising, and expenditures of the school to ensure compliance and best practices. The Human Resources Committee will help with developing policies related to personnel, grievances, discipline, community involvement, and generally creating a healthy learning environment. The Operations Committee will help to develop policies related to technology, to ensure the organization can meet its administrative functions efficiently and its teachers can maximize

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the effectiveness of their instruction; facilities, to ensure that the school's grounds, building, and equipment provide a safe environment conducive to teaching and learning; food, to ensure that nutritional needs are met to allow students optimal opportunities to learn and grow; and transportation, to ensure safe transit to and from school and school-sponsored activities. While all final policies are reviewed by the full Board and voted upon by the full Board, in addition to the input of the board committees, the Head of School and key staff will be asked to provide information and input on policy development as appropriate. The Board will ensure that policies adhere to key values and the mission, and the school leadership will ensure that the policies are operationalized as the Board envisions they should.

Finally, the Board will seek the advice of outside counsel (legal, CPA, etc.) and community representatives whenever appropriate and possible.

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

The Board will maintain a list of key supporters who have indicated they are interested and willing to share advice from time to time. On the Organization Chart this group is termed a Community Educational Advisory Group, connected to the Board by a dashed line denoting an informal relationship. This group gives the Board the means to solicit a broad sampling of knowledgeable community opinion in a timely manner when needed. The Head of School will look to all stakeholders for advice and counsel through the school website. The website will offer a contact form for communications from staff, students, parents, and community members to the Head of School. The Head of School will log in all communications, summarizing the input for the monthly report to the Board. In addition, from time to time, the Head of School or other staff will post a video on the website, explaining a current situation at Inner Banks requiring a decision, for example, and provide a link to a survey to gather opinions on the matter. Through these communications, the school leadership should receive a wide sample of opinion from various stakeholders.

The Head of School will encourage the formation of a Parent Action Committee (PAC) made up of parents and community members willing to offer volunteer help to the school with various tasks when needed. This group is connected to the School Head by a dashed line, indicating an informal relationship. The School Head will communicate with this committee to keep them apprised of the school needs.

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

Inner Banks strives to maintain a culture of civility in all aspects, and especially in the context of dispute resolution. Parent complaints or disagreements with any parties at Inner Banks will be addressed in a timely and consistent manner. The guiding principle is that disagreements should be solved whenever possible among the people most closely involved, while preserving positive relationships. Therefore we set out the following guidelines:

1. For a complaint about a situation in the classroom, parents should seek to resolve the issue with the appropriate classroom teacher or teacher assistant.

2. If a resolution with the teacher or assistant is not possible, or if the

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complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the Head of School. Complaints should be made in writing. The Head of School will reply within 48 hours to set up an appointment to address the matter.

3. If resolution is not possible with the Head of School, Parents should address a complaint to the Board of Directors as follows: (a) Complaints should be made in writing. (b) The Board of Directors in general will not address a complaint based on hearsay or made on behalf of another parent or family. (c) The Board of Directors, in general, will not address a complaint if resolution with the appropriate individuals in items 1 and 2 has not yet been attempted in good faith. (d) The Board of Directors reserves the right not to address a complaint that is made anonymously. (e) The Board of Directors, in general, will not address specific complaints about the performance of individual school employees in a public meeting. If such a complaint is brought at a public meeting, the Board will take the complaint under advisement and will provide an appropriate response at a later time. (f) The Board of Directors reserves the right to notify individual school employees about complaints brought against them. Parents may request that they are not personally identified as the party bringing the complaint. (g) The Board of Directors will discuss said grievance in closed session and respond to said complaint via a written letter. This will occur within 30 days of receiving said grievance.

4. If a parent complaint is not addressed to the satisfaction of the people involved, parents have the right to seek resolution through the NC DPI.

5. This Grievance Policy is not designed to supersede or supplant federal law and parent rights under the most current versions of IDEA and FERPA.

The policy for a grievance of a staff member is analogous.

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

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Here is a list of positions for the opening year, to correspond to the projected enrollment of 216.

1 Head of School (Principal) (full-time)

1 Administrative Assistant/Finance

1 School Counselor (part-time initially, full-time in Year 2)

1 EC Teacher (full-time, adding 2nd EC Teacher in Year 3)

4 Elementary Teachers (full-time, grades 4 and 5)

6 Middle/High School Teachers(full-time, 2 ELA, 2 Math, 1 Science, 1 Social Studies)

1 Receptionist/Data Coordinator (full-time)

4 Assistant Teachers /Bus Drivers) (full-time)

3 Resource Teachers (Music/Art/PE)

1 Nurse (part-time)

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Inner Banks Innovation Academy (IBIA) will utilize an extensive network of innovative teacher contacts, and a strong partnership with ECU's School of Education, as well as leverage organizations like Teach for America. Careful attention will be given to instructional staff that possess strong technology skills and will bring innovative teaching practices to our school. The public searches will identify teachers who are committed to our focus of a peaceful school, high academic achievement, and collaborative participation. It is the commitment of the Board to hire teachers as educational leaders in the classroom who are creative professional problem-solvers and make sound decisions based on best practices and current research, and who are seeking opportunities to grow as professionals. Inner Banks will also make use of the following options:

1. Pay using the state salary scale, with supplements given when the budget allows.
2. Offer in-house professional development guaranteed to meet licensing requirements.
3. Offer health and retirement benefits.
4. Survey staff frequently for input regarding the school and ways to improve instruction and services. Give teachers a voice in shaping the growth and direction of the school.
5. Maintain small class sizes and provide instructional aides at all grade

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levels.

6. Pay for master's degree and national board certification.

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

The staff work for the Head of School, but the final vote on hiring and dismissal lies with the Board and thus all staff are employees of the Board. The Board sets the policies under which an employee works, which are published in the Inner Banks Innovation Academy Employee Handbook, a copy of which will be provided to each employee and the understanding and receipt of which must be acknowledged by a signature from the employee. The Handbook will also be made available on the school website.

The most basic policy defining the relationship between the employees and the Board is that of nondiscrimination. Inner Banks is an equal opportunity employer and will not discriminate against any applicant or employee on the basis of age, race, color, religion, sex, national origin, veteran status, disability, genetic information or other legally protected status, except where it is an occupational qualification. This policy extends to all terms, conditions and privileges of employment as well as the use of the schools facilities and participation in all activities sponsored by the school.

Another important policy defining the relationship between employees and the nonprofit board is that Inner Banks is an at-will employer. The employee is free to terminate the employment relationship with the School at any time giving the proper notice); the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with the employee for any or no reason subject to the terms of the contract.

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

The procedure at Inner Banks Innovation Academy for hiring personnel starts with the Human Resources Committee of the Board and the Head of School working collaboratively to provide a job description and salary range for the employee position to be filled. The Head of School will conduct the search for candidates filling the description and within the allowed salary range. The Head of School will narrow the search results through an initial phone screening conversation; an onsite interview that includes a demonstration by the candidate of the required skills, where applicable; and a final conversation. Information on the best candidates is then sent to the Board Human Resources Committee, who will conduct a check of professional references, a criminal background check and a review of citizenship or eligible status. The Head of School will then bring the two best candidates to the full Board for interviews and a final decision.

Personnel can be hired conditionally before the background checks are completed, pending the results of the checks. Throughout the process a rubric will be used to give consistency and fairness to the evaluations. With regard to the criminal background check, all applicants for employment and any current employee will be required to submit to fingerprinting as part of the background check process. The refusal to consent to a criminal records check or fingerprinting will result in the applicant not being offered employment, or the employee's employment will be terminated, as applicable.

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A violation of Inner Banks Innovation Academy employee policy can lead to dismissal. Staff can also be dismissed for unsatisfactory job performance; in this case, the Head of School will make every effort to resolve the issues prior to dismissal. If unable to resolve the issues, the Head of School will recommend dismissal to the Board and the full Board will vote on the matter.

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

Inner Banks Innovation Academy will use the North Carolina State Salary Schedule as a baseline for all levels of employment. The school will offer a private Health Insurance Plan and a 3% matching retirement benefit in all years for all full-time employees.

Proposed Salary Ranges:

Teachers (to include EC and Specialty teachers) (\$37,000 - \$50,000)

Administrator (\$60,000 - \$80,000)

Teacher Assistants (\$20,000 - \$30,000)

Clerical (\$22,000 - \$29,000)

Guidance Counselor (\$40,000 - \$50,000)

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

It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance then the employee may initiate the grievance procedures as described below.

A grievance is defined as a formal written complaint by an employee that states that a specific action has violated a school policy, board policy, or law or regulation, and includes whistleblower complaints. A grievance does not include claims of harassment, discrimination, or retaliation.

Step 1: The employee must submit a letter in writing stating the School policy, board policy or law or regulation that was violated, including details of the actions and the place, date and time of the violation. The written letter should be submitted to the Head of School, or if the Head of School is implicated in the grievance then to the Chair of the Board of Directors.

Step 2: The Head of School will have up to five (5) School days to respond to the grievance in writing.

Step 3: If the employee is not satisfied with the response from the Head of School, the employee may file an appeal by submitting a letter to the Board of Directors.

Step 4: The Chair of the Board of Directors will review it and if the grievance of appeal is proper, it will be heard at the next regularly scheduled Board meeting. The decision of the board will be communicated to the individual within 7 days. The Board's decision concerning the grievance or appeal is final.

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

The Assistant Teachers will have a dual role, as they will also serve as bus drivers. State and local funding will be used for both positions.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs

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population, means for providing qualified staffing for ELL and gifted students.

The instructional method at IBIA is based on the premise that each student in a classroom will be working on lessons that are personalized to accommodate individual needs. This should greatly simplify the integration of special needs students, including also ELL and AIG students, into the regular academic environment.

Special Needs students for Beaufort County Schools as a whole, calculated from a December 2015 count, are roughly 12.5% of the total student enrollment. For the projected opening enrollment for IBIA of 216 students, then, roughly 27 special needs students would be estimated. One EC teacher could be expected to handle this caseload in our blended learning classroom situation. If the special needs population enrolled is higher than expected, we would be prepared to contract for additional qualified personnel immediately. The EC teacher and all teachers will be prepared to mentor and assist in finding resources to support the needs of ELL and AIG students.

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).*

The Head of School must first demonstrate commitment to the academic goals and philosophy of IBIA. Then it is expected that the candidate demonstrate the ability to work with professional staff, students, and the community; pursue and execute the mission of the school, provide leadership and direction to the staff, supervise and observe all instructional practices in the school, hire, evaluate, and terminate staff, administer scheduling, enrollment and curriculum, serve as liaison to the Board, preparing data and materials for board meetings; implement and follow policies and procedures; ensure proper budgeting, accounting and financial planning, and provide a safe environment for learning. The qualifications include a BA or BS degree or graduate degree; administrative certification is a plus (but not mandatory); have demonstrated successful leadership in a senior administrative position in a public or private school, preferably working with a board; shown commitment to accountability, including a rigorous student testing regime; have experience with data management and presentation; and demonstrated success in encouraging parental involvement.

The Special Education Coordinator and Teacher is responsible for providing direct and indirect instruction; planning and addressing individual needs of students; evaluating students progress; providing an innovative learning environment; preparing written reports accurately and submitting them in a timely manner; effectively communicating and consulting with teachers, parents, and administrators to facilitate the IEP process; remaining current on regulations in special education law; maintaining privacy of student records and information; and serving as primary liaison with the CSE of the student's district of residence. IBIA would look for appropriate state certification as a special education teacher and any other credentialing required and applicable, ability to communicate and work effectively with parents and to adapt to individual's specific needs.

All of the teachers at IBIA should be prepared to maintain and increase their expertise in the subject area they will teach; address individual needs of students in developing sequences of digital lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter; provide direct and indirect instruction; evaluate student progress; prepare, at

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least quarterly, individual student achievement reports for parents; provide an innovative learning environment; engage in effective and appropriate classroom management; accept and incorporate feedback and coaching from administrative staff; serve as an advisor to a student, including organizing advisory groups, overseeing the academic and behavioral progress; perform other duties, as deemed appropriate, by the principal. We would look for evidence of demonstrated expertise in the subject they will teach, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject area teaching experience; possession of any required state teaching certification and other applicable credentialing requirements; demonstrated ability to work with diverse children, including those with special needs; teaching experience in a public or private school; demonstrated ability to work well with parents; demonstrated ability to work effectively as a team member; demonstrated ability to evaluate tests and measurements of achievement; and demonstrated willingness to be held accountable for student results.

Instructional Aides/Teacher Assistants should be prepared to assist the teacher as directed, assist in the supervision of students, drive buses as required, perform all duties required by the Head of School. Typically TA's have at least a 2 year college degree in a relevant area.

The Receptionist/Data coordinator is expected to run the front office, handle phone calls and messages, manage and distribute the incoming and outgoing mail, take daily attendance, maintain cumulative folder information, enroll and withdraw students and prepare student records (enrolling and withdrawing), and greet, check in and check out visitors, making sure they follow proper procedures.

Staff Evaluation and Professional Development

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

Each individual teacher and administrator is responsible for being aware of when his or her license is set to expire. The Head of School will be responsible for paperwork for Licensure and validating the CEUs earned.

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.*

If a teacher that is hired in the first 3 years of her career, that teacher is considered a Beginning Teacher or BT. Every BT must be assigned a mentor. Arrangements will be made with the regional coordinator to ensure that experienced veteran teachers will receive mentor training. Mentors and mentees will meet monthly and document their meetings and report monthly to the Head of School. The Head of School will hold monthly mentor/mentee meetings to discuss topics that arise from the monthly meetings. The mentor will observe the BT at least once during the year. The Head of School will observe and evaluate the BT 3 times during the school year. These observations and evaluations will be documented using the NC Educator Evaluation System (NCEES). At the end of Year 3, BTs, if successful, will be recommended for a Standard II License and begin acquiring CEUs for license renewal every 5 years.

All teachers will utilize the NCEES for observations and evaluations to ensure that every staff member is growing professionally. These observations often lead to recommendations of professional development opportunities.

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Inner Banks Innovation Academy wants to ensure all staff members feel valued as professionals and set goals for professional growth.

- 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.*

Part of the mission of Inner Banks Innovation Academy is to enhance learning through personalization of instruction, and that applies to professional development of teachers as well. Much professional development is now available through online courses, and teachers can find courses they think would be effective.

Initial professional development will revolve around the blended learning model and ensuring that teachers understand the roles and responsibilities. There will also be a strong focus on data analysis and how to use data to inform decision making. These are core components of the school.

The Peaceful Schools curriculum will also be part of professional development and plans are in place to deliver that instruction. The goal is to establish an inhouse trainer for Peaceful Schools so new staff members can be trained and existing staff members can receive periodic refresher training. Specific days have been built into the calendar at the beginning of the school year to deliver this initial staff development. Other professional development will be delivered as e-learning (electronically). A theme we want to develop is that everyone does not need the same training. Just as students come to school with differing levels of ability, so do teachers. We want to assess what teachers know and then provide growth opportunities.

- 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 calendar has been created to allow for 5 days prior to the opening of school. That first week is focused solely on professional development:

Monday, 8/14: (a) Introduction to the school, review of handbooks, expectations, policies and procedures. (b) Peaceful Schools training begins.

Tuesday 8/15: (a) Peaceful Schools training continues.

Wednesday, 8/16: (a) Blended Learning training (b) Lesson creation and sharing (c) Examples of blended learning environments.

Thursday 8/17: (a) Blended Learning training; (b) Data (sharing what will be available); (c) MAP (Measuring Academic Progress) introduction and training.

Friday 8/18: (a) MAP training; (b) Mentor/Mentee work; (c) Discussion of NCEES and how to use it. This provides an introduction to the core items that will be utilized throughout the school (Blended Learning model, Peaceful Schools, and consistent data analysis).

During the 2nd week before school opens, teachers can receive targeted professional development through online professional learning communities that will be developed by our school. This will allow teachers a week to get classrooms prepared, lesson plans aligned prior to students' first day. There will be follow-up sessions throughout the year at after-school meetings. Data meetings will be held weekly with teachers during planning times to continue to analyze results and make instructional decisions.

- 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.*

There will be many opportunities for professional development throughout the

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year: (a) A 5-day training session at 7 hours per day, August 14-18, 35 hours; (b) Monthly after school meetings, 10 months at one hour, 10 hours; (c) Monthly mentor/mentee meetings, 10 months at one hour, 10 hours; (d) Weekly data meetings, 37 weeks at 30 minutes, 18.5 hours; (e) Digital professional development, length and times vary.

As evidenced, teachers will easily surpass the required hours for license renewal. BTs will be given training and support and all staff members will have opportunities to grow as professionals in a caring environment. Daily planning periods and monthly after school meetings provide time to accommodate trainings and the calendar was built specifically to provide professional development for teachers. A small staff allows for these trainings to be conducted less formally within a culture of collaboration and a willingness to share ideas.

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)).

Once our application is approved, we will begin to broaden support for the school among parents and with the community as a whole. Our plan is designed to achieve two crucial objectives: first, to raise the knowledge level within the community of what a charter school is, how it operates and what it will mean to the community; and second, to recruit a student body for our school that reflects the community's racial composition and its economic segments from poor to upper income.

Community Outreach Meetings: The school has begun a series of outreach meetings in the communities of Chocowinity and Tranter's Creek and received good response from parents. The Board will continue to provide information sessions for parents to learn more about the school model and fill out student interest forms. Each community outreach meeting will be advertised through the local media using public service announcements and press releases.

Building a Database: Consistent and constant communication with interested parents is very important to the successful enrollment in a new charter school. We will continue to build our comprehensive database of parents who are prospects for enrolling a child at our charter school and other school supporters. This database will be built from parent attendance at community outreach meetings as well as links on Facebook and our website for interested parents to sign up for communications.

Sending a Newsletter: A monthly newsletter will be produced and sent to the parents who are in the school's database. Content will include interesting information about Inner Banks, profiles on students and teachers, and

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current events calendars/dates. In the application phase, it has become very clear that the community is starved for news. It has no media of its own and receives very little coverage in media from adjoining counties. We expect to produce the kind of content for this newsletter that will help to create a sense of community for all its citizens.

Targeted Facebook Ads: During the application phase, the Board primarily used targeted Facebook ads to reach parents who were interested in attending community outreach meetings. Of the attendees, 75% identified the Facebook ads as how they were informed of the meetings. The Board feels that continuing to implement targeted Facebook ads will be successful in getting the community informed about our school. Targeted keywords will include: school, high school, middle school, charter, personalized learning, education, Beaufort County.

Our Website Videos Campaign: We will launch a highly interactive, attractive and informative website at the outset of the campaign. The website will present three to five-minute videos (produced "in-house") featuring the commentary of teachers, students, administrators and community leaders--all of the schools stakeholders. Viewers will be urged to respond with their views and comments.

Our Phone Bank Campaign:

Direct communication with interested parents is vital to getting students enrolled in our school. Board members, parent volunteers will call parents who have filled out student interest forms or have communicated with our school via website or email.

Open Houses & Meet and Greet: The Board will also hold open houses and "meet and greet" sessions during our planning year to allow parents to come and speak with board members and any staff that is hired. These will be held monthly during our planning year.

Targeted Flyers in the Community: With a limited marketing budget, the school will seek to partner with local businesses such as pediatrician offices; daycare facilities, afterschool programs, consignment stores and recreation facilities to distribute flyers to parents and students who may visit these businesses. This has proven very effective for other community organizations in Beaufort County in getting public information out to a broad audience.

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.*

Inner Banks Innovation Academy has conducted several community meetings. In addition, we have continued to use targeted Facebook ads, placed ads in the paper and relied on local community members using direct networking to communicate with parents. The Board has established good rapport with

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several key community leaders such as town managers, mayors and business leaders who are helping the school reach out to the parents and community members.

Once we receive our charter, we will formally contact families through a variety of outlets to inform them about our school, the enrollment process, and how they can become involved. These outlets will include: press releases, targeted Facebook ads, flyer distribution at strategic locations (pediatrician's offices, daycare facilities, after school facilities, recreation facilities) churches and direct communication through our phone bank and database. In addition, parents in the community surrounding the location of our school will receive invitations to participate in parent informational meetings and "meet-and-greets" with the Executive Director and Board members. A monthly blog/newsletter, school website, and a school Facebook page will

keep interested families connected to the happenings of the school as we prepare to open.

Parental involvement will come through various volunteer opportunities, parent/student outings such as field trips and social events such as festivals at the school. The school will also establish a strong Parent Action Committee that will allow parents to get involved in school operational and fundraising opportunities.

Additional ideas will include:

Fall Barbeque/Festival: After the start of school, Inner Banks Innovation Academy will sponsor a fall festival and barbeque for the families of enrolled students and those on the waiting list. The emphasis at this event will be strongly oriented toward fellowship coupled with a fundraising event that will bring together the community. This event will engage parents and create goodwill toward the school while raising additional funds for books and supplies.

Volunteer Requirements: In researching effective parent involvement strategies, Inner Banks Innovation Academy will institute a 5-hour per year minimum parent volunteer requirement for our school. The school will set up a Facebook page and email list to keep parents informed regarding volunteer needs. We will focus on three areas of volunteer expertise--fundraising, academic (tutoring/teacher assistance), and special events planning. We believe that involved parents are the best way to ensure success in our school. We will conduct background checks for all parents to ensure safety.

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.*

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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.*

Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to a charter school. Following NCGS 115C-218.45, Inner Banks Innovation Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. Inner Banks Innovation Academy will open the application submission window, based upon final SBE approval of the charter, on or about January 5, 2018 and will close applications on the first Monday in March 2018, holding an open, public lottery on the last Tuesday in March 2018 if needed. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12. The lottery will be conducted in a public forum. Each student must complete an application to be placed in the admissions lottery. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of residence, parents' name and address, birthday, present school, and grade attending. The student application form must be completed and submitted by parent or legal guardian by due date.

Process for Admission:

1. Completion and submission of student application form by parent or legal guardian by due date.

2. Applications will be reviewed for completeness. Lottery cards will be assigned to each applicant.

3. The timing of the lottery will be aligned with other area charter and private school application dates. The lottery will be conducted by a volunteer unaffiliated with the school or board. Applicants will receive confirmation of being in the lottery, the date, time and place. All lottery names will be placed in a large container and the volunteer(s) will draw cards from the container. This will be a public lottery and openings will be filled in each grade and class in the order drawn.

4. A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery in the opening year only, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), Inner Banks Innovation Academy shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. During the lottery, a numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. Students/families requesting transfer to another educational institution, for reasons of discipline or personal preference, will be processed immediately upon written request to the Head of School, and records will be sent to the transferring institution as soon as possible and/or within 48

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hours.

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.*

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Beaufort 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 070	LEA 000	LEA 000	LEA 070	LEA 000	LEA 000	LEA 070	LEA 000	LEA 000	LEA 070	LEA 000	LEA 000	LEA 070	LEA 000	LEA 000
Grade 04	36	0	0	36	0	0	36	0	0	36	0	0	54	0	0
Grade 05	36	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 06	36	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 07	36	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 08	36	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 09	36	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 10	0	0	0	36	0	0	36	0	0	36	0	0	36	0	0
Grade 11	0	0	0	0	0	0	36	0	0	36	0	0	36	0	0
Grade 12	0	0	0	0	0	0	0	0	0	36	0	0	36	0	0
	216			252			288			324			342		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Not required at this time.	Cande Honeycutt-Killian	Tax-Exempt S
What recruiting efforts are being put forth to ensure a variety of skills such as business/finance and educational leadership?	Cande Honeycutt-Killian	Governance a
The school will not contract with an EMO/CMO.	Cande Honeycutt-Killian	Proposed Man
Is the Head of School required to bring in two candidates for the Board to interview on all hiring decisions? If a grievance does not include harassment, retaliation, etc, how can someone appeal a decision made in regards to those types of issues?	Shannon Stein	Staffing Pla
Is one Exceptional Childrens teacher in year 1 and year 2, with 216 and 252 students respectively enough, given the schools focus on serving academically struggling students? Given the amount of technology the application proposes using, why is there no technology coordinator? How will the school recruit veteran teachers, in addition to recruiting from ECU and Teach for America?	Robin Kendall	Staffing Pla
The applicant states, "Personnel can be hired conditionally before the background checks are completed, pending the results of the checks." Does this infer that a sex offender could potentially be working in the classroom with students while the background check results are pending? How will the Board safeguard students, parents and staff if the application states that individuals may be hired pending background checks?	Tamara Thomas	Staffing Pla
How will mentors be identified by IBIA? The applicant states, "Much professional development is now available through online courses,and teachers can find courses they think would be effective." How much responsibility will rest with teachers to secure professional development? Has time been allotted outside of the 2 professional development days that appear on the Instructional Calendar between the first and last student report days?	Tamara Thomas	Staff Evalua
Is there a plan to have some type of independent parent organization (i.e. PTO) to give families a chance to not only volunteer, but to take a leadership role?	Shannon Stein	Parent and C
Why is the school implanting a "5-hour per year minimum parent volunteer requirement for our school."?	Robin Kendall	Parent and C
Make sure to double check what questions are appropriate for the lottery application.	Shannon Stein	Admissions P
Is it reasonable that in year one opening 4-9th there will be 216 students?	Robin Kendall	Projected St
Enrollment low for first year as stated in previous sections.	Cande Honeycutt-Killian	Projected St
The school will not use a weighted lottery.	Cande Honeycutt-Killian	Weighted Lot

Reviewer	Score
Deanna Townsend-Smith	
Jonathan Bryant	Pass
Mike McLaughlin	
Robert McOuat	
Cande Honeycutt-Killian	Pass
Robin Kendall	Pass
Tamara Thomas	Fail
Alex Quigley	
Glenn Allen	

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Alan Hawkes	
Hilda Parlér	
Shannon Stein	Pass
Steven Walker	
Cheryl Turner	Fail
Eric Sanchez	Pass

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V. OPERATIONS

Transportation Plan:

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

Inner Banks Innovation Academy will ensure that no child is denied access to the school due to lack of transportation. The population density in Beaufort County is spread out across the county, and we anticipate our student enrollments will be spread out over a large area; thus providing strategic transportation is key to our enrollment strategy.

Once enrollments are finalized, we will map the residence locations of our students, showing estimated travel time from home to our school. We will see if carpooling is feasible for some families, perhaps offering gas cards to offset driving expenses. The use of Carpool to School (<https://www.carpooltoschool.com/>) is being explored as Cabarrus and Cardinal Charter both use this service effectively with parents. We are budgeting for two school buses, with assistant teachers having a dual role of instructional assistance and bus driving. All bus drivers and students will receive training from the Peaceful Schools program to establish a good environment during travel for all students. We are in communication with several local businesses about being designated pick up and drop off points. Once our buses are purchased, we have arranged for a current traditional public school mechanic to look over the buses and work with DPI to make sure they meet all specifications necessary.

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.

Inner Banks Innovation Academy intends to offer free breakfast and lunch (and an afternoon snack) as an important component of our healthy learning environment. The local school is 66.95% FRL currently; thus we anticipate being a Title I school that qualifies for the FRL program. The School will contract with Preferred Meals, Inc. to provide the hot meals (breakfast and lunch) as well as an afternoon snack. Preferred Meals will ship meals to us and provide all heating equipment and training for storage, quality assurance, etc. Their company handles all the paperwork to get the reimbursement from the FRL program, while keeping prices within the reimbursement limits. We will maintain a small food budget to cover meal expenses for children who cannot afford lunches/snacks. Students who do not qualify for FRL will be expected to pay the fee for lunches or bring their own lunch.

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;

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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	\$2,000,000		\$1,788.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,010.00
Property Insurance	\$5,000,000		\$2,300.00
Motor Vehicle Liability	\$1,000,000		\$4,000.00
Bonding Minimum/Maximum Amount	\$500,000	\$1,000,000	\$465.00
Other	\$250,000		\$450.00
Total Cost			\$10,013.00

*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.

ibia2018 09/18/2016

(Board Chair Signature)

(Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

To this point we are exploring two options for a facility. Our first option will be the purchase of an existing building near the center of the town of Chocowinity, NC. The facility is the former WITN-TV building and has 18,900 square feet with over 4 acres of parking and expansion opportunities. We are working with Custom Building Corporation (Pete West) as a potential

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contractor for renovations. To date we cannot consider buying the building until we are in our planning year, and the present owner currently will not guarantee it will still be on the market at that point, but will give us priority until May 2017. The building has been vacant for 3 years and will need major renovations, however, basic systems are in place and functioning well above code requirements.

The second option is to design a new facility in an existing multi-tenant complex located on US Hwy 264 adjacent to the Mount Olive College annex. The building owner will design and construct a new 15,000 square foot facility with 15 classrooms, office space, and provide additional square footage for a multipurpose room to be used for meetings and physical education activities. The building has all parking and stacking requirements located behind the building and the building owner is negotiating land lease options for an additional 2 acre parcel behind the building to allow for additional parking, stacking and/or outdoor recreation needs. (See letter from Mr. Cayton, the building owner for the second option, as well as photos of the two possible facilities in Appendix O).

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.

Not applicable. Inner Banks Innovation Academy has not decided on a facility yet.

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.*

There is an existing pad-ready site that exists at the University of Mount Olive annex building on US Hwy 264W that can be used to bring in temporary modular buildings that can be used for a Year 1 solution. We have spoken with 2 modular vendors, MTI (Kinston, NC) and Aries Building Systems (Troy, TX) who state that construction of temporary facilities will take no more than 3.5 months on-site.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How/will transportation be provided for students as documented in an IEP as a related service?	Glenn Allen	Transportati
If the school is budgeting for 2 buses, is \$9,000 enough to cover them? Why is transportation bus cost in year 2, \$0? Are transportation costs reasonable? What is the plan to bus in a population that is spread out?	Robin Kendall	Transportati
What is the plan for providing transportation to students with IEPs that have transportation as part of the IEP? Is the allocated budget for transportation sufficient to cover purchasing two buses and the maintenance and operational costs?	Cande Honeycutt-Killian	Transportati
What happens if the school participates in the Free and Reduced Lunch plan but still has more expenses beyond the budgeted \$8,100?	Robin Kendall	School Lunch

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Insufficient funding allocated to cover meals for an area with high economically disadvantaged population.	Cande Honeycutt-Killian	School Lunch
What is the current free & reduced lunch % in the local LEA? (i.e. the projections seem low)	Shannon Stein	School Lunch
Would the budgeted amount for this program suffice if the number was more in-line with the local LEA?		
What is the breakdown of cost?	Robin Kendall	Facility and
Would like to see square footage costs for the options listed.	Jonathan Bryant	Facility and

Reviewer	Score
Eric Sanchez	Pass
Robin Kendall	Pass
Steven Walker	
Alan Hawkes	
Tamara Thomas	Pass
Cheryl Turner	Pass
Deanna Townsend-Smith	
Alex Quigley	
Hilda Parlér	Pass
Cande Honeycutt-Killian	Pass
Glenn Allen	
Shannon Stein	Pass
Jonathan Bryant	Pass
Robert McOuat	
Mike McLaughlin	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1070 - Beaufort County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,265.79	216	\$1,137,410.64
Local Funds	\$1,856.91	216	\$401,092.56
Federal EC Funds	\$3,449.33	22	\$75,885.26
Totals			\$1,614,388.46

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,137,411	\$1,326,780	\$1,516,320	\$1,705,860	\$1,800,630
-Local Per Pupil Funds	\$401,093	\$467,712	\$528,960	\$601,344	\$634,752
-Exceptional Children & Federal Funds	\$75,885	\$104,297	\$119,197	\$134,097	\$141,546
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,614,388	\$1,898,789	\$2,164,477	\$2,441,301	\$2,576,928

***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	\$61,000	\$61,000	1	\$62,000	\$62,000	1	\$63,500	\$63,500	1	\$65,000	\$65,000	1	\$68,500	\$68,500
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	1	\$51,000	\$51,000	1	\$52,000	\$52,000	1	\$53,000	\$53,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	2	\$22,500	\$45,000	2	\$23,500	\$47,000	2	\$24,500	\$49,000	2	\$25,000	\$50,000	2	\$25,500	\$51,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3		\$106,000	3		\$109,000	4		\$163,500	4		\$167,000	4		\$172,500
Instructional Personnel:															
Core Content Teacher(s)	10	\$40,500	\$405,000	8	\$41,500	\$332,000	8	\$42,000	\$336,000	9	\$42,500	\$382,500	9	\$43,000	\$387,000
Electives/Specialty Teacher(s)	3	\$40,500	\$121,500	7	\$41,500	\$290,500	8	\$42,000	\$336,000	9	\$42,500	\$382,500	9	\$43,000	\$387,000
Exceptional Children Teacher(s)	1	\$42,500	\$42,500	1.5	\$43,000	\$64,500	2	\$43,500	\$87,000	2	\$44,000	\$88,000	2	\$44,500	\$89,000
Instructional Support	1	\$48,000	\$48,000	1.5	\$48,500	\$72,750	2	\$49,000	\$98,000	2	\$50,000	\$100,000	2	\$51,000	\$102,000
Teacher Assistants	4	\$20,000	\$80,000	6	\$21,000	\$126,000	6	\$22,000	\$132,000	6	\$23,000	\$138,000	6.5	\$24,000	\$156,000
B - Total Instructional	19		\$697,000	24		\$885,750	26		\$989,000	28		\$1,091,000	28.5		\$1,121,000

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	22		\$803,000	27		\$994,750	30		\$1,152,500	32		\$1,258,000	32.5	\$1,293,500	
Administrative & Support Benefits															
Health Insurance	3	\$528	\$1,584	3	\$547	\$1,641	4	\$555	\$2,220	4	\$567	\$2,268	4	\$572	\$2,288
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3	\$1,766	\$5,298	3	\$1,816	\$5,448	4	\$2,043	\$8,172	4	\$2,087	\$8,348	4	\$2,156	\$8,624
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	3	\$512	\$1,536	3	\$526	\$1,578	4	\$592	\$2,368	4	\$605	\$2,420	4	\$617	\$2,468
Social Security	3	\$2,296	\$6,888	3	\$2,365	\$7,095	4	\$2,398	\$9,592	4	\$2,419	\$9,676	4	\$2,464	\$9,856
D - Total Admin and Support Benefits:	12		\$15,306	12		\$15,762	16		\$22,352	16		\$22,712	16		\$23,236
Instructional Personnel Benefits:															
Health Insurance	19	\$528	\$10,032	24	\$547	\$13,128	26	\$555	\$14,430	28	\$567	\$15,876	28	\$572	\$16,016
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	19	\$1,826	\$34,694	24	\$1,867	\$44,808	26	\$1,901	\$49,426	28	\$1,933	\$54,124	28	\$1,951	\$54,628
Social Security	19	\$2,374	\$45,106	24	\$2,398	\$57,552	26	\$2,426	\$63,076	28	\$2,489	\$69,692	28	\$2,503	\$70,084
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	19	\$529	\$10,051	24	\$544	\$13,056	26	\$569	\$14,794	28	\$591	\$16,548	28	\$611	\$17,108
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	76		\$99,883	96		\$128,544	104		\$141,726	112		\$156,240	112		\$157,836
D+E = F - Total Personnel Benefits	88		\$115,189	108		\$144,306	120		\$164,078	128		\$178,952	128		\$181,072
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	15		\$121,306	15		\$124,762	20		\$185,852	20		\$189,712	20		\$195,736

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B+E = H - Total Instructional Personnel (Salary & Benefits)	95		\$796,883	120		\$1,014,294	130		\$1,130,726	140		\$1,247,240	140.5		\$1,278,836
G+H = J - TOTAL PERSONNEL	110		\$918,189	135		\$1,139,056	150		\$1,316,578	160		\$1,436,952	160.5		\$1,474,572

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$4,500	\$4,950	\$5,445	\$5,990	\$6,700
	Paper	\$3,000	\$3,300	\$3,630	\$4,000	\$4,400
	Computers & Software	\$3,000	\$1,000	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$7,500	\$8,000	\$8,500	\$8,750	\$9,000
	Copier leases	\$4,500	\$4,725	\$4,961	\$5,209	\$5,469
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$9,000	\$10,000	\$10,000	\$10,000	\$10,000
	Student Accounting	\$4,000	\$4,600	\$5,000	\$5,500	\$5,900
	Financial	\$21,000	\$23,000	\$26,000	\$26,000	\$26,000
	Other Professional	\$50,500	\$72,500	\$100,000	\$100,000	\$100,000
Facilities	Facility Lease/Mortgage	\$225,000	\$310,000	\$350,000	\$425,000	\$475,000
	Maintenance	\$12,000	\$12,600	\$13,230	\$13,891	\$14,586
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$16,000	\$16,800	\$17,640	\$18,522	\$19,448
	Insurance (pg19)	\$11,030	\$11,513	\$12,001	\$12,170	\$12,345
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$36,000	\$36,500	\$37,000	\$37,500	\$42,500
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$4,000	\$4,200	\$4,500	\$4,790	\$5,000
	Trash	\$500	\$650	\$750	\$800	\$950
Transportation	Buses	\$9,000	\$0	\$3,500	\$4,000	\$4,000
	Gas	\$10,000	\$11,000	\$12,500	\$13,000	\$14,000
	Oil/Tires & Maintenance	\$7,500	\$8,200	\$9,000	\$10,000	\$10,000
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$8,100	\$9,250	\$9,450	\$9,780	\$10,000
	Travel	\$5,000	\$5,250	\$5,512	\$5,788	\$6,077
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	K - TOTAL Administrative & Support Operations	\$461,130	\$568,038	\$649,619	\$731,690	\$792,375
	Instructional:					
Instructional Contract	Staff Development	\$20,000	\$15,000	\$15,000	\$15,000	\$15,000
Classroom Technology	Software	\$37,864	\$42,508	\$47,512	\$51,796	\$54,118

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Books and Supplies	Instructional Materials	\$21,000	\$23,500	\$27,800	\$30,000	\$33,500
	Curriculum/Texts	\$35,000	\$33,678	\$35,716	\$41,928	\$46,118
	Copy Paper	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Testing Supplies	\$5,000	\$5,500	\$6,050	\$6,655	\$7,320
	Other	\$88,000	\$30,000	\$25,000	\$25,000	\$25,000
	L - TOTAL Instructional Operations	\$209,364	\$152,686	\$159,578	\$172,879	\$183,556
	K+L = M - TOTAL OPERATIONS	\$670,494	\$720,724	\$809,197	\$904,569	\$975,931

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$918,189	\$1,139,056	\$1,316,578	\$1,436,952	\$1,474,572
M - TOTAL OPERATIONS	\$670,494	\$720,724	\$809,197	\$904,569	\$975,931
J+ M =N TOTAL EXPENDITURES	\$1,588,683	\$1,859,780	\$2,125,775	\$2,341,521	\$2,450,503
Z - TOTAL REVENUE	\$1,614,388	\$1,898,789	\$2,164,477	\$2,441,301	\$2,576,928
Z - N = SURPLUS / (DEFICIT)	\$25,705	\$39,009	\$38,702	\$99,780	\$126,425

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 low population density of Beaufort County presents a challenge in contacting parents through networking. We had the most success in directing interested parents and other stakeholders to our survey on the Inner Banks Innovation Academy Facebook page through a targeted Facebook ad campaign in the last two months. In addition, these targeted ads helped support the turnout at each parent information session. Based on the survey results we gathered, and public meetings that were conducted in several locations, we feel confident that we have a direct appeal to several groups of families in the area, and can achieve the enrollment that we are projecting.

Inner Banks Innovation Academy can appeal to families with students now in the local LEA through our mission of academic excellence; to families with students now attending a charter or district school in an adjacent county through academic excellence as a more 'local' option; to families with students currently in private schools inside and outside the county, through our small school personalized environment, but tuition free; and for families homeschooling their students through personalized instruction in a safe, orderly environment with the added socialization and emphasis on teamwork that is needed for jobs in the future.

Many parents who attended the information sessions are not satisfied with the middle schools in SE & SW Beaufort Counties and have expressed interest in our school. The 2015-16 grades for high schools in Beaufort County showed a decline in performance and parents are seeking alternatives. In addition, parents in poor performing schools in areas such as Pactolus and Martin County will be targeted.

Inner Banks Innovation Academy is projecting to regain over 65 students who are currently leaving the county for other options; 35-40 students from eastern Pitt County and 100+ students from area middle schools who are not happy with current performance or seeking alternatives to overcrowding that is currently happening at Chocowinity Primary School.

We are using a tight budget for the first 2 years, building our budget on 200 students in order to accommodate for any fluctuation in enrollment. The

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break-even point for the school will be 188 students and since much of our curriculum costs are built on a per-pupil basis, many costs can be adjusted accordingly.

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

If anticipated revenues are not received or are lower than estimated, Inner Banks Innovation Academy must pare any expenses considered nonessential for daily operation in order to cover the basic budget with those revenues. We will expand our grant-writing, our fundraising, and our donor base to cover the most important extras. Several board members and advisors working with the board have had high success in obtaining grants and philanthropic funding.

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 other sources of funds are projected in our budget.

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

Not to exceed 20:1

- 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.*

Inner Banks Innovation Academy intends to contract with Goodall Consulting for student accounting and financial services. In addition, we have allocated funds to contract with groups such as Venture Rehabilitation Services, Presence Learning and part-time EC personnel contracts as our EC population necessitates.

We have estimated for contractual maintenance and repairs, but may opt to hire a full time custodian based on needs of our facility. If we do so, we fully expect that our custodian will be able to do minor repairs and major repairs will be contracted out.

The Board expects to design a comprehensive RFP process to select vendors such as Fuel Education, Edgenuity, etc. for blended learning content, instructional technology support, and instructional support (high school courses). The RFP process will allow contractors to go through a competitive process and will give the Board a vetted process for designing criteria for selecting the best value for the school. Much of the digital content that will be provided to Inner Banks Innovation Academy has already been approved by the Department of Public Instruction's NC Virtual Public School (<https://ncvps.org/approved-vendor-courses>).

The Board will also seek a leasing partner for technology (computers, handheld devices, etc.) and will utilize a similar RFP process as described above.

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

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Inner Banks Innovation Academy's mission fundamentals are the peaceful environment, the high quality curriculum and personalized blended instruction that will lead students to academic success and college and career readiness. Our focus of putting funds directly into the classroom are realized through higher than average teacher salaries, technology resources and professional development for blended learning and peaceful schools training.

By hiring 4 teacher assistants our school can ensure greater teacher contact with students in our elementary grades - especially with students who may need additional remediation and/or time with mastery. Two additional assistants will also provide technology support during blended learning rotations in order to create effective student-teacher ratios.

Our part-time guidance counselor and part-time school nurse will provide key behavioral support for our Peaceful Schools program and will serve in a train-the-trainer model to ensure that all teachers are using the strategies in their classrooms.

Our initial year we will utilize core teachers across 4th - 9th grades and then 2 of these teachers will move onto middle grades to support core areas. Our budget represents an innovative staffing model:

4th grade- 2 Teachers and one assistant

5th Grade- 2 Teachers and one assistant

6th-9th Grade- 2 ELA (one does 6 and 7, one does 8 and English I, plus electives), 2 Math (one does 6 and 7, one does 8 and Math I plus a remedial math before Math I), 1 Science (6-9), 1 Social Studies (6-9)

We will also add the following electives:

Art Teacher

Music Teacher

Health and PE Teacher

Our school will focus on spending funds first and foremost on instructional processes (curriculum and teacher development) and the tools they require (technology, software, etc.). Our budget is rich in digital content which includes blended learning content, on-line courses through NCVPS and other approved vendors for middle and high school electives that may not be available in other Beaufort County Schools.

Inner Banks Innovation Academy expects to lease a facility at 14% of total revenue; we will also purchase 2 used buses to be used for pick-up and drop-off points for outlying areas of Beaufort County or for students for whom transportation will be a barrier to attendance in our school.

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

Describe how the school will develop the fund balance.

The school expects to achieve a minimum 5% general fund balance for the first year. Subsequent years will see a minimum 7-1/2% general fund balance. A big factor in this expectation is that we won't have all the startup costs continued into the second year.

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

At the time of the application; Inner Banks Innovation Academy has spoken with one developer who will finance the facility construction and lease the facility back to the school (see letter in Appendix O). Continued discussions with Advantaged Capital for Education on financing our facilities and costs have been factored into the overall lease rate as a contingency should the former WITN-TV building become the location of choice.

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

No, the budget does not include any assets from other sources.

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

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

The four basic functions of management are usually described as planning, organizing, directing, and controlling. Internal control is what we mean when we discuss the fourth function: controlling. Adequate internal controls allow managers to delegate responsibilities to subordinate staff and contractors with reasonable assurance that what they expect to happen, actually does.

Because charter schools vary in size, complexity, and degree of centralization, no single method of internal controls is universally applicable. Inner Banks Innovation Academy (IBIA) will develop an internal control system consistent with our operations and mission. Internal control policy and procedures will be designed for:

1. Cash and revenue
2. Receivables
3. Payroll
4. Inventory
5. Fixed assets
6. Expenditures/Payables

The IBIA Board will establish internal control mechanism to ensure that proper internal approval protocol is followed. The PO system not only will provide us an ability to track expenses with respect to allocated budget amount automatically, but also help us establish a sense of accountability and responsibility in using public money. The Head of School can authorize purchasing up to \$5000, while any expense exceeding that amount has to be approved by the board or a member of the board who is authorized to sign it. We require that regardless of the amount, there are always two signatures on the face of each check.

Bank reconciliation will be done by our contracted financial group, Goodall Consulting at the end of each month. It will be reviewed/approved (if necessary) by the board treasurer and/or his/her designee. We will also establish a financial oversight committee among the admin team, board members and external consultants to ensure that the monthly budget report is periodically reviewed and necessary recommendation/actions are taken in a timely fashion to prevent overestimation or overexpenditures.

Safeguarding the Assets;

All assets will be tagged with a barcode and recorded in an Excel spreadsheet according to the source of funding. For example, an asset bought by using a federal grant is tagged with red label, a state grant with blue and a local fund yellow. All items at risk will be kept in a locked room or cabinet with an access control system. Students and employee personal files are to be kept in a safe room in fire-proof cabinets with a daily log of access.

During the first year the Head of School and an Administrative Assistant

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will maintain an asset list and it will be checked at the end of every quarter by two people.

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

Not applicable. We know of no such related party transactions.

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

LBA Haynes Strand
PLLC Courtney LaLone, CPA
212 W. Matthews St., Suite 102
Matthews, NC 28105

Phone:
704-841-1120

Fax:
704-841-4901

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
It will be difficult for only 1 EC Teacher to cover the grade span of the school in the first year.	Glenn Allen	Personnel Bu
How will the number of core content teachers go down after the first year?	Jonathan Bryant	Personnel Bu
Is 22 EC students to 1 EC teacher reasonable?	Robin Kendall	Personnel Bu
What "other professional" contract services will cost \$400,000+ in the first 5 years?	Jonathan Bryant	Operations B
Have funds been budgeted for the provision of related serves as may be outlined on a child's IEP? Is this covered under "Other Professional"?	Glenn Allen	Operations B
Low budget surplus in years 1-3. Concerned that if enrollment numbers are not met or if expenses exceed revenue, this surplus will be depleted.	Cande Honeycutt-Killian	Total Expend
Is the school surplus of \$25K in year 1, \$39K in year 2, and \$38K in year 3 adequate?	Robin Kendall	Total Expend
How realistic is it to get the projected numbers in year one?	Robin Kendall	Budget Narra
What are the expenses in the budget that are currently nonessential for daily operations?		

Reviewer	Score
Alan Hawkes	
Eric Sanchez	Fail
Shannon Stein	Pass
Tamara Thomas	Pass
Hilda Parlér	Fail
Glenn Allen	
Jonathan Bryant	Pass
Cande Honeycutt-Killian	Pass
Steven Walker	
Robert McOuat	
Alex Quigley	
Robin Kendall	Pass
Mike McLaughlin	
Cheryl Turner	Fail
Deanna Townsend-Smith	

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VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

ibia2018

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Inner Banks Innovation Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. 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: ibia2018

Board Position: Vivian Lamb IBIA Secy

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

Inner Banks Innovation Academy - Mission: To create a peaceful collaborative culture, an engaging integrated curriculum, and a personalized learning program, empowering every student to build an excellent foundation of knowledge and character, ready for college, career and civic life.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes
7	4

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

Initial Screening

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Mission, Purposes, and Goals	- haparler
Education Plan	- haparler
Governance and Capacity	Applicant has 24 months after approval to obtain tax exempt status - haparler
Operations	- haparler
Financial Plan	- haparler
OVERALL	- dtsmith840 - haparler - haparler

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The applicant shares, "We also know from parents that there are many students in the area who may be at or above grade level, but who are not engaged or learning up to their potential for various reasons: they don't feel safe, or they don't feel challenged, or they have a disability and don't feel they are getting the instructional help they need." How many parents shared these sentiments? How was this data collected to formulate the stated opinion? Which other data points were collected that speak to student safety as mentioned by the applicant? - mrstamarathomas</p> <p><u>Mission Statement</u> What does a "peaceful collaborative culture" mean? - rkadmin</p> <p><u>Educational Need and Targeted Student Population</u> Would like to see additional survey data - responses are fairly minimal. Not sure about the documented need, could be a stronger argument. - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> The applicant shares, " IBIA will model its education plan on the 3-station rotation blended learning program that is currently used successfully by the Aspire Schools in California and Tennessee, one of the nation's top-performing large charter school systems serving predominantly low-income students (aspire-schools.org)." Does the applicant have research to support how the IBIA model used by Aspire Schools, impacted student growth and student proficiency during the first 5 years of each school that utilized this model in a similar academic performance geographical area? - mrstamarathomas</p> <p><u>Educational Need and Targeted Student Population</u> Is 7% of the LEA reasonable in a small county? Where is the data about local dissatisfied and struggling learners from? - rkadmin</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>Applicant needs to provide research and data that demonstrates how the Aspire model has been successful with student growth and performance and how it will be a model of success for the targeted population.</p> <p>Parent surveys do not demonstrate sufficient need for this school. To ensure demand, surveys with commitment to the school's mission should be indicated for more than the amount of students projected to enroll. - cande_honeycuttk</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Has the applicant visited or studied Aspire? Would have been useful to see scope and sequence for 4-8 grades as well. - a_quigley</p> <p><u>Purposes of Proposed Charter School</u> The mission and most of the application states that the goal of the school is to create a "peaceful" environment; how is that going to be implemented into the instruction? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> What is the long term fund balance goal for the school? (i.e. Q4) - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> What is the rationale for setting 70% of 4-8th graders at one years worth of growth? What is the rationale for setting attrition at 10% or less? What are the boards governance goals? How will the board know it is high performing? What academic goals does the school have for the high school grades outside of graduation rate? What operational goals does the board have outside of asking students to rate the school lunch program? - rkadmin</p> <p><u>Goals for the Proposed Charter School</u> What data was used to set goals? - cande_honeycuttk</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> What is the evidence that the proposed approach will lead to improved student performance for the school's targeted population? - rkadmin</p> <p><u>Instructional Program</u> What research is available as evidence that this plan would lead to student growth and performance? - cande_honeycuttk</p>

Curriculum and Instructional Design

The applicant has attached a list of course offerings that may be offered at any High School. Will the applicant specifically share the intended course offerings for IBIA?

How do the attached appendices clearly present a curriculum framework that is not general but instead specific to the purpose and mission for IBIA?

Is it common practice for the instructional calendar in this county to begin after Labor Day for students? If not, kindly explain the rationale for the attached appendix C - Instructional Calendar.

Outside of the teacher workdays prior to the opening of school and after the last report day for students, the instructional calendar has 2 teacher work days for professional development during the entire school year. Will the applicant share the school of thought behind establishing 2 professional development days during the academic school year? Also, how this aligns with sustaining the mission and vision for IBIA? - mrstamarathomas

Curriculum and Instructional Design

How will IBIA's curriculum and instruction differ from that of Aspire Schools? - rkadmin

Curriculum and Instructional Design

Curriculum appendices are vague and need to be detailed and focused.

Please clarify the lack of professional development days for teachers in the school calendar. Also, why is the school year beginning later (after Labor Day)? - cande_honeycuttk

Curriculum and Instructional Design

To what extent have you studied Aspire? I like the direction of this plan but want to understand how well they have studied the program. - a_quigley

Special Programs and "At-Risk" Students

Plan is outline but provides no specifics. - kevin_allen

Special Programs and "At-Risk" Students

The applicant shares, "When necessary, ELL students will receive additional support and modified assignments. There are many excellent online resources available for ELL students that can be utilized." What are the names of these resources? Who will be responsible for facilitating student learning through these online resources? How will progress monitoring occur for ELL students via the online resource modules? - mrstamarathomas

Special Programs and "At-Risk" Students

How specifically will the school identify students that have previously been found to be eligible for special education services?

What does records in a secure place mean specifically? Will the records be locked? - rkadmin

Special Programs and "At-Risk" Students

Plan for at-risk, ELL, and AIG students needs further developing and detail. How will the Child Find process be used? Who will serve ELL students and what are some of specific sources for ELL materials? - cande_honeycuttk

Exceptional Children – Identification and Records

	<p>What is your child find process and how will the school handle a parent referral for testing or IEP services? - kevin_allen</p> <p><u>Exceptional Children – Identification and Records</u> The applicant shares, "Students with special needs, including those under Section 504, will be identified according to the NC DPI regulations and recommended procedures." What are NCDPI's regulations and recommended procedures for identifying students supported by Section 504 programs?</p> <p>The applicant shares, "An Individualized Education Plan (IEP) will be developed in accordance with standard practices for each student with disabilities." Explain what this statement means and the impact for all students with disabilities at IBIA.</p> <p>The applicant states, "The students IEP will reflect all the elements required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act." How will the applicant write IEP's for students who are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act?</p> <p>- mrstamarathomas</p> <p><u>Exceptional Children – Identification and Records</u> What instructional strategies will the school use to implement a full range of exceptional childrens programs?</p> <p>What is AMSA?</p> <p>Who will sit on the IEP team? - rkadmin</p> <p><u>Exceptional Children – Identification and Records</u> What is your process for identifying students with disabilities that do not come to your school identified? - cande_honeycuttk</p> <p><u>Exceptional Children – Education Programming</u> "IBIA will work with Beaufort Co Schools" to ensure.... - is there an existing relationship? - jonathanbryant</p> <p><u>Exceptional Children – Education Programming</u> Te applicant shares, "In addition to supporting students in the regular classroom, special educators will also pull students out of class, as needed, for additional support and assessment." How will the applicant determine the need for pull-out services? Will pull-out be offered to every student with an IEP? - mrstamarathomas</p> <p><u>Exceptional Children – Education Programming</u> How did the applicant set the goal to be a B school by year 3? - rkadmin</p> <p><u>Exceptional Children – Education Programming</u> What is AMSA?</p> <p>What is the specific Child Find process this school will utilize? What does it look like in</p>
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	<p>implementation? - cande_honeycuttk</p> <p><u>Student Performance Standards</u> What are you policies and procedures for promotion and retention for students with disabilities whose IEP may need to stipulate something other than the plan outlined? - kevin_allen</p> <p><u>Student Performance Standards</u> Will Math acceleration for students in grades 7-8 be offered? (Math I and Math II respectively) If so, share how the curriculum for the same students will shift for grades 9-12.</p> <p>The applicant shares, "IBIA will require all students who graduate from our school to obtain 24 credits in the college preparatory model and 22 in the Occupational Course of Study." What is the contingency plan for students who do not meet this criteria?</p> <p>The applicant shares, "Student grades- a student must maintain a 70% average to receive credit for a class." Is this the criteria for all grades 4-12? If not, will the applicant cite clear policies and standards for promotion from one grade level to the next and exit standards for ALL students served?</p> <p>- mrstamarathomas</p> <p><u>Student Performance Standards</u> Please provide further details on what the Occupational Course of Study will look like at your school?</p> <p>How will the IEP affect the promotion/retention of students with disabilities? - cande_honeycuttk</p> <p><u>Student Conduct and Discipline</u> What type of positive reinforcements (i.e. incentives) are you planning on implementing?</p> <p>Why would the disciplinary consequences decided upon by the Head of School change if the "judiciary system" is involved with a student matter? - shannon_stein</p> <p><u>Student Conduct and Discipline</u> This narrative puts a lot of emphasis on the student handbook. No clear plan is evident as it pertains to students with disabilities. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Need more specifics regarding discipline of EC students. What about less serious offenses? - jonathanbryant</p> <p><u>Student Conduct and Discipline</u> What are the schools specific policies for discipline that will be listed in the handbook?</p> <p>What is the specific grievance policy for parents and students that will be listed in the handbook? - rkadmin</p> <p><u>Student Conduct and Discipline</u> What does this discipline process look like in implementation? How is the IEP considered when addressing students with disabilities? - cande_honeycuttk</p>
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<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Not required at this time. - cande_honeycuttk</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What recruiting efforts are being put forth to ensure a variety of skills such as business/finance and educational leadership? - cande_honeycuttk</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The school will not contract with an EMO/CMO. - cande_honeycuttk</p> <p><u>Staffing Plans, Hiring, and Management</u> Is the Head of School required to bring in two candidates for the Board to interview on all hiring decisions?</p> <p>If a grievance does not include harassment, retaliation, etc, how can someone appeal a decision made in regards to those types of issues? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> The applicant states, "Personnel can be hired conditionally before the background checks are completed, pending the results of the checks." Does this infer that a sex offender could potentially be working in the classroom with students while the background check results are pending? How will the Board safeguard students, parents and staff if the application states that individuals may be hired pending background checks? - mrstamarathomas</p> <p><u>Staffing Plans, Hiring, and Management</u> Is one Exceptional Childrens teacher in year 1 and year 2, with 216 and 252 students respectively enough, given the schools focus on serving academically struggling students?</p> <p>Given the amount of technology the application proposes using, why is there no technology coordinator?</p> <p>How will the school recruit veteran teachers, in addition to recruiting from ECU and Teach for America? - rkadmin</p> <p><u>Staff Evaluation and Professional Development</u> How will mentors be identified by IBIA?</p> <p>The applicant states, "Much professional development is now available through online courses,and teachers can find courses they think would be effective." How much responsibility will rest with teachers to secure professional development? Has time been allotted outside of the 2 professional development days that appear on the Instructional Calendar between the first and last student report days? - mrstamarathomas</p> <p><u>Parent and Community Involvement</u> Is there a plan to have some type of independent parent organization (i.e. PTO) to give families a chance to not only volunteer, but to take a leadership role? - shannon_stein</p> <p><u>Parent and Community Involvement</u> Why is the school implanting a "5-hour per year minimum parent volunteer requirement</p>
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	<p>for our school."? - rkadmin</p> <p><u>Admissions Policy</u> Make sure to double check what questions are appropriate for the lottery application. - shannon_stein</p> <p><u>Projected Student Enrollment (Table)</u> Is it reasonable that in year one opening 4-9th there will be 216 students? - rkadmin</p> <p><u>Projected Student Enrollment (Table)</u> Enrollment low for first year as stated in previous sections. - cande_honeycuttk</p> <p><u>Weighted Lottery</u> The school will not use a weighted lottery. - cande_honeycuttk</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How/will transportation be provided for students as documented in an IEP as a related service? - kevin_allen</p> <p><u>Transportation Plan</u> If the school is budgeting for 2 buses, is \$9,000 enough to cover them?</p> <p>Why is transportation bus cost in year 2, \$0?</p> <p>Are transportation costs reasonable?</p> <p>What is the plan to bus in a population that is spread out? - rkadmin</p> <p><u>Transportation Plan</u> What is the plan for providing transportation to students with IEPs that have transportation as part of the IEP?</p> <p>Is the allocated budget for transportation sufficient to cover purchasing two buses and the maintenance and operational costs? - cande_honeycuttk</p> <p><u>School Lunch Plan</u> What is the current free & reduced lunch % in the local LEA? (i.e. the projections seem low)</p> <p>Would the budgeted amount for this program suffice if the number was more in-line with the local LEA? - shannon_stein</p> <p><u>School Lunch Plan</u> What happens if the school participates in the Free and Reduced Lunch plan but still has more expenses beyond the budgeted \$8,100? - rkadmin</p> <p><u>School Lunch Plan</u> Insufficient funding allocated to cover meals for an area with high economically disadvantaged population. - cande_honeycuttk</p> <p><u>Facility and Facility Contingency Plan</u> Would like to see square footage costs for the options listed. - jonathanbryant</p> <p><u>Facility and Facility Contingency Plan</u></p>

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	<p>What is the breakdown of cost? - rkadmin</p>
Financial Plan	<p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> It will be difficult for only 1 EC Teacher to cover the grade span of the school in the first year. - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How will the number of core content teachers go down after the first year? - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is 22 EC students to 1 EC teacher reasonable? - rkadmin</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Have funds been budgeted for the provision of related serves as may be outlined on a child's IEP? Is this covered under "Other Professional"? - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What "other professional" contract services will cost \$400,000+ in the first 5 years? - jonathanbryant</p> <p><u>Total Expenditure Projections (Table)</u> Is the school surplus of \$25K in year 1, \$39K in year 2, and \$38K in year 3 adequate? - rkadmin</p> <p><u>Total Expenditure Projections (Table)</u> Low budget surplus in years 1-3. Concerned that if enrollment numbers are not met or if expenses exceed revenue, this surplus will be depleted. - cande_honeycuttk</p> <p><u>Budget Narrative</u> How realistic is it to get the projected numbers in year one?</p> <p>What are the expenses in the budget that are currently nonessential for daily operations? - rkadmin</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Low enrollment projections for a school beginning with 6 grade levels. Evidence of need in Appendix A1 is not sufficient to demonstrate projected enrollment will be met. - cande_honeycuttk</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> This is a really small school for this grade span. I have concerns about it's viability. I also am confused about why they are starting in K-4 - a_quigley</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Mr. Walker expressed some concern about the initial grade levels (4-9) and what this would mean for operations and instruction. Ms. Whithurst explained that the initial grade levels were developed in response to conversations with the community and demonstrated need. Ms. Whithurst stated that the instructional model wouldnt be a hindrance to the proposed grade level ranges.</p>

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Education Plan	Ms. Parler wanted clarification on the integrated curriculum. Ms. Lamb described the schools three station rotation method and indicated that it afforded more instructional flexibility. Ms. Lamb stated that the method provided opportunities for enrichment and small group, teacher-led instruction. Ms. Reeves expressed her concern about students not being able to take their devices home and wanted clarification on the flow of the day. Ms. Lamb clarified that the day would include seven, 60 minute periods.
Governance and Capacity	Mr. Quigley wanted clarification on the number of teachers. Ms. Lamb indicated that the discrepancy in the number of teachers was an error in the application. Ms. Lamb provided corrective information on the number of teachers over the 5 years and teacher allocation across the grade levels.
Operations	Mr. Quigley wanted clarification on the transportation plan. Mr. Paul provided clarification on the transportation plan and indicated that the school has identified a local vendor that could provide transportation for students. Mr. Paul indicated that the contract with the vendor would require utilization of some of the reserve funds. Mr. Sanchez wanted clarification on how the board came up with the child nutrition plan. Ms. Lamb indicated that the school has identified a vendor that could provide meals for students. She also stated that she had contacted an existing school that uses the vendor. Mr. Sanchez sought clarification on the per student breakdown for students given the number of students and the budget allocation. Ms. Lamb provided further clarification on the nutrition plan and cost. Mr. Walker expressed his on-going concern over the intended grade range and wanted clarification on how the school will be able to operate with such a diverse grade range. Ms. Whithurst felt that implementing the school would be possible given the proposed budget, education plan and budget.
Financial Plan	
OVERALL	Mr. Walker wanted to know which schools the proposed school would draw from. Ms. Whithurst detailed the closest schools and districts from which they plan to draw students. Ms. Reeves wanted to know why the schools and districts mentioned in the interview were not outlined in the application, as only Beaufort County was listed. Ms. Whithurst explained that the school was primarily focused on Beaufort County. Mr. Quigley expressed his concern that the application still needed development. Ms. Lamb asked if it would be possible to change the grade range in the planning year. Mr. Quigley responded that the issues with the application extend beyond the grade range concerns. Mr. Walker would like to see the school reapply with a narrow focus and to participate in a potential accelerated process, assuming the possibility of such a policy. Ms. Lamb asked if the recommendation aligned with acceleration process. Mr. Walker explained that the existing acceleration process is a different process. Ms. Lamb inquired about what the rest of the board thought about the grade range. Mr. Maimone shared his experience with opening grade levels and recommended that the school start 6-9 and add grade levels from there. Ms. Reeves shared her thoughts on the application and expressed the need for the school in the area. Mr. Quigley shared his recommendation that the school participate in the Ready-to-Open training. He also clarified that no specific policy exists for individuals to join the acceleration process while also applying. Mr. Hawkes made a motion that the school move forward for approval with a stipulation to drop grades 4-5; Ms. Gibbs seconded. Motion failed 7-4 with Ms. Gibbs, Ms. Reeves, Mr. Hawkes and Mr. Helton dissenting. Mr. Sanchez pointed back to the feedback from the external evaluators and was concerned about the quality of the application. Mr. Sanchez made a motion to not move the school forward; Ms. Turner seconded. Motion carried 7-4 with Ms. Gibbs, Ms. Reeves, Mr. Hawkes and Mr. Helton dissenting.

Overall Summary

Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application complete on September 30, 2016. No further information is needed to begin the evaluation of this application.</p>
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Three board members were present for the application review, discussion, and clarification opportunity.</p> <p>The Performance Committee (PF) led by Mr. Alex Quigley reviewed and discussed each section of the application to determine if the applicant should move forward to interview. Ms. Turner outlined she failed the governance section due to misalignment with the education plan. Also, she is concerned that there was no hardware in the budget for a school with a 1-to-1 initiative. Mr. Sanchez outlined the high school goals lacked depth and needed further development.</p> <p>The board chair for the proposed school outlined the board's knowledge of Aspire with research and consultation services. No one from the board has visited an Aspire school. Another board member outlined the purpose of Aspire and their published research. The PF drilled the rationale for the proposed grade levels in the application. A board member present outlined it was based on the community response.</p> <p>Mr. Quigley commented that the transportation plan is limited for the number of students projected in year one. Mr. Sanchez pointed to the targeted population and questioned the transportation and lunch plans as outlined. Also, the plan may need to be more developed. Ms. Turner also wanted to know why there were no monies for technology in the budget with the proposed plan outlined in the application. A board member answered questions around some of the budget items outlined in the application and how the 1 to 1 initiative would be achieved.</p> <p>Mr. Quigley asked for clarification on the consultants outlined in the application. One board member outlined the board has worked with a variety of consultants to help them strengthen the application.</p> <p>Mr. Maimone asked questions about the Mt. Olive Campus facility referenced in the application. The board member explained the current facility plan for the school. Additionally, Mr. Maimone encouraged the school to seek partnerships from a community college as it strengthened the application.</p> <p>The PF continued to drill the financial component of the application. Mr. Quigley outlined that there are concerns with the application; however, there are promising components to the application. He encourages the proposed board to fully develop its model as there were missing pieces. Additionally, there are some structural pieces with the application that cannot be fixed at this time. Ms. Turner outlined there are some questions that may be further answered at interview. Mr. Sanchez outlined that he would like to see if this board has the capacity to reflect and react to the questions/feedback posed today. Mr. Maimone hopes that the entire board comes for the interview.</p> <p>Mr. Maimone made a committee motion to recommend an interview. Ms. Turner seconded. The motion passed unanimously.</p>

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	Mr. Maimone made a motion to the full board to grant Inner Banks Innovation Academy an interview. Mr. Helton seconded. The motion passed unanimously.
Application Interview	The Office of Charter Schools provided a brief update on the proposed school. 6 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Inner Banks Innovation Academy.
OVERALL	Mr. Hawkes made a motion that the school move forward for approval with a stipulation to drop grades 4-5; Ms. Gibbs seconded. Motion failed 7-4. Mr. Sanchez made a motion to not move the school forward; Ms. Turner seconded. Motion carried 7-4 with Ms. Gibbs, Ms. Reeves, Mr. Hawkes and Mr. Helton dissenting.