



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Next Generation Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

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

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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION.....4

II. MISSION and PURPOSES.....6

Mission:.....6

Purposes of the Proposed Charter School:.....7

Goals for the Proposed Charter School:.....8

III. EDUCATION PLAN.....11

Instructional Program:.....11

IV. GOVERNANCE and CAPACITY.....24

Governance:.....24

Governance and Organizational Structure of Private Non-Profit Organization:.....24

Proposed Management Organization (Educational Management Organization or Charter Management Organization):.....28

Private School Conversions:.....28

Charter School Replication:.....28

Projected Staff:.....28

Enrollment and Marketing:.....35

Marketing Plan:.....35

Parent and Community Involvement:.....36

Admissions Policy:.....37

Weighted Lottery:.....38

V. OPERATIONS.....41

Transportation Plan:.....41

School Lunch Plan:.....41

Civil Liability and Insurance:.....41

Health and Safety Requirements:.....42

Facility:.....42

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each LEA 2018-19:.....44

Total Budget: Revenue Projections 2018-19 through 2022-2023:.....45

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023:.....46

Operations Budget: Expenditure Projections 2018-19 through 2022-2023:.....49

Overall Budget:.....50

Budget Narrative:.....50

Financial Compliance:.....54

VII. AGREEMENT PAGE.....

Application Fee:55

Applicant Signature: 55

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Next Generation 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: *Next Generation Academy*

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

Name of contact person: *Samuel Misher*

Title/Relationship to nonprofit: *Board Chairman*

Mailing address: PO Box 36148
Greensboro NC 27416

Primary telephone: 336-312-1699 Alternative telephone: 336-312-1699

E-Mail address: *NGAgreensboro2018@gmail.com*

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

County: *GUILFORD*

LEA: *410-Guilford County Schools*

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? *Next Generation Academy*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:
 Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	300
Second Year	K,01,02,03	400
Third Year	K,01,02,03,04	500
Fourth Year	K,01,02,03,04,05	600
Fifth Year	K,01,02,03,04,05,06	700

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

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

ngagreensboro2018
Signature

Board Chair
Title

ngagreensboro2018
Printed Name

09/19/2016
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of Next Generation Academy is to inspire students to become productive 21st century literate citizens.

Clearly describe the mission of the proposed charter school:

In order to become a productive 21st century citizen, every student will develop and demonstrate effective reading, writing, speaking and listening skills by participating in high quality, explicit literacy instruction across all content areas.

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

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

The East Greensboro community targeted by the Next Generation Academy is often defined by its statistics. For example, of the 52,325 residents, over 60% are African Americans. The poverty rate is at 25% and the number of single parent families led by females significantly outpaces the number of two-parent families. Within this geographic area there are zip codes where 31% of the households make less than \$20,000 per year. Members of the founding board, along with a multitude of stakeholders (e.g., parents, community members, faith-based personnel, and interested community members,) are quite knowledgeable about the statistics associated with East Greensboro. Having worked, lived, volunteered, and served residents through a myriad of programs and initiatives, the board is aware of and sensitive to the needs of this community that is characterized by low socio-economic status, racial and ethnic diversity, and a multitude of single family households. The targeted student population of Next Generation will mirror these demographics.

Data was collected for several schools in the Guilford County Schools district for 2013-2015 where the proposed site for Next Generation Academy will be. None of the schools in this area have a reading proficiency above 35% or a math proficiency above 42%. This is a concern for the NGA board. We believe our students must be able to read, write, and use cohesive speaking and listening skills to be productive citizens in their future schooling and work endeavors.

- 2. What will be the total projected enrollment at the charter school and what percentage of the*

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

The Next Generation Academy will be a K-8 school with a classroom student-teacher average ratio of 1-22 (significantly lower than the LEA classrooms), with a teacher assistant assigned to K-2 classrooms. The projected enrollment in five years will be 700 students with 300 in the first year. The projected enrollment represents .97% of the LEA.

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

Next Generation will offer a program that is different from that in the local LEA. NGA has a strong commitment to Reading at an early age. We know that our students need literacy infused with every other academic subject we teach. Certified Reading Teachers will work with our teachers and students in the classroom on a daily basis. Our student to teacher ratio in the early grades will be 20:1. NGA professionals have the opportunity to work with our first group of students for two years before they have any testing. We are starting small and growing the school with students whose families choose to be a part of our vision. NGA has the ability to hand select all teachers who buy into the vision with the understanding that they are at-will employees. Teachers at this school will choose to be there because they want the opportunity to work in this unique setting. Our Board of Directors is unique because of the number of individuals who serve are members have a wealth of experience in the educational community, private and public, serving as teachers, administrators, professors, superintendents, staff development trainers, and experts in higher education.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. Improve student learning

NGA's mission emphasizes the idea of personalized learning. We will improve student achievement by focusing on personalized learning. Personalized learning is student-centered and allows the student to drive their learning. Students will complete interest surveys and pre-assessments to determine areas of need. Pre assessments will organize instruction for the classroom. Once the surveys and assessments are complete, students will be trained to track their own data and learning in data notebooks and online progress monitoring programs like EasyCBM.com. Students will be assisted in tracking their own progress individually or as a small team or class. They will be able to set goals for themselves, supported by the use of a digital portfolio that will follow students as they matriculate to graduation from high school. All students will receive teacher directed, on grade level or above instruction during the core instruction blocks in reading, math, and science. Teachers will use the gradual release model to provide modeling, guided practice, and a chance for students to demonstrate mastery during independent practice. Students who have mastered objectives will be provided teacher directed enrichment lessons to keep them moving toward mastery of additional objectives. Students that show a sharp deficiency in an objective or skill will be given additional intervention lessons to build skills and relevancy.

Technology will be vital in this effort to personalize courses not just a particular lesson. Students will be encouraged to use technology, such as tablets and computers, to complete self-directed online modules in reading, math, and science. Students will also be able to serve peer tutors and leaders in the classroom.

2. Encourage the use of innovative and engaging teaching methods

Teachers will use the gradual release model during teacher directed instruction. However, there is also an important role for the integration of literacy through inquiry in science and math lessons and problem and project based learning to come up with multiple solutions to problems students can explain to others. The 5E lesson plan (engage, explore, explain, elaborate, and evaluate) will be utilized to promote problem based learning in math and science. Students will participate in guided math lessons to provide additional intervention and enrichment activities for all students.

Teachers will be trained and encouraged to create a learning environment where they serve as facilitators of learning rather than the sole deliverer of information. Professional development for the use of technology, classroom zones (geared to the different learning styles), group sharing, and student led conferencing are ways we will encourage innovative teaching methods. Each method will focus on the students becoming productive literate citizens.

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.*

Goal 1: The school's mission is focused on producing productive literate citizens. With this mission at the core of our instruction, it is vital for the students to demonstrate proficiency in all academic skills. The basis for the school goals is the Performance Composite of the local school district. None of the schools in the targeted area have achieved a reading proficiency score higher than 35% since 2013. Based on the research from schools in the proposed area for the charter school, we will seek to improve reading proficiency to a projected goal of 50-70% on NC EOGs during our first year of testing. After the initial assessment period, the board will use the data to revise the reading proficiency goal to reflect a more accurate proficiency goal if needed.

Proficiency improvements will also be monitored by adequate progress rates in Reading 3D in grades K-3. Student performance on the NC K-2 mathematics assessments will also be used as a measuring reference for moving toward proficiency in mathematics.

50% year 1

55% year 2

60% year 3

63% year 4

68% year 5

Students in all grade levels reading at or above proficient levels in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills:

70% Year 1

80% Year 2

90% Year 3

The information from the progress to reach the goals will be presented during each Board Meeting and shared regularly to the parents of each child. A progress report will be available to the public by accessing our web site.

A student attendance rate of 95% or higher will also serve as an indicator for student progress.

Goal 2:

Operations: The School Leadership Team will ensure that processes and procedures are in place to meet all deadlines established by the board. Teachers will participate in leadership opportunities to assist with decisions about curriculum, technology purchases, and school calendar events.

Finance: The board will work with school leadership and finance staff members to promote clean audit procedures.

Governance: The Board will meet at least monthly in compliance with state requirements and the Boards bylaws.

Communication with the Board and Stakeholders: Information will be shared with stakeholders through monthly school reports and newsletters from the Lead Administrator detailing progress made. Monthly (or bi-weekly as requested) reports will be made to the Board and School leadership team. Each classroom teacher will be responsible to sending weekly communication

to parents about standards being addressed, paperwork deadlines, and upcoming events.

Goal 3: At the end of each school year at least 90% of the responses will be at least "agree" as indicated on the annual parent survey.

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

The governing body will receive updates at each regularly scheduled board meeting (at least monthly) and will have access to the NC School Report Card that is created by the NC Department of Public Instruction on the school's web site. The Lead Administrator will maintain up to date progress toward meeting established goals and be prepared to share with the Board when requested.

At the end of each year, parents will complete a survey to answer questions about satisfaction with the board and school policies, curriculum materials, parental involvement, and technology.

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.

Teachers will use instructional methods to promote engagement, appropriate rigor and relevance. They will focus on direct instruction, modeling and demonstration, development of metacognitive awareness, read-alouds/think-alouds, and cooperative learning groups. Small and large group settings will be used as appropriate for student needs. Our mission expects students to become productive and literate citizens after matriculating through NGA. In order to accomplish this, personalized learning instruction will be implemented to allow for differentiation of instruction. Personalizing learning at times, and collaborative learning will be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. Finally, independent work will be assigned to provide students time to practice applying skills or knowledge that has been previously learned; to extend individual learning through the application of knowledge and skills to novel situations; or to promote the development of higher-order thinking skills.

Teachers will follow an I Do, We Do, You Do instructional process:

1. The teacher models an exercise similar to what the students will be expected to accomplish.
2. With teacher guidance, the students apply similar steps to accomplish the task and expectations of the teacher.
3. There is whole group practice on the concept, paired sharing and then independent practice using the demonstrated concepts in varied contexts dependent upon the skill set of the students.

A Book Bits activity fosters literacy inquiry in the classroom in K-2. Students are given short phrases selected from the text. According to The Reading Teacher, "the phrases provide hints about the characters, setting, plot, resolution, and narrative structure." This strategy piques the students curiosity about the book, stimulates their background knowledge, helps them generate predictions, and sets a purpose for reading. The article then explains how the teacher moves from that to students generating questions using the 5W+H. Teacher asks students "how can you rewrite that prediction into a question?" Then teacher reads aloud with the book. Students instructed to give a thumbs up signal when they hear their prediction or question answered.

To establish consistency in the lessons, each strategy is scripted to maximize fidelity and standardize instruction across classrooms. Because structured instructional materials will be provided to teachers, they will

be able to devote their focus to the academic needs and acceleration of students.

Teachers will use signaling techniques to ensure that all students are preparing to answer the question. This technique gives students appropriate think time, promotes attentiveness and whole class participation.

Students will begin to build their personal libraries with self-made books in written or digital format as described by author Ashley Bryan. Because many NGA students will come with proficiency rates below 20% in some content areas, the instructional process will involve teachers using formal and academic language, complete sentences, and modeling complete sentences. The literacy-rich integrated curriculum will assist with increased comprehension retention and vocabulary acquisition.

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.

Our mission statement drives teachers to produce productive literate citizens and our goal is to move them further on the continuum of being college and career ready by the end of Grade 8. Our school will be structured as a K-8 school. Middle school-level classrooms will also focus on integrated teaching strategies. All students will be involved in a variety of learning activities that are challenging but appropriate for the age group. The students will be allowed to explore, discuss, solve problems and ask questions to understand what is being taught instead of only memorizing the information. High quality literature and informational text will be utilized for integration of curriculum. Academic vocabulary appropriate for the grade level will be posted in classrooms for student and teacher reference. All efforts will be made to keep the class size to a maximum of 20 students. At beginning and end-of-year students will be assessed using the TOSWRF-2, WIST, Phonological Awareness Test and QRI. To meet the needs of all students at the New Generation Academy every child will be administered a series of CBM assessments in reading, math, and science to determine students current performance based on grade level competencies. The data from the assessments will be used to meet the needs of the students by developing groups to provide prescriptive instruction. All teachers will be properly trained to personalize each lesson (reading and content) with reading strategies being the core of each lesson. The NGA school calendar provides Early Release Days and Workdays throughout the year for teachers of individual classrooms, Reading, Special Education, ELL and Speech can discuss and plan for personal academic needs of students for intervention or enrichment based on the evidence analyzed through building-block assessments or end-of-instruction assessments.

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.

Our curriculum has been carefully aligned to the State Standards and the North Carolina Accountability Model. Lesson plans at each grade level will be created to identify the standards to be taught and an implementation timeline. Monitoring for comprehension will be integrated throughout the instructional program. Lessons will follow quarterly pacing guides.

Alignment to Mission: The progression of standards followed by the curriculum is designed to ensure that all students, at all levels, become literate citizens in each academic area.

Alignment to Student Population: The educational program offered through Next Generation Academy will offer parents and students in our community a public charter school choice serving a large population of academic underperforming students. Proven success has been demonstrated in other educational programs that use this model of alignment to students' educational needs. Many of the students enrolling in NGA will be coming from schools with reading proficiency scores below 50% so providing instruction that will move students to proficiency is paramount to our school mission and instructional program.

Alignment to Accountability Model: K-8 One of the ultimate goals of a reading program is to develop readers who not only comprehend what they read but who also want to read throughout their lives. Classroom libraries will be available from reading inventories. A broad range of experiences with a wide variety of books including leveled readers is crucial in any literacy program. Students should have some choice in the selection of their reading materials and books for at least part of their reading program. Key components will include a phonics based program through Balanced Literacy.

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.

1. Identifying Objectives and Determining Assessments: Teachers will collaborate to identify objectives for units of instruction based on the instructional plan and will determine end-of-instruction assessments to gauge students' learning status at the end of each unit. Assessment methods will be selected based on the chosen learning goal and sound assessment design.

2. Developing Building Blocks: After the educational objectives are reviewed and appropriate end-of-instruction assessments are determined, grade-level teams will identify building blocks of instruction that scaffold students learning towards mastery of each educational objective. These building blocks will be used to construct a variety of formative assessments that will be woven into daily instruction and serve as check points during the

learning process.

3. Analyzing Evidence: Whether gathered through building-block assessments or end-of-instruction assessments, teachers will analyze evidence at the student and classroom level. The specificity of the building-block assessments enables teachers to determine exactly what knowledge or skills need further development for particular students. As teachers meet to examine student work, they will gauge the effectiveness of their instruction and determine students' degree of mastery of the educational objectives.

They will analyze evidence to discover student misconceptions and to identify knowledge or skill gaps that may inhibit student learning success.

4. Responding to Evidence: As units are prepared, teachers will identify opportunities for planned instructional adjustments prompted by evidence from building block assessments or end-of-instruction assessments. If learning progresses more quickly than expected, then instruction will move at an accelerated rate through the unit plan. If learning progresses more slowly than expected, then more time will be spent delivering instruction within the unit. Teachers will consider end-of-instruction assessment evidence to develop subsequent units of instruction.

5. Strategies to help students read more effectively and fluently include: previewing, predicting, skimming and scanning, and paraphrasing. Teachers will model these strategies, encourage students to discuss the strategy used, and why it was chosen. Teachers will utilize fill in the blank exercises to review vocabulary terms. Students will receive instruction in phonemic awareness, decoding word study, sight word recognition, spelling fluency, vocabulary, oral expressive language development and comprehension.

6. Students will be taught the writing process and how to use writing to express themselves. Teachers will provide modeling of each step in the writing process in literary and informational writing. All students in K-3 will be provided instruction in constructed response writing to assist with achieving proficiency on TRC.

This process will help ensure that the school's curriculum, instructional approach, and most importantly student progress are aligned with and on track to meet the state's Annual Measurable Objectives in its Accountability Model.

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.

Our instructional plan is closely aligned with meeting the needs of the students. Our goal is to develop proficient readers and provide an educational plan that is unique to each students readiness. On-going assessments and a list of objectives to master will ensure the students readiness to move to the next grade level.

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

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar is aligned with the schools mission to provide training for the teacher to understand how to teach Reading and how to implement personalized learning. The staff will have a retreat during the first week of August, followed by two more days for a total of seven. The professional development team will work with teachers during the first workday to "build" literacy rich classrooms that will function for large and small groups, individualized learning, and technology needs.

During the first week, a select group of board members will share their expertise and vision of the school. These board members are respected and vital members of the academic community as retired teachers, principals and superintendents, PD trainers, and professors. Therefore it is relevant that NGA Board and staff members see each other as stakeholders in NGA. Staff development will be on-going throughout the year. Days will be scheduled as early release for additional staff development. Early release days (middle of grading period) and teacher workdays (end of grading period) are scheduled approximately 20 days apart for teacher to personalize literacy strategies for all students whether intervention (see Phases 1, 2, and 3 - Special Programs) or acceleration.

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.*

Next Generation Academy will plan to use the Response to Intervention (RTI) program. Additionally, because we know that students succeed when teachers consistently and aggressively monitor their progress our teachers will actively participate in each students path to achievement. It is the teachers responsibility to ensure that students master the grade level content as articulated through state standards. This will be evident through common formative assessment data.

Phase 1 - All students will complete a screening assessment at the beginning of each academic year, which will provide useful information for planning more effective instruction. In addition, short-cycle assessments will be used during daily instruction to check for understanding. Students who have not yet mastered the concept will receive additional intervention support. These corrective measures will include but not limited to re-teaching, cooperative learning opportunities, differentiated instructional strategies, learning centers and alternative materials.

Phase 2 - Those students not mastering content in Phase 1 will receive more prescriptive intervention in Phase 2. These will be based on a review of a range of factors, including teacher referrals, data from classroom and end-of-instruction assessments, results from assessments tied to national norms

(norm-referenced), state assessment results, and parent input. Students will receive supplemental interventions using programs and approaches that are proven to accelerate student learning. Other intervention strategies may be delivered through supplemental support outside of the general classroom during non-core educational time. Student progress will be monitored frequently to ensure that the intervention is effective.

Phase 3 - If data shows that some students are not making appropriate progress through phase 2 interventions, the teacher will refer those students for Phase 3 interventions. The teacher and intervention support staff will review current intervention strategies, monitor student progress, and work together as student learning progresses. Phase 3 interventions will include an intensified approach that focuses on fewer high-priority reading and math skills. One-on-one concentrated and focused tutoring will also be considered.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1. The staff of Next Generation Academy will use the process designated by the state and approved by the federal government (Title III of the No Child Left Behind Act of 2001) to identify students and provide services to students identified as English Language Learners (ELL). We will follow the guidelines set forth by the North Carolina State Board of Education to identify students using the Home Language Survey (HLS). We will use the state designated World-Class Instructional Design and Assessment (WIDA) to determine the level of services and assessments and the length of time students are to be involved in the special ELL program.

2. Students identified as ELL (English Language Learners) will be included in regular classes with an allowance of support services using designated and approved accommodations for the students. ELL students access to the comprehensive educational program will be provided in the least restrictive environment feasible.

3. The staff will follow the guidelines established by the State Board of Education based on federal guidelines to determine when students are eligible to exit the ELL program without negative consequences. The ELL students parents/guardians will be involved in the identification, monitoring and termination decisions of all ELL students identified. The staff will have high expectations for all students regardless of their need for special services. ELL students access to the educational programs at Next Generation Academy will always be provided in the least restrictive environment feasible.

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.

NGA will use state and national normed assessments in reading, language usage and mathematics to identify students who are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented. This assessment will also be used to determine whether such students are growing appropriately in each area. For all students, including those performing at the highest levels, it is critical to ensure continued growth. NGA is committed to continually progressing students and adjusting learning opportunities when growth is inadequate. In addition to using these assessment results, classroom teachers will monitor mastery of curricular content, which will be measured through classroom assessments. Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means including: enrichment, differentiation in content, process, products, and/or learning environment, infusion of higher order thinking skills and individualized learning opportunities. When needed, teachers will accelerate grade-level or content-level learning, taking into consideration the specific needs of the individual student. Students at or above grade level will be consistently challenged through their engagement with classroom curricular content and high quality instruction. Likewise, the school will use teaching methods designed to ensure that the academic needs are met for the gifted and talented students. Through classroom assessments, assessments tied to national norms, and classroom observations, teachers will monitor and evaluate the progress of gifted students. The Administration will meet regularly with the staff to review lesson plans and provide feedback. Also, staff will be observed regularly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, which include the gifted and talented.

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)*

NGA will offer a full inclusion program to exceptional students whose

educational needs can be met in regular classroom setting in the least restrictive environment. NGA will provide this fully inclusive model together with an Exceptional Children teacher who will offer input to enhance the curriculum for those students. It should be noted that while full inclusion is optimal, NGA recognizes that the IEP team will determine the continuum of services for students with disabilities. The Exceptional Children teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students' strengths and using these strengths to address areas of weakness.

The Exceptional Children's teacher will employ direct, explicit and sequenced instruction with clear modeling and guided practice activities. The Exceptional Children teacher will also assist general education teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students individualized education plans will be followed and reviewed annually. Some children may require more intensive services in a setting away from non-disabled peers to reach their full potential.

NGA will identify students with disabilities by accepting referrals for a student to be identified as a student with a disability based on a referral for 1) Section 504 which is part of the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination of students on the basis of a handicapping condition, or 2) an Exceptional Children's Program in which the Individuals with Disabilities Education Act (IDEA) has a defined list of disabilities. When a teacher, parent, or other involved person suspects that a child may be a child with a disability, he/she will provide in writing the reason for the referral, addressing the specific presenting concerns and the student's current strengths and needs. The referral is to be given to the principal, the child's teacher or other school professional at the school.

The principal at NGA will accept and review all written referrals for students with disabilities; and provide assistance to parents, if needed, in completing the written referral, and inform parents and others who make an oral referral that it must be in writing. The school staff will then conduct the initial evaluation in accordance with NC 1503-2.4 through NC1503-2.7 which 1) must be conducted; eligibility determined; and for an eligible child, the IEP developed; and placement completed within 90 days of receipt of a written referral; and must determine--a. if the child is a child with a disability under NC 1500-2.4; and b. the educational needs of the child.

RECORD COMPLIANCE (ON SITE): NGA will follow and adhere to the North Carolina Policies Governing Services for Children with Disabilities (2010).

NGA will align their Continuous Improvement Performance Plan with the North Carolina State Performance Plan and meet all local, state and federal special education reports deadlines.

REQUESTING RECORDS FROM PREVIOUS SCHOOLS: NGA will submit a form requesting for records to the student's previous school in order to obtain student IEP and 504 Plan documents.

RECORD CONFIDENTIALITY (ON SITE): Records (including files, documents, and other materials containing information directly related to a student and are maintained by NGA of all children referred for evaluation and/or identified

as disabled/504 will be maintained in a locked secured file cabinet in the administrative office of NGA.

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.*

Ongoing progress monitoring by referring to the IEP or PEP will be in place to track rate of progress to determine which concepts and skills need to be targeted for further instruction. Weekly staff meetings and frequent progress reports will allow NGA teachers, administrators, and parents to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely manner. The school's IEP Team, which includes the parents and administration, will be responsible for determining the special accommodations and services that are needed to ensure that all students receives a free appropriate education. The school's IEP Team will monitor the students progress and effectiveness of the students plan.

NGA Board will select and contract for related services. Related services include but are not limited to: speech and language pathology, audiology services, psychological services, physical therapy, and, nursing. The implementation and delivery of related services will be based on the student need as determined by the Individualized Education Program (IEP), which includes the school principal, child's teacher and parent. Key elements of the Individualized Education Program include the projected date for the beginning of the services and the anticipated frequency, location, and duration of those services.

Students who have previously been found to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified by: (1) notification by parent; (2) school registration form; and (3) Comprehensive Exceptional Children Accountability System (CECAS).

Student needs will be supported through the interventions determined by the Instructional Support Team (IST). The IST will be responsible for identifying students who may be eligible for intervention and special education services. The IST is a school-based group of people (i.e. parents, General Education and Exceptional Children teachers, psychologists, social worker, speech therapists and administrators). The interventions will be in place for a minimum of 30 academic days. Students will be assessed weekly in order to monitor progress. After 20 academic days, students who make expected growth may no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention.

If the student does not make progress, the comprehensive evaluation of the student will include normative measures to advance the understanding of why the student continues to have difficulty. The student will also be tested with an individually administered standardized achievement test to validate the samples of classroom assessment data with normative data. The evaluation

will lead to appropriate recommendations as to the best plan for instruction. Recommendations will not be limited to special education supports and programs and may include recommendations such as classroom accommodations or continued participation in response to intervention targeted small group instruction.

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.*

Next Generation Academy staff will use both formative and summative data to evaluate student performance, to adjust instruction and to improve curriculum. Assessment data will serve as the basis of Professional Learning Communities (PLCs), with teachers designing lesson plans, creating common assessments, conducting item analyses, reviewing student performance and disaggregating data.

Formative assessments will consist of teacher-made assessments that will include a range of checks from understanding to progress monitoring to readiness checks for mastery. Summative assessments will measure student mastery at the culmination of units as well as measure student learning at the end of the year as required by the state. Assessments will be designed to encourage students to participate and demonstrate knowledge, understanding, and skill; assessments will be clearly aligned to standards and learning targets written in student friendly terms; and assessments will be varied in type and differentiated to meet student needs. All local assessments will be scored using a standards-based approach.

Entrance requirements for Kindergarten will follow the statutory requirements as established by the state of North Carolina. Admission to all other grades will be based on successful completion of the previous grade.

Grade three promotions will follow state requirements; students will be proficient as measured by the state end of grade reading test; and all guidelines for Read to Achieve will be in place at Next Generation Academy. All other grade promotions will be based on scores on standardized tests, formative and summative assessments, and student work samples. A promotion committee will be established to help determine if a child is promoted or retained. Parents will be notified of promotion standards at the beginning of the year for each grade level at curriculum parent nights. Letters will be sent at the beginning of second semester to notify parents of students who are not meeting proficiency standards. An additional letter will be sent home in March to continue to keep parents abreast of student progress and to

schedule additional conferences.

2018-2019: Next Generation Academy will focus on improving the literacy abilities of students in all grade levels (K-3) with the goal of 80% of students in all grade levels achieving adequate progress in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency exams and 80% of 3rd graders performing at or above standard in reading comprehension as measured by the North Carolina End-of-Grade (NC EOG) test in reading.

2019-2020: Next Generation Academy will continue its focus on improving the literacy (reading and writing) abilities of students in all grade levels (K-4). 80% of students in all grade levels will achieve adequate progress in reading fluency as measured by DIBELS, and 50-70% of 3rd and 4th graders will be performing at or above standard in reading comprehension as measured by the NC EOG test. Many of the students will have attended schools with reading proficiency rates below 50%. A more specific and accurate goal for NGA can be made once initial assessments are given at the beginning of the year.

2020-2021: Next Generation Academy will continue its focus on best practices in literacy with the goal of 90% of students in all grade levels achieving adequate progress in reading fluency as measured by DIBELS and 90% of 3rd, 4th, and 5th graders performing at or above standard in reading comprehension as measured by the NC EOG test.

2021-2022: Performance goals will be as follows: Literacy: 60% of all current 3rd, 4th, and 5th graders at or above standard in reading (NCEOG); 70% of all current kindergarten students, 1st graders, and 2nd graders at or above standard in reading (DIBELS).

Math:

75% of all students at or above standard in math by the end of their 3rd, 4th, and 5th grade years (NC EOG).

2020-2021 Performance goals for the school will be as follows: Literacy: 63% of all current 3rd, 4th, and 5th graders at or above standard in reading (NC EOG).

75% of all current kindergarten students, 1st graders, and 2nd graders made adequate progress according to national norms in reading (DIBELS).

Math:

65% of all students at or above standard in math by the end of their 3rd, 4th, and 5th grade years (NC EOG). Promotion for special needs students will be based on meeting or exceeding IEP goals. Once the goals have been reviewed and discussed with the child's teacher and parents, a decision on promotion will be given. In addition to state and federally mandate Exit Standards, ALL students exiting each grade at Next Generation Academy must fulfill the following requirements:

2. On or above grade level in State approved standardized test of math and reading comprehension on the NC EOGs OR an alternative assessment of reading comprehension OR reading proficiency.

Student Conduct:

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

Be sure to include:

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

We will emphasize social skill development: learning to respect and collaborate with others, self-control, leadership and conflict resolution that are all crucial skills for academic achievement and career readiness.

We will constantly engage students in learning to complement one another, group social problem-solving, and helping students learn what their strengths and those of others are, as well as what is more difficult for them. We will work to develop the school culture and programs that will enable students to learn self-awareness and confidence, and some of the social skills and attitudes absolutely crucial to their future success.

When it is recognized that a student is behaving in a manner that indicates potential disciplinary problems, school personnel shall make reasonable efforts to initiate preventive measures. Possible preventive intervention procedures may include, but are not limited to: conferences with students; conferences with the students/guardians; periodic follow -up reports to parents/ guardians; and referral to appropriate support personnel.

Formal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, the grievant must within five (5) days following the event or condition that is the basis for the grievance file a written grievance form, including all information requested on the form. Within five (5) days following the receipt of the written grievance, the principal shall meet with the grievant to attempt to resolve the grievance. Within five (5) days following the conference, the principal shall provide the grievant with a written response to the grievance. The written response must be signed and dated by the grievant, or it must be sent to the grievant through certified mail. In the event that the grievant is still not satisfied with the outcome of the grievance, he/ she must file a formal appeal to the Board within five (5) days of the written response of the principal or the grievance will be deemed abandoned.

If the principal determines a student's behavior warrants a long-term suspension (greater than 10 days). a 365-day suspension or expulsion, to the extent permitted by law; the Board must approve any suspensions of greater than 10 days.

The Board must approve any expulsion based on a recommendation from the principal.

Rights of Students With Disabilities: Students who are served under IDES(Special Education) or under section 504 of the Rehabilitation Act of 1973

are entitled to certain additional rights in the area of discipline upon their qualification for services under these federal laws. School administration along with the IEP team will determine whether the student's disciplinary infraction was a manifestation of an identified or not yet identified disability. With this determination NGA will apply the code of conduct with accommodations and ensure that the student continues to receive services as outlined in the IEP.

The following is a partial list of the offenses that can lead to an out of school suspension. A more detailed list is included in the appendix:

Violations of North Carolina Criminal Statutes

1. Possession, Use, Sale, Delivery or Distribution of Marijuana, Narcotics, Stimulants, Alcoholic Beverages and
2. Any Other Unauthorized or Illegal Substances or Drug Paraphernalia
3. Possession of a Dangerous Weapon or Other Instrument
4. Possession of a Firearm, Other Types of Guns, or Other "Look-Alike" Firearms
5. Physical Assault Upon a Student
6. Threats or Actions of Assault Against Adults
7. Fighting Among Student

Students who have been suspended may appeal the suspension beyond the Principal to the NGA Board which will determine the final decision, unless the suspension warrants the involvement of the judiciary system.

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: Next Generation Academy

Mailing Address: 305 Chapman Street

City/State/Zip: Greensboro NC 27403

Street Address: 27416

Phone: 336-772-3000

Fax: 336-772-3000

Name of registered agent and address:

James S. Pfaff
305 Chapman Street
Greensboro NC 27403

FEDERAL TAX ID: 46-4091036

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Angela Graves	Member	GUILFORD	Principal	Principal, Language Arts, English	N
Wendy Weeks	Member	GUILFORD	Retired Educator	National Board Certified, Reading, Elementary Educ	N
Craig Rhodes	Vice-Chairman	GUILFORD	Special Assistant to Provost	Technology Education, PHD	N
Brain Moore	Member	GUILFORD	Assurance Manager, Price Waterhouse	CPA	N
Brian Fowler	Member	GUILFORD	Director of Sales	none	N
Queenie Dalcoe	Member	GUILFORD	Talent Develop Launch Manager	Superintendent, Principal, Reading, Educational Sp	N
Sam Misher	Chairman	GUILFORD	Retired Educator	Superintendent, Principal, Mathematics	N

Please provide the following in this location of the APPLICATION:

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

NGA will ensure the school's compliance with all applicable local, state, and federal laws and regulations. The following principles will guide board members:

- 1) Duty of care;
- 2) Duty of Loyalty;
- 3) Duty of obedience.

The board's specific responsibilities will include, but not be limited to the following:

1) Define and refine the organization's mission, vision, and direction; 2) Recruit, support, and evaluate the school's leaders; 3) Ensure effective organizational planning; 4) Ensure adequate resources to meet financial needs; 5) Manage resources effectively; 6) determine, monitor, and strengthen the organization's programs and services; 7) enhance the organization's public standing; 8) ensure legal and ethical integrity and maintain accountability; 9) recruit and orient new board members; and 10) assess board performance. Every board member must discuss and clearly articulate a shared understanding of its roles and responsibilities.

The basic responsibilities of the board members are to ensure that 1) the school's academic program is successful, as measured by both internal and external assessments; 2) the school's programs and operation are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; 3) the school is a viable organization, which includes, among other things, that it is financially solvent and has competent professional

staff. The individual board members will be expected to do the following: 1) believe in and be an active advocate and ambassador for the values, mission, and vision of the organization; 2) regularly attend and participate in board and committee meetings; 3) contribute to the effective operation of the board by focusing on the good of the organization and the group, supporting board decisions once they are made, and participating in an honest appraisal of one's own performance and that of the board as a whole; 4) stay informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions; 5) use personal and professional contacts to reach into diverse communities to identify and recruit donors, volunteers, and advocates to support the organization; 6) serve as a committee member or task force member as needed; 7) help raise funds by working on a fundraising project or carrying out a particular fundraising task; 8) inform the board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board members. During the founding stage of NGA board members may have to perform hands-on tasks before staff members are hired. The board has a supervisory and oversight role with respect to the school's leader(s): The board hires, supervises, evaluates, compensates, and (if necessary) terminates the employment of the school leader(s). The leader(s), in turn, hire, supervise, evaluate, and make compensation decisions with the scales and budget set by the board as provided for by the board-approved annual budget.

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.*

According to the bylaws for NGA Academy, the board will consist of a minimum of five (5) and a maximum of eleven (11) board members. The founding Board members come from diverse backgrounds in business, education, and community leadership. There is a retired Educator (Board Chairman—who has served as a principal, assistant principal and a teacher for over 18 years in the targeted area of the school; and has opened a very successful school in the LEA of the proposed Charter School). One of the board members is a National Board Certified teacher in Reading and has worked as a Reading teacher at both the middle and elementary school level. Another board member is currently a principal at an impacted school in Guilford County. One board member has an extensive background working at the collegiate level. One board member works with schools throughout the east coast to improve reading scores. One board member serves as national sales director and has lead a billion dollar company in total sales. The final board member has extensive background in finance serving as a CPA for a fortune 500 company. The Board's oversight will help to ensure that the school will be an educational and operational success. The Board, as a whole, will evaluate the success of the school and school leaders on a quarterly and annual basis. The Board will receive monthly financial updates from the school

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

The founding Board members were recruited and selected based on the overall needs of the school. Each founding member was strategically selected based on the expertise that he/she was able to bring to the school at the founding

stage. Any vacancy occurring on the Board may be filled as quickly as possible by the affirmative vote of a majority of the remaining Board members. The board member so elected shall serve the unexpired term of the board member that he/she replaces. Efforts will be made to include parents and other major stakeholders to fill vacancies.

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

The Board of Directors shall meet at least monthly.

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.

We have a manager from a national leadership program in Greensboro (Center for Creative Leadership) who has agreed to provide the board with training. Topics that may be included but not limited are:

Leadership Development: Direction, Alignment, and Commitment; Interpersonal Skill Development, Change Management vs Change Leadership; Budget monitoring, Change Styles, Conflict Management, Consensus Decision Making, Boundary Spanning Leadership, Change vs Transition, Politics and Power, Influence Tactics, Team Development, Innovation and Creativity, Succession.

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.

Conflict of Interest. The Chairman of the Board shall inform the Board of any direct or indirect conflict of interest which the Chairman of the Board has with regard to any transaction contemplated by the Board (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction:

(i) in which the Chairman of the Board has a material financial interest, or
(ii) in which the Chairman of the Board is presently serving as a director, trustee, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Chairman of the Board may participate in the discussion but may not vote on the transaction and when the Chairman of the Board does not vote because of a Conflict of Interest, the act of the majority of the Board voting shall be the act of the Board if a quorum is present at the meeting. There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

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

Upon identifying the need for a new policy, the Board shall follow the following steps:

1) Board-level discussion; 2) Assign a team to draft a new policy; 3) Write a first policy draft; 4) Ask legal counsel to draft policy; 5) Present draft policy to the board for approval; 6) Continue to review and revise board policies on an ongoing basis. With regard to personnel policies, the board has the final authority. The Board is the ultimate employer of the staff in the sense that it is the board that makes personnel policy and decisions. Personnel policy may be recommended by the charter school leadership and/or by the personnel committee, but only the Board can make final decisions. The Board gives final approval of wage and salary scales, fringe benefit programs, vacation plans, and other decisions

that are to be determined.

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.*

At this time there has not been a determination about forming an advisory board. The Board will welcome opportunities for community feedback and will encourage the formation of a Parent Teacher Association.

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

The Board may occasionally be called upon to function as a grievance committee with respect to an employee who has a dispute with the charter school administrator(s) or from a parent who has a conflict with a staff member and who seeks relief from the higher authority of the Board. The grievance procedures will be clearly defined in the student handbook once there is a final copy ready to share with the parents.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

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.

The following positions are anticipated for year 1

- 1 Lead Administrator;
- 1 Clerical Position;
- 1 Business Manager;
- 1 Custodian;
- .5 Social Worker;
- 14 Core Content Teachers;
- 3 Elective Teachers;
- 1.5 Exceptional Teachers;
- 1 Reading Teacher;
- 4 Teacher Assistants
- 2 pt. time cafeteria workers
- 3 contracted positions

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The Next Generation administrative leadership staff and its designated personnel committee, together, will devise job descriptions for teachers and other staff at the school. Applicants will reflect abilities and skills the school needs to carry out its mission and instructional focus. The job descriptions and advertisements will specify that teachers are expected to be individuals who have at least a bachelor's degree in the area of certification and believe in the public charter school concept. They must be capable of functioning in a climate of "no-excuses", high expectations, and innovative ideas. The ads will specify that teachers at Next Generation Academy must be committed to the mission of the school and willing to learn the instructional strategies to be employed at the school such as blended learning; differentiated teaching/learning models, teaching effective reading strategies and personalized learning. The goal is to hire highly qualified teachers who have some experience, who have at least a bachelor degree, and North Carolina certification in the grade level and content they are expected to teach. The staff for Next Generation is projected to align with the projected enrollment, the school's mission, the educational plan and programming, and the projected budget for the school. The school administrators and board members will offer professional development for staff at the beginning of the school year and on an ongoing basis to assure that experienced and inexperienced teachers are supported daily. Instructional teams will be encouraged and developed across grades and within content to ensure a system of mentoring and support among teachers

employed at the school.

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

The relationship that will exist between Next Generation employees and the non-profit board is that all employees will be employees of the board even though only the principal will actually be recruited and hired by the board. It will be the responsibility of the principal to recruit and hire other staff members. The principal will work with a designated personnel committee to interview prospective applicants for all positions after developing uniformed interview questions to be asked of all applicants for a specific position. Criminal background checks and references will be assessed and then a recommendation will be made to the designated committee. The board gives final approval for the hiring of all individuals. This employment practice applies to all employees of the school whether they are contracted staff, paraprofessional, or professional.

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

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. The NGA Board will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at NGA. NGA will be an equal opportunity employer. The NGA Board will have the ultimate responsibility in assuring that all recruiting, selection, training, and other employment decisions will occur on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. All NGA job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications. Each NGA job applicant will provide an application form, North Carolina teaching credential, and three professional references. The NGA Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The NGA Board will also conduct background checks on all employees or any individuals that have any contact with NGA students. NGA will be a drug free workplace. NGA may require pre-employment drug testing of all employees and maintains the right to perform random drug tests according to laws and policy to be set forth by the NGA Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the principal. All hiring interviews will be initially conducted by the principal in order to provide recommendations for hiring to the NGA Board. The principal will finalize recommendations for employment of the faculty and staff with all final hiring decisions made by the NGA Board. All employees are at-will and may be dismissed without cause.

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

NGA anticipates employment salary ranges of \$42,000 to \$52,000 for teachers, \$25,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. NGA will initially offer health insurance only as employee benefits with life insurance, 403(b) retirement plans, and disability insurance offered as employee funded benefits under group policies where practical. School matching will be offered as the school becomes more financially established

similar to other new charter school employment offerings.

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

NGA expects to have certain reasonable policies and rules for the conduct of school employees. NGA will generally retain its staff on an at-will basis. NGA will have certain minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination. Examples of these rules include but are not limited to:

- substance abuse
- insubordination
- consistent poor performance
- * theft
- * threats and weapons in the workplace
- * harassment
- * absenteeism and tardiness
- * misuse of property
- * fraud, dishonesty and false statements
- * violation and/or lack of enforcement of school rules
- * breaching confidentiality

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. NGA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of NGA are at-will employees and can be terminated at any time, without resorting to any type of discipline. NGA does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Principal and/or NGA Board:

1. Verbal warning.
2. Written warning.
3. Final warning and/or probation.
4. Termination

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

With the school having limited personnel available, most positions will have additional duties. Elective teachers originally hired, will not have a complete schedule of classes on a daily basis. During this mentioned time, the elective teachers will work with students while they are in core classes (mainly math and reading). This process will continue until the enrollment increases. Teacher assistants will be used to provide duty-free lunches for certified staff. These positions will be funded through the approved budget.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

We will employ an ELL teacher as an elective teacher who can also teach Spanish. This teacher will provide support the the ELL students either as an elective teacher or as an inclusion teacher during a specified block of time. We will employ teachers who have gifted and talented certifications who will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means including: enrichment, differentiation in content, process, products, and/or learning environment, infusion of higher order thinking skills and individualized learning opportunities. When needed, teachers will accelerate grade-level or content-level learning, taking into consideration the specific needs of the

individual student.

Students at or above grade level will be consistently challenged through their engagement with classroom curricular content and high quality instruction.

- 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).*

Classroom and elective teachers will need valid North Carolina teaching credentials, nurses shall have LPN or RN licenses, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials. All employees must have at least two years of education beyond high school or acceptable experience as determined by the board.

Staff Evaluation and Professional Development

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

The Principal will be involved with monitoring teacher licensure to ensure checks and balances. Professional development oversight will also include the principal and Dean of Students in (future years).

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

NGA shall actively comply with all requirements for highly qualified teachers as provided in The No Child Left Behind Act of 2001 (NCLB). NGA will emphasize the importance of teacher quality and their development as a crucial factor in improving student achievement. We understand that NCLB requires that we ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that middle school teachers are highly qualified to teach each core academic subject teaching assignment. The core academic subjects are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. NGA will evaluate teachers by regular classroom visitations. Master Teachers will be paired with newer teachers to help in mentoring and guidance.

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. NGA will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at Next Generation Academy. NGA will be an equal opportunity employer. Its responsibility will include recruiting, selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. Individuals designated by the NGA Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

- 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.

Employee development planning is almost universally recognized as a strategic tool for continued growth, productivity and ability to retain valuable employees. Managing NGAs development planning process is a current and on-going process. Short term plans for projects, long term plans for NGA career development plans for the employee and skill building for the immediate performance deficiencies are all a part of professional development.

The professional development available to all employees includes, but is not limited to the following:

- * What Great Teachers Do Differently: 14 Things that Matter Most * Safe and Civil Schools * The First Days of School-Harry Wong
- * Teaching : Learning to read-Reading to Learn * Understanding how boys learn
- * Personalized Learning
- * Using technology to improve instruction * Ron Clark Academy strategies

Staff development will be centered on curriculum design that examines the teachers sequencing and pacing of content along with the experiences students have with that content. Also included will be classroom management staff development that examines the teachers actions in establishing and enforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered to be the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior. After visitations and each benchmark test, the Administrative team will meet with the Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, it will be used to guide additional professional development training.

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

As described above Professional Development will begin with a 5-day retreat, August 6-10, 2018. This PD will continue Aug 13-14 on the NGA site. This type of PD will ensure that all staff will be "speaking the same language" before the beginning of the school year.

Aug 6-10, 13-14: Professional Development (8 hours each day = 56 hours)

Aug 15-17: Professional Development in Practice

Aug 22: Early Release - Staff meets with PD team to evaluate and make adjustments (3 hours)

Sept. 19: Early Release - PD Training and PLCs (3 hours)

Sept 20-21: PD team provides support as staff makes decisions about strategies, students, concerns. (At least 4 hours)

October 29: PD support (2 hours) This is a teacher workday at the end of grading period

Nov 30: Early Release - PD Training and PLCs (3 hours)

Jan 14: PD support (2 hours)

Feb 15: Early Release (3 hours)

Mar 22: PD support (2 hours)

May 1: Early Release (3 hours)

Jun 7: PD 8 hours - End of year discussion, Recommendations for next year
Teachers will receive Professional Development at the beginning of the year at a Faculty retreat orientation and then concentrated staff development, as indicated in the calendar. In addition they will receive additional hours collaborate with colleagues regarding best practices, engaging the students, understanding depth of knowledge These best practices will ensure NGA will accomplish its mission through its teachers. Teachers will also have the opportunity to visit other schools that are similar in demographics as NGA and are performing exceptionally well in improving student achievement. Members of the school board will deliver professional development as needed to meet the needs of the staff and the students.

BBA Professional Development will begin with a 5-day retreat, August 6-10, 2018. This PD will continue Aug 13-14 at NGA. This type of PD will ensure that all staff will be "speaking the same language" before the beginning of the school year. As teachers and staff begin to move toward classroom preparation and planning through the next several days, the PD team will assist the staff with room preparation, i.e. flexible of seating, table/desk placement, class libraries, posting of academic vocabulary and class procedures. The remaining teacher workdays will be used to plan lessons using prescribed inquiry based strategies, screen kindergarten students who are available, prepare for Open House and Parent Orientation.

The Professional Development team will return at the end of 20 days to join the staff on the first of two teacher workdays. This will be a time for teachers and staff to work, plan, and discuss the implementation of our curriculum thus far. Time will also be available on the 2nd workday for teachers, guided by the PD team if requested, to plan for student groups and the beginning of possible intervention or special education needs. All staff at the K-2 level, teachers, assistants, and specialists will work together to identify any students with academic or social needs.

PD staff will be available for NGA Early Release Days throughout the year for continued support of staff and students. NGA expects teachers to be the technicians and the intellectuals and will provide support for teacher training, development, and researchers into the areas of literacy rich inquiry based learning in PLCs.

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.

Staff will have approximately 90 hours of professional development. The beginning of the year includes 7 days before the beginning of school. According to the Center of Public Education in Effective Professional Development in an Era of High Stakes Accountability (Gulamhussein): "The researchers found the only professional development programs that impacted student achievement were lengthy, intensive programs. Programs that were less than 14 hours (like the one-shot workshops commonly held in schools) had no effect on student achievement. Not only did these workshop programs fail to increase student learning, they didn't even change teaching practices."

Some professional development will take place on several work days as teachers build their literacy-rich classrooms. Early release days and

teacher workdays Teachers will have the opportunity to have daily planning with their grade level/ On Wednesdays, there will be opportunities to engage in other grade levels. Staff development will be an on-going process. There are half days scheduled for staff development. The teachers will have the opportunity for input on what they feel would benefit them to improve their teaching effectiveness. The principal, board members and other administrative staff will be responsible for coordinating or delivering staff development. Teachers will be provided time throughout the week during their common planning period to work with their team members to create lesson plans and discuss instructional and delivery strategies. While the team may have shared/common lesson plans, each teacher will receive individualized feedback based on their classroom performance. The classroom walk-through form, observation form and the evaluation tool all allow for this individualized feedback. Teachers with consistent instructional deficiencies as proven by the classroom walk-throughs and have received sufficient support will be put on an Improvement Action Plan. This will include goals and timelines required for professional development in the deficient area(s). At the end of the designated timeline, the teacher will be reevaluated on a specific follow up date to determine the next steps of action.

(Gulamhussein:<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>)

Enrollment and Marketing:

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

Marketing Plan

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

Current Status:

Social Media Marketing: Our marketing plan began with the expertise of a marketing/sales executive who launched and created our social media platform. This consists of a Twitter handle <https://twitter.com/ngagreensboro>, a dedicated Facebook page - <https://www.facebook.com/nextgenerationacademyofgreensboro> and our purchased website, www.nextgenerationacademy.net.

Community Outreach: We have facilitated 3 community meetings, 1 radio talk show and have distributed hundreds of flyers and pamphlets to parents and families that live in the east Greensboro area through 3 different churches, 7 preschools, and 3 daycares within a 2 mile radius of the school site. In addition we created an online survey that allows future families to tell us about themselves as well what they desire in their future school.

Future Plan:

Family Nights: We plan to facilitate 6 Family Nights leading up to our opening. Each one will have its own strategy for recruitment based on its timing and theme. The events will be held at the school location and will be filled with planned fun activities for the whole family. One example of a family night will be the "Reading Bounce House Night." This will be a fun-filled evening dedicated for our future Kindergarteners and 1st Graders. We will begin with a 10 minute introduction and school spotlight. We will share and experience books, poetry and music by honored author Ashley Bryan, then end with family fun. Each event will have information for families to register for more information and for the eventual application and lottery.

Community Outreach and Events: Each board member will be assigned three different platforms of events and outreach where they can help share our schools mission and vision and network within the community. Each board member has NGA dedicated business cards with QR codes that will change based on timing and drive marketing behavior. Board members are scheduled to speak at multiple Rotary and other servant based organizations that will help raise awareness and partnership opportunities for our school. We will have a professional photographer at these events donating his/her images to our school. Parents will be able to get these images off our Facebook page, which will drive parents to our site and build awareness and establishing a base of founding families.

Advertising: We have been gifted 10 banners, 3 feet by 8 feet, for advertising in town. These banners will be placed beside the main highway near the school as well as on two different ball fields for the local recreation department near the school. In addition, we will run advertisements in paper prints and email campaigns from addresses collected by the local preschools and day cares that one of our board members has already established relationships with. In addition, Board Members and staff will attend local sporting programs at community recreation centers in the area to reach those families who perhaps do not receive print media.

Print Marketing: We will have an NGA trifold brochure by December 2017 with QR codes on each page that will automate everything in time based on where we are in the progress of the school. We will use this brochure to build our Facebook, Twitter and website presence. We will print approximately 4000 brochures which will be delivered to each of the surrounding daycares and preschools and sent home with each student's work. In addition, we will use these brochures for 8 Boy Scout troops we have identified in the local area and 4 Girl Scout troops we have found that would feed into our school. These will also be distributed at the local community recreation centers where many of our target population gather for football, basketball, and cheering leagues. These brochures have a variety of uses, however we plan to spend more time on identifying the where to place them and how to get them in the hands of the potential families than just designing and printing thousands of marketing material.

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.*

NGA will support the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. NGA will

inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. A variety of strategies will be implemented to garner input and inform stakeholders. Websites, blogs, email blasts, e-newsletters, television and radio broadcasts from the time that the school is approved through opening reinforce the commitment to build strong relationships with all stakeholders. NGA will establish a parental involvement plan to meet the needs of the families in our school. We will ask the question, " If you decide to send your child here, what are you willing to commit to"? That is one of the greatest strengths of choice. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as partners to ensure educational success. Parents can partner with the school by: monitoring homework on a daily basis, communicating with teachers by electronic means, or participating in activities scheduled at the school. NGA is based on a stakeholder empowerment model that immerses students, parents, and teachers in the decision-making process which enables them to make choices and generate discussion that directly informs leadership decisions at the local level. NGA will develop a Parent Teacher Association to engage families in school planning, leadership and meaningful volunteer opportunities. NGA will offer parents, student government and community members the opportunity to be actively involved in instructional activities, review pertinent data and engage in school improvement projects and student led conferences, The faculty will participate in home visits at least once a year, training parents to help their child in literacy along with increasing their own literacy. The school will eventually (as funds become available) serve as a community center where an after-school program and Parent Community Center will take place. NGAs after-school program will be an extension of the schools learning model and include academic, enrichment, and athletic activities. The Parent Community Center will be held at the school in comfortable community-gathering spaces equipped with multiple computers, phones, sofas, small libraries, play areas for children, checkout academic tool kits and more. NGA will provide parents access to PowerSchool, an online communication tool that provides parents and students with real-time information on grades, attendance, homework, scores, teacher comments, projects, assessment dates, academic progress, and school bulletins. Parents and students can view comprehensive academic and behavioral information through their mobile devices.

Admissions Policy

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

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

5. Clear policies and procedures for student withdraws and transfers.

Any child who is qualified under the laws of North Carolina for admission to a public school in the grades served by Next Generation Academy (NGA) is qualified for admission to the school. NGA does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. In order for students to enroll at NGA, parents/guardians must complete an Application for Admission, and provide 1) a copy of the child's birth certificate, 2) the child's immunization record,

3) the child's social security number, 4) proof of address, and

4) records transferred from the previous school, if applicable.

For the 2018-2019 school year, NGA will have an open application period that begins on January 1, 2018 and will end on March 31, 2018. During the enrollment period, NGA will agree to enroll any student whose parents/guardians submit a valid application during the application period, unless the number of applications exceeds the capacity of the school or the expected assigned grade. If the number of applications exceeds the school's capacity or the capacity for a grade, a lottery will be held to fill vacant seats for the 2018-2019 school year and for subsequent years. Once enrolled, students are not required to reapply in subsequent enrollment periods.

Each student applicant will have an index card with their name and grade.

Cards for the general waiting list for each grade will be randomly drawn one card at a time, beginning with kindergarten. The lottery will then proceed for each grade through grade 2, as openings become available at a given grade, students will be admitted based on their current lottery number. If applicants selected for admission decide NOT to enroll at NGA, the parents of the next child on the list for that grade will be notified immediately. Parents of students who are given acceptance by NGA have 15 days to notify the school of their decision regarding the enrollment of their child. NGA will give enrollment priority annually to siblings of its currently enrolled students. NGA will give enrollment priority to the children of the school's staff and, for the first year only, its board members providing board members' children do not exceed 10 percent of the total enrollment or up to 20 students, whichever is less. The school's enrollment policy will be specified on the official copy of the school's Application for Admission and in the student handbook.

The parents of students at NGA may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at NGA at a later time, they must go back through the school's admission process.

Student withdrawals will be processed upon parental request. NGA will withdraw a student on the first day of school if they are absent without excuse. This practice will be shared with parents and attempts to contact the student must be documented. Student withdrawals and transfers will be effective the date in which the student was last in attendance at the school. Once a student has been withdrawn or transferred, a new application must be submitted to be eligible for attending NGA.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: *X*

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

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

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

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools
 LEA #2 Alamance-Burlington Schools
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000	LEA 410	LEA 010	LEA 000
Kindergarten	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 01	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 02	95	5	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 03	0	0	0	95	5	0	95	5	0	95	5	0	95	5	0
Grade 04	0	0	0	0	0	0	95	5	0	95	5	0	95	5	0
Grade 05	0	0	0	0	0	0	0	0	0	95	5	0	95	5	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	95	5	0
	285	15		380	20		475	25		570	30		665	35	

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.

NGA will ensure that the transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend NGA. Transportation will be provided free to all students who attend NGA. The board has received a quote from a local transportation company First Student INC. This company provides contracted transportation services for Guilford County Schools. Funds have been allocated to cover the cost of the preliminary proposal. The buses will travel within the boundaries of Guilford County. Arrangements will be made for pick-up points in Guilford County for students who live outside the county.

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.

NGA will contract with a national food service vendor to cater breakfast and lunch. The food vendor will provide a quality unitized meal program that includes all the "components" of a full service operation. The planned facility will include a multipurpose room which will be used as a spacious cafeteria and a fully functional commercial kitchen. All students will eat meals in the cafeteria. Their "component meal system" should consist of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. Prior to the beginning of the school year, the selected food vendor will send training personnel to NGA to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and cleanup. The serving lines are set up with the point of service station at the end. This set up ensures the staff can ensure the students are receiving all of the required components to make up a reimbursable meal. NGA will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability. All students are assigned a unique account number at the beginning of the school year and can add funds to their account. Regardless of account balance, no child is ever denied a meal. In addition, the Board should be eligible to participate in the National School Lunch Program. The Board will complete all necessary applications in advance of the school year. If, for any reason, the NGAs application for participation in this program is not accepted, NGA will amend its operating budget or take money from the surplus budget to reflect the reduction in revenues associated with reimbursement from the National School Lunch Program.

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

school for over 30 years. The school was temporarily used by a public charter school and was full to capacity with just under 500 students. The building has adequate space to accommodate our educational needs. There is a library, computer room, gym, and cafeteria; in addition to 20+ classrooms and four classrooms in mobile units. A fully functional playground is available for use. The church administrator has agreed to delay our payment of one months rent to help with our budget needs in year one.

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

The breakdown of the cost for the building is approximately \$8.09 per foot for a year (with utilities). This is significantly below the area market that runs \$10-\$15 per foot (no utilities).

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.*

The board has identified three churches that will temporarily house the school. All three were built to accommodate up to 400 students. One church used to house a charter school and has a gym for recreational use. The other two churches currently have educational programs in their building. One has a pre-school and the other church serves students on a temporary basis.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 410 - Guilford County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,993.71	285	\$1,423,207.35
Local Funds	\$2,372.00	285	\$676,020.00
Federal EC Funds	\$3,395.78	33	\$112,060.74
Totals			\$2,211,288.09

LEA #2 010 - Alamance-Burlington Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,987.52	15	\$74,812.80
Local Funds	\$1,548.00	15	\$23,220.00
Federal EC Funds	\$3,579.70	2	\$7,159.40
Totals			\$105,192.20

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	\$1,498,020	\$1,753,600	\$2,192,000	\$2,630,400	\$3,068,800
-Local Per Pupil Funds	\$699,240	\$920,400	\$1,150,500	\$1,380,600	\$1,610,700
-Exceptional Children Federal Funds	\$119,220	\$136,000	\$170,000	\$204,000	\$238,000
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,316,480	\$2,810,000	\$3,512,500	\$4,215,000	\$4,917,500

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.

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

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$68,000	\$68,000	1	\$71,000	\$71,000	1	\$74,000	\$74,000	1	\$77,000	\$77,000	1	\$80,000	\$80,000
Finance Officer	1	\$35,000	\$35,000	1	\$38,000	\$38,000	1	\$41,000	\$41,000	1	\$44,000	\$44,000	1	\$47,000	\$47,000
Clerical	1	\$29,000	\$29,000	1	\$32,000	\$32,000	1	\$35,000	\$35,000	1	\$38,000	\$38,000	1	\$41,000	\$41,000
Custodians	1	\$25,000	\$25,000	1	\$27,000	\$27,000	2	\$29,000	\$58,000	2	\$31,000	\$62,000	3	\$33,000	\$99,000
Social Worker	.5	\$40,000	\$20,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000	1	\$48,000	\$48,000
Counselor	0	\$0	\$0	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000
Food Service Staff (1/2 Time)	2	\$10,000	\$20,000	2	\$12,000	\$24,000	3	\$14,000	\$42,000	3	\$16,000	\$48,000	3	\$18,000	\$54,000
Dean Of Students	0	\$0	\$0	1	\$55,000	\$55,000	1	\$58,000	\$58,000	1	\$61,000	\$61,000	1	\$64,000	\$64,000
A - Total Admin and Support:	6.5		\$197,000	9		\$329,000	11		\$394,000	11		\$420,000	12		\$479,000
Instructional Personnel:															
Core Content Teacher(s)	14	\$40,000	\$560,000	18	\$42,000	\$756,000	23	\$44,000	\$1,012,000	28	\$46,000	\$1,288,000	33	\$48,000	\$1,584,000
Electives/Specialty Teacher(s)	3	\$40,000	\$120,000	3	\$42,000	\$126,000	4	\$44,000	\$176,000	4	\$46,000	\$184,000	4	\$48,000	\$192,000
Exceptional Children Teacher(s)	1.5	\$42,000	\$63,000	2	\$44,000	\$88,000	3	\$46,000	\$138,000	4	\$48,000	\$192,000	4	\$50,000	\$200,000
Teacher Assistants	4	\$25,000	\$100,000	4	\$27,000	\$108,000	5	\$29,000	\$145,000	5	\$31,000	\$155,000	5	\$33,000	\$165,000
Reading Teacher	1	\$42,000	\$42,000	2	\$44,000	\$88,000	2	\$46,000	\$92,000	3	\$48,000	\$144,000	3	\$50,000	\$150,000
Contracted Services	3	\$12,000	\$36,000	3	\$15,000	\$45,000	4	\$18,000	\$72,000	4	\$21,000	\$84,000	4	\$24,000	\$96,000

Next Generation Academy

B - Total Instructional Personnel:	26.5		\$921,000	32		\$1,211,000	41		\$1,635,000	48		\$2,047,000	53		\$2,387,000
A+B = C - Total Admin, Support and Instructional Personnel:	33		\$1,118,000	41		\$1,540,000	52		\$2,029,000	59		\$2,467,000	65		\$2,866,000
Administrative & Support Benefits															
Health Insurance	4	\$4,000	\$16,000	7	\$4,100	\$28,700	8	\$4,200	\$33,600	8	\$4,300	\$34,400	9	\$4,400	\$39,600
Medicare	4	\$1,200	\$4,800	7	\$1,300	\$9,100	8	\$1,400	\$11,200	8	\$1,500	\$12,000	9	\$1,600	\$14,400
Social Security	4	\$2,000	\$8,000	7	\$2,100	\$14,700	8	\$2,200	\$17,600	8	\$2,300	\$18,400	9	\$2,400	\$21,600
Retirement Plan--Other	4	\$1,500	\$6,000	7	\$1,600	\$11,200	8	\$1,700	\$13,600	8	\$1,800	\$14,400	9	\$1,900	\$17,100
Life Insurance	4	\$650	\$2,600	7	\$700	\$4,900	8	\$750	\$6,000	8	\$800	\$6,400	9	\$850	\$7,650
Disability	4	\$650	\$2,600	7	\$700	\$4,900	8	\$750	\$6,000	8	\$800	\$6,400	9	\$850	\$7,650
D - Total Admin and Support Benefits:	24		\$40,000	42		\$73,500	48		\$88,000	48		\$92,000	54		\$108,000
Instructional Personnel Benefits:															
Health Insurance	23	\$4,000	\$92,000	29	\$4,100	\$118,900	37	\$4,200	\$155,400	44	\$4,300	\$189,200	49	\$4,400	\$215,600
Life Insurance	23	\$650	\$14,950	29	\$700	\$20,300	37	\$750	\$27,750	44	\$800	\$35,200	49	\$850	\$41,650
Retirement Plan--Other	23	\$1,500	\$34,500	29	\$1,600	\$46,400	37	\$1,700	\$62,900	44	\$1,800	\$79,200	49	\$1,900	\$93,100
Social Security	23	\$2,000	\$46,000	29	\$2,100	\$60,900	37	\$2,200	\$81,400	44	\$2,300	\$101,200	49	\$2,400	\$117,600
Disability	23	\$650	\$14,950	29	\$700	\$20,300	37	\$750	\$27,750	44	\$800	\$35,200	0	\$0	\$0
Medicare	23	\$1,200	\$27,600	29	\$1,300	\$37,700	37	\$1,400	\$51,800	44	\$1,500	\$66,000	49	\$1,600	\$78,400
E - Total Instructional Personnel Benefits:	138		\$230,000	174		\$304,500	222		\$407,000	264		\$506,000	245		\$546,350
D+E = F - Total Personnel Benefits	162		\$270,000	216		\$378,000	270		\$495,000	312		\$598,000	299		\$654,350
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30.5		\$237,000	51		\$402,500	59		\$482,000	59		\$512,000	66		\$587,000
B+E = H - Total Instructional Personnel (Salary & Benefits)	164.5		\$1,151,000	206		\$1,515,500	263		\$2,042,000	312		\$2,553,000	298		\$2,933,350

Next Generation Academy

G+H = J - TOTAL PERSONNEL	195		\$1,388,000	257		\$1,918,000	322		\$2,524,000	371		\$3,065,000	364		\$3,520,350
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Operations Budget: Expenditure Projections 2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Disability	\$650	\$700	\$750	\$800	\$7,650
	Disability	\$650	\$700	\$750	\$800	\$0
	Health Insurance	\$4,000	\$4,100	\$4,200	\$4,300	\$39,600
	Health Insurance	\$4,000	\$4,100	\$4,200	\$4,300	\$215,600
	Life Insurance	\$650	\$700	\$750	\$800	\$7,650
	Life Insurance	\$650	\$700	\$750	\$800	\$41,650
	Medicare	\$1,200	\$1,300	\$1,400	\$1,500	\$14,400
	Medicare	\$1,200	\$1,300	\$1,400	\$1,500	\$78,400
	Retirement Plan--Other	\$1,500	\$1,600	\$1,700	\$1,800	\$17,100
	Retirement Plan--Other	\$1,500	\$1,600	\$1,700	\$1,800	\$93,100
	Social Security	\$2,000	\$2,100	\$2,200	\$2,300	\$21,600
	Social Security	\$2,000	\$2,100	\$2,200	\$2,300	\$117,600
	Total Benefits	\$20,000	\$21,000	\$22,000	\$23,000	\$654,350

sizes to deliver the instruction to the student at the right time, aligning with the mission of the school. The smaller initial student enrollment and especially the smaller number of grades will enable NGA's educators to implement a rigorous literacy program to meet the individual needs of the students to help model the next cohort of young NGA learners.

The NGA early emphasis on rigorous academics better suits a smaller school. The purposes of the school, to improve student learning and encourage the use of different and innovative teaching methods, will be more easily assimilated by staff, administrators, and parents if the focus can stay in the academic area, despite the need for necessary attention to the business of running the new institution.

Demand: Guilford County Schools (GCS) is the third-largest district in North Carolina, serving more than 72,300 students. It is very diverse with 41% Black students, 13% Hispanic, 35% White, 6% Asian, and 5% other ethnic backgrounds. It only has 7 charter schools compared to 25 in Mecklenburg County and 19 in Wake County. Of the 10 Guilford charters 4 have waiting lists that average 652 students. Guilford County and Greensboro have been underserved by charter schools. The board of NGA believes that a new inner city school in Greensboro, with small classes and with the reputation of high quality that North Carolina's charter schools bring, will draw parents to the school to not only meet the enrollment goal, but will exceed that..

Breakeven: The breakeven point in number of students was calculated by dividing non- variable costs (fixed costs) by margin, or revenue less variable costs per student. That number was estimated to be 268 students to break even. Fixed costs of about \$400,000, including some emergency interim facilities should enrollment fall under expectations, would be reasonable.

If the marginal per pupil revenue is about \$ (per pupil revenue (\$7,168) less all costs less the fixed costs mentioned) then $\$400,000 / \$1,489$ suggests that the school could break even if committed to fixed costs of no more than \$400,000 and 268 students enrolled.

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

We will eliminate one elective teacher (\$40,000 + \$10,000) Salary and benefits

Eliminate one teacher assistant (\$25,000 +\$10,000) Salary and benefits

This will allow an additional \$85, 000 for use. We will ask the landlord to defer one months of rent to be paid at the beginning of year two. Savings of \$32,000.

We will always explore the option of leasing versus purchasing.

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, there are no revenues in the budget other than state and local ADM funds including a conservative estimate of EC funding

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

1:23 over a five year period

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.

The Board will outsource its Financial Management System services but has not selected a provider. However, in the budget there is estimated for \$30,000. We will likely contract for EC services to complement our 1.5 EC staff. The board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Lead Administrator. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price. We will not outsource custodial services

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

The budget not only aligns with the school's mission, but with the transportation plan, meals plan, and facility needs. NGA will attract students of all socio-economic backgrounds. The school has set aside funds for transportation costs to make sure that transportation does not become a barrier for students and parents who want to attend our school. This cost is also reflected in the Transportation section of the application. The school plans to set aside funds to provide assistance for students needing help with meals. We have entered a conversation with a church that will provide a facility that has a certificate of occupancy. We have committed a significant amount of our budget to personnel wages and benefits. We are committed to having smaller classes and the support of reading specialist to inspire our students to become productive literate citizens.

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

The general fund balance should equal a month's operating expenses by the fifth year. That monthly total will be about \$409,000. The accumulated surplus or general fund balance, after five years is projected to be \$1.19 million. So, rather than a percentage goal, the goal will be to accumulate that "Surplus", shown in the "Overall Budget" on the application page preceding this narrative. That surplus is predictably more in years 2-5 than in year one. Obviously then, after year one we would like to have about \$168,000 in the bank.

The use of surplus will, like most new schools, will be used mostly for equity needed for purchasing or building facilities in the future. Over the five years the surplus accumulated will require the school to save almost 6 cents for every dollar received in pupil funding.

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

NGA will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial year of our school leases may be required, whereas in subsequent years NGA will be able to avoid the financing costs. The initial facilities will be leased with consideration of purchasing between years 5 and 10 as it builds surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and NGA. Another, and more recent form of transaction in North Carolina, among

new charters, is a transaction including a developer such as Funding the Gap, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility. Some items such as office printers/copiers, etc. may be leased. NGA does, however, have the option of deferred payments or leases of various other items in the budget but only if enrollment targets are not met or the lease arrangement makes more economic sense.

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

There are no tangible resources at this time that NGA owns. The hosting facility will provide some computers, furniture, and a few books in the library. NGA will solicit donations of goods and services upon receipt of acceptance of our application in addition to an aggressive Greensboro business fundraising campaign and grant request project.

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?

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is Next Generation Academy at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

NGA will contract with a CPA firm (see below) to provide the annual audit but in addition it will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. NGA will contract for the DPI required services with a provider after receiving more quotes. Outsourcing LINQ creates another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll. Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Lead Administrator.

Accounting records will be safeguarded by use of daily locked files and to the extent practical secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) at each regularly held board meeting and an explanation to board members for questions. Additionally, at least quarterly the LINQ provider and or the auditors will be asked to attend board meetings.

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

There are no possible related party transactions at this time.

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.

NGA will solicit audit bids from firms qualified by the Local Government Commission. NGA has discussed the audit and fees with two firms who agreed that it would be in its interest to negotiate fees closer to the school opening. Those firms giving NGA tentative estimates of \$8,500 and \$10,000 are:

Rives & Associates, LLP, 212 West Center St., Lexington, NC , 336-248-8281
336-248-2335

Potter & Company, CPAs, 434 Copperfield Blvd. NE, Concord, NC 28025, 704-786-8189 704-786-4447

VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

ngagreensboro2018

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Next Generation 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: ngagreensboro2018

Board Position: Board Chair

Signature: _____

Date: 09/19/2016

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

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