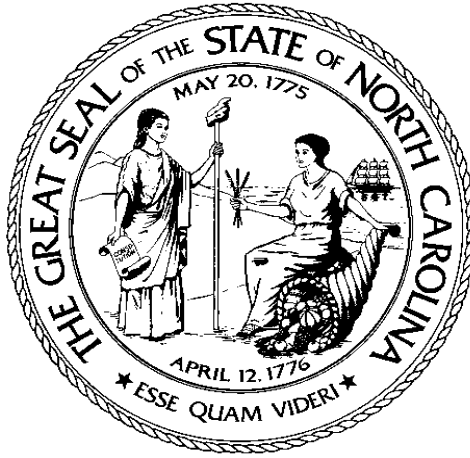


North Wake Preparatory Academy - With a strong education program and moral focus, North Wake Preparatory Academy strives to create a nurturing environment where each individual is treated with unconditional positive regard and acceptance; helping every student, K-12, discover a path to college, a career, and beyond whilst being a valued and contributing member of our community.



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Deanna Townsend-Smith
Jessica Kelly
Phyllis Gibbs
Glenn Allen
Jennifer Gnann
Robert McQuat
Becky Taylor
Walter Finnigan
Steven Walker
Shannon Sellers
Brian Smith
Tammi Sutton
Sherry Reeves
Anthony Helton

Date of Review:

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09/30/2016

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

North Wake Preparatory Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

CHARTER SCHOOL

2016 Application Process

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: North Wake Preparatory 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: *North Wake Preparatory Academy, Inc.*

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

Name of contact person: *Hilda A. Parlér*

Title/Relationship to nonprofit: *Board President*

Mailing address: 1035 Lake Royale
Louisburg, North Carolina NC 27549
Primary telephone: 919-357-4649 *Alternative telephone:* 919-357-4649
E-Mail address: northwakeprep@gmail.com

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. PrepNet, LLC and National Heritage Academies, Inc.

List the fee provided to the third party person or group. \$0

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

Our Board submits this proposal for North Wake Preparatory Academy (NW Prep) in response to the great need for more school choice in north Wake County.

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This need is particularly acute at the high-school level. We worked diligently to develop our plans and ensure we had a diverse skill representation in our founding group. We recognized that to achieve our mission for NW Prep, we would be best served by working with an educational management organization (EMO). After significant research, in-person interviews, and consultation with legal counsel, we settled on a partnership with two experienced full-service EMOs. Both organizations have greatly assisted us in our plans, and the development of this proposal. The first EMO is PrepNet, LLC, to build and operate our 9-12 program. The second is National Heritage Academies, Inc. (NHA), to build and operate our K-8 program.

PrepNet and NHA are sister companies located in Grand Rapids, MI. NHA prepares students for a college-preparatory high school program through the development of moral virtues and the delivery of rigorous academics. NHA operates 83 partner schools in nine states, including 10 in North Carolina. Our Board has significant experience with NHA, as three of our members sit on two other charter boards currently partnering with NHA. PrepNet exclusively educates students in grades 9-12. PrepNet was founded as a continuance of the NHA program, and operates five highly successful high schools in Michigan near existing NHA-partner schools. PrepNet offers a challenging college-preparatory environment, including required Advanced Placement (AP) course work. While educating different grade levels, both organizations have proven track records of success and focus on college readiness and moral character - two aspects of critical importance to us.

In this application we describe the PrepNet- and NHA-partner school models as completely as possible. We worked closely with both organizations to capture key components of each educational and operational program, and how it fit with our Board's mission. The educational plan, the staffing structure, professional development programs, the enrollment and marketing process, and the financial plan, for example - reflect the models used by PrepNet and NHA. Details including the curriculum and instructional design, the approach to educational programming for at-risk, English Language Learners (ELL) and Exceptional Children (EC), and student conduct and discipline expectations all are consistent with these models. All sections of this application were reviewed by our Board and modified as necessary.

The mission and rationale for the school in this application are developed and directed by our Board. All governance and oversight sections of the application similarly reflect our mission.

A number of other sections - such as the goals other accountability elements - were developed in collaboration with PrepNet and NHA, to ensure a proper match with the school model and planned offerings. This will also allow our Board to measure progress toward the achievement of our mission.

We also understand that two other groups have approached NHA about partnering in this application round. We view this as further confirmation that we have made a strong selection in NHA. We recognize, too, that this also means that the portions of our application that describe the structure and operation of our K-8 program will be nearly identical to the same sections in these groups' applications. NW Prep will be PrepNet's first partner school in North Carolina. The organization is committed to the

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successful opening and operation of NW Prep.

We have highlighted in each section which party or parties were primarily responsible for the content included. Whatever the primary attribution, our Board has reviewed and approved this application. We also sought independent legal counsel for many items, including governance and audit requirements for the school.

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:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. East Arbor Charter/Arbor Prep High MI

Do you want your application to be considered for Fast Track?

Yes:

No:

Are you a non-profit corporation board partnering to replicate an existing model operated by an EMO/CMO?

Yes:

No:

Eligibility Criteria

A non-profit corporation board that currently operates a charter school in NC is eligible to apply to replicate it currently existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:

Each school operated by the non-profit corporation must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the non-profit corporation must meet or exceed student growth consistent with State standards, for the three years immediately preceding the application, and maintain that growth throughout the application period.

Yes:

No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

Each school operated by the non-profit corporation must have unqualified audits for the three years immediately preceding the application and must maintain that fiscal standard throughout the application period.

Yes:

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No:

Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

Yes:

No:

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

Yes:

No:

Eligibility Criteria

A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC

do not yet have the data listed above, the non-profit corporation board must demonstrated to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

Yes:

No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

Yes:

No:

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

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Yes:

No:

Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? North Wake Preparatory Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,09,10	1039
Second Year	K,01,02,03,04,05,06,07,09,10,11	1348
Third Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1657
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1657
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1657

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

lisa.kane

Board President, Hilda A. Parlér

Signature

Title

lisa.kane

09/15/2016

Printed Name

Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Applicant has not applied for 501(c)(3) status.</u>	<u>Jessica Kelly</u>	<u>Cover Page</u>
<u>Interesting that North Wake is partnering with 2 CMOs/EMOs and choosing to replicate a K-8 in Michigan instead of one of the successful K-8 schools in NC.</u>	<u>Sherry Reeves</u>	<u>Cover Page</u>
<u>I would like to hear more about the student number projections. They are lofty and I hope they reach them. The issue is if they do not achieve projections it can be a difficult budget and academic issue.</u>	<u>Anthony Helton</u>	<u>Grade Levels</u>
<u>Explain your rationale in not having 8th graders in your first year, if you are having 9th graders? How will you ensure your continuum of education? How will you continue recruiting efforts over the two year period until you can have 8th graders flow into the 9th grade?</u>	<u>Jennifer Gnann</u>	<u>Grade Levels</u>
<u>What tools were used to predict these proposed enrollment numbers?</u>	<u>Jessica Kelly</u>	<u>Grade Levels</u>
<u>What evidence does the school have that enrollment will be that high in the first year?</u>	<u>Brian Smith</u>	<u>Grade Levels</u>
<u>Very lofty enrollment projections for all five years. Why grades 9 and 10 in high school the first year but no 8th grade? Wouldn't it be prudent to grow high school from middle school? Why not build the high school program 1 grade at a time?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Very aggressive first year numbers starting out as a K-10. I am interested as to how this works with NHA's normal K-8 model as we have seen some issues in other NHA partner schools that have a high school component.</u>	<u>Steven Walker</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Deanna Townsend-Smith</u>	
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Glenn Allen</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Becky Taylor</u>	
<u>Walter Finnigan</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Brian Smith</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Anthony Helton</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

With a strong education program and moral focus, North Wake Preparatory Academy strives to create a nurturing environment where each individual is treated with unconditional positive regard and acceptance; helping every student, K-12, discover a path to college, a career, and beyond whilst being a valued and contributing member of our community.

Clearly describe the mission of the proposed charter school:

North Wake Preparatory Academy will educate, support, and guide students through the most exciting and impressionable years of their lives. Our objective is three-fold: promote strong moral character, achieve high school graduation, and obtain college acceptance. Staff will present a challenging curriculum that encourages students to achieve academic excellence and cultivate strong character development as both endeavors are vital to students' growth and success in their communities and world.

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.*

NW Prep will begin K-6 and 9-10. We intend to co-locate our campuses on the same property, but conduct K-8 and 9-12 operations in two separate facilities. Our school will grow one grade level in each facility, each year, until we reach a full K-12 program. We have recruited and hired PrepNet and NHA. We are conducting our real estate search across the North Raleigh, Wake Forest, and Rolesville communities.

Targeted Population: We will not target a specific population, and expect to enroll students from throughout the Wake County Public School System (WCPSS) and Franklin County Schools (FCS). We will market broadly to these areas. Our plans and budget reflect a similar student population to WCPSS. Students in WCPSS are: 48% White; 24% Black; 17% Hispanic; 8% Asian; and 3% multiracial. Over 36% participate in the free and reduced-priced lunch program, 14% are EC, and 7% are ELLs.

Rationale for Location: According to the U.S. Census, Wake County's population grew by 43.5 percent between 2000 and 2010 - the highest growth

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of any metropolitan area in the nation for that period (newgeography.com); and this growth is continuing. Wake County is projected to reach two million residents by 2054 (Wakegov.com). North Raleigh, the Town of Wake Forest, and the Town of Rolesville have seen booming growth in the population, business, and housing sectors.

Wake Forest alone increased in population from 5,200 in 1990 to more than 30,000 in 2010, a five-fold increase. Wake Forest is projected to continue to grow steadily over the next 10-15 years. The Town of Rolesville directly borders Wake Forest to the southeast and has become the fastest growing town in North Carolina since 2010, increasing its population by a stunning 52 percent. This growth is on top of an amazing 315 percent population growth from 2000 to 2010.

WCPSS itself notes "As many as 20,000 additional children are expected in our classrooms by 2020" ("District Facts: Overview," at www.wcpss.net). WCPSS currently runs more than 100 elementary schools and 33 middle schools, and has put up almost 1,200 modular classrooms in an attempt to alleviate overcrowding and accommodate the tremendous growth in the student population. For the 2016-17 school year, 16 schools in the county are "capped," meaning residents who move in to neighborhoods where those schools are located are not guaranteed a seat in those schools for their children.

While charter school choices in northern Wake County exist, the vast majority only serve students in grades K-8 and the demand for those schools far exceeds the available capacity. For example, Wake Forest Charter Academy (WFCA), in only its third year, maintains a 1,200 student waitlist. Waitlist figures are similar for nearby Franklin Academy, the only K-12 charter in our area. We anticipate that NW Prep will help meet demand for K-8 charter school seats, while also serving the hundreds of K-8 charter parents that do not have a charter high school choice. We intend for our high school grades to include more seats than our K-8 to accommodate not only NW Prep rising 9th graders, but also students from nearby schools.

Area charter schools include Endeavor Charter School (K-8); Envision Science Academy (K-8); WFCA (K-8), and Rolesville Charter Academy (RCA) (K-8 opening in 2017).

To gather more information we conducted a survey of parents in our area with at least one child in grades K-12 was conducted in September 2016 and found close to 50 percent would be "likely" or "very likely" to send their child to a new charter school with a focus like we are proposing. These survey results are similar to those of WFCA, which opened in fall 2014 and generated more than 1,600 applications for fewer than 600 seats.

With our community's explosive population growth, overcrowded schools, need for additional charter seats, and the significant parent demand for a school such as ours, we know NW Prep will be in high-demand.

Attribution: Board

- 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,*

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only compare the total enrollment to the total enrollment of the LEA is grades 9-12).

NW Prep plans to begin serving 1,039 students in grades K-6 and 9-10 in the fall of 2018. Over the next two years, our school will grow until we reach a full K-12 program in 2020-21. Our partnership with PrepNet and NHA allows us to have a fully-staffed administrative team in place from day one, as well as a two facilities that will accommodate our full program even though we will begin serving fewer grades and students. This approach will allow us to better focus on having the right programs and procedures in place from the start.

It was also of critical importance to our Board that we begin high school operations immediately, to serve some of our Board members' children, but also the hundreds of other rising 9th graders in our community that will most certainly want to enroll at NW Prep. We also believe starting NW Prep with grades K-6 and 9-10, and growing to K-12, will be an attractive option for families with children across the K-12 grade-span. One of the most challenging things for families with multiple children in our area is finding consistent school calendar options. We have friends with children in elementary, middle, and high school, who may have one child on a traditional calendar, one on a track calendar, and one on a year round calendar - based on where they live and available options through WCPSS. Worse, these options can change annually.

We expect that 80 percent of our students will come from families living within the WCPSS LEA and 20 percent will come from the Franklin County Schools LEA. We have built our budget and expected student population profile on this assumption, but of course will adjust our calculations if necessary as we actually enroll students. In 2015-16, WCPSS enrolled approximately 156,644 K-12 students. Eighty percent of our projected full enrollment of 1,672 students at NW Prep represents about 0.85 percent of the LEA's comparable student enrollment. Eighty percent of our initial first-year enrollment of 1,039 represents about half of a percent (0.53 percent) of WCPSS's total K-12 enrollment.

In 2014-15, the Franklin County Schools LEA enrolled approximately 8,470 K-12 students. Twenty percent of our projected full enrollment of 1,672 at NW Prep represents about four percent of the LEA's comparable student enrollment. Twenty percent of our initial first-year enrollment of 1,039 represents two percent of the Franklin County Schools LEA's total K-12 enrollment.

Our area's population is growing rapidly. Should our school be approved to open in the fall of 2018, we expect that our percentage of each LEA's average daily membership would actually be lower upon opening, and ultimately upon reaching our full K-12 program in the 2020-21 school year.

Attribution: Board and NHA

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

Providing a K-12 charter school choice will itself be a significant differentiating factor for families. Franklin Academy is the only K-12 charter in our area, and it has been the subject of replication for a private school model, Thales Academy, demonstrating its success. We know NW

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Prep will be a welcome addition. Programmatically, our school will have a number of unique and differentiating factors that will be critical to the achievement of our mission:

Moral focus: Developing students into positive and contributing individuals, our moral focus program will teach and model accountability, high expectations, and admirable behavior. Our program will build on such virtues as perseverance, courage, compassion, and integrity. Lessons will develop strong personal character and the qualities needed to become good citizens. Students will be taught that their best effort is vital to academic success, and teachers will ensure that students understand what is expected of them and take pride in the results of their work.

An intense focus on college readiness. To deliver on the NW Prep promise that every student who graduates will be college ready, instruction will be focused on college readiness, beginning with high expectations, challenging standards, and individualized instruction. This focus will continue in our high school, with required AP courses and volunteer hours; an individualized College Advisory program; and a Senior Portfolio/Thesis assignment. The College Advisory program will consist of weekly grade-level cohort sessions facilitated by a teacher where students learn and practice the "soft skills" needed to be successful both in high school and college (e.g., time management, responsibility, and teamwork), as well as receive direct support in the college selection and application process. The College Advisory program will also include individualized attention and guidance from the college counselor in selecting, applying for, and seeking financial aid for their post-secondary career.

Parental Partnerships: NW Prep will foster strong partnerships with parents, actively engaging them in their children's learning. This will be exhibited by, among other things, frequent and meaningful communication and a welcoming atmosphere that includes dedicated space specifically for parents to interact with school staff in both of our facilities.

Smaller Size: High schools in our area, including Rolesville, Wake Forest, and Heritage, average 1,800 students in grades 9-12. The middle schools average 1,200 students. At full enrollment, NW Prep will only have approximately 250 middle school students and 900 high school students. At NW Prep, students will know and be known by a smaller community of peers and teachers, compared to other area schools.

Personalized Instruction: We expect students to enroll at NW Prep with significantly different needs. To manage those various needs, we will focus on personalized instruction, delivered through small-group instruction and infused with blended learning. In our high school, we intend to establish a 1:1 laptop program, a wireless campus, and fully embrace technological through interactive whiteboards and rich digital content in all subject areas.

Significant feedback and development for teachers: We will use distributed leadership in grades K-8. Academic deans will be responsible for a team of grade-level staff (e.g., K-2; 3-5; 6-8), and serve as the direct managers of classroom teachers. This will allow deans to coach teachers weekly on how to increase effectiveness. At our high school, the principal, assistant

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principal, and master teachers will operate in a similar fashion, providing support to staff who most need it. As detailed throughout this proposal, we will also invest time and financial resources before, during, and after the school year to improve our teachers. Nothing is more important than great teaching in each classroom, each day.

Attribution: Board, NHA, PrepNet

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

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

The Six Legislative Purposes of a Charter School are:

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

Our Board's mission is the impetus for this proposal. We believe our mission and school, will fully meet all of North Carolina's legislative purposes for charter schools.

1. Professional Opportunities for Teachers. Our services agreements with NHA and PrepNet will provide our staff with excellent benefits packages, competitive salary structures, and quality retirement plans that will attract excellent educators. We recognize that we can help students learn by helping teachers grow. Our educational program will include a robust and purposeful professional development program that coaches teachers throughout their career. Because of our school design, a career path exists where stellar teachers can become teacher leaders, mentors, and then supervisory deans at the K-8 level who oversee and coach teams of grade-level teachers, or an assistant principal at the high school level. Outstanding deans and assistant principals also are developed to become principals if they choose. The "Staff Evaluation and Professional Development" section of this application offers more detail on these opportunities.

2. Accountability for Results. Just as we intend to hold students accountable for what they learn, at NW Prep we will hold teachers, school

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leaders - and ourselves as the Board - accountable for the results at our school. We will administer all required state assessments and will embrace North Carolina's READY Accountability Model. Additionally, our school will institute a comprehensive formative assessment program that evaluates individual, class-wide, and school-wide student academic performance. Evaluations at the beginning of each year will provide a baseline, and subsequent evaluations will gather important and detailed data that will be used to drive and revise instructional practices and measure annual growth. Accountability for performance will also extend to other areas of the school's operations, such as attendance rates, fiscal stability, and parental satisfaction. Each year, we will create an annual school improvement plan that examines performance data for all aspects of our school and presents a plan of action for the following school year. Our Board will also contract for a third party review of our academic program as necessary, and as another point of contact for holding our management accountable for success. Our goal is to offer area families a public school choice that is not just different, but better.

3. Expanded School Choice. As outlined earlier in this proposal, our area is growing rapidly. It is marked by overcrowded schools, a dizzying array of school calendar options and requirements, and a demand for charters well beyond available capacity. Our survey results, included as Appendix A1, reflect this. Slightly more than 70% felt their child was being given a 'great' education, approximately 55% said they wanted to be contacted if our proposed charter school was approved to open in the north Wake area, and almost 50% said they would be 'very likely' or 'likely' to send their child to such a school. We will offer parents and students in our community the public school choice they desire, and the additional capacity our community needs.

4. Improving Student Learning. We will hold NHA and PrepNet accountable to improve student learning at our school.

School-Wide Framework: NW Prep will benefit from NHA's experience and clear framework developed to deliver above average academic results. Our K-8 principal will be held accountable for ensuring fidelity of implementation. The framework includes: 1) establish a professional culture of excellence; 2) systematize collaborative improvement; 3) lead instructional excellence; 4) implement systematic intervention; 5) cultivate meaningful parent partnerships.

*See overflow section for additional information.

*Continued From Question: "The six legislative purposes of charter schools."

At NHA-partner schools, student achievement is excelling:

-On average, over the past three years NHA-partner schools have ranked in the top quartile nationally based on academic growth results on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment.

- For the 2014-15 school year (the most recent comparable data available), state test results show that NHA-partner schools outperform their local school district 78 percent of the time.

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PrepNet-partner schools have seen success in diverse communities as well.

- On the 2015-16 Fall-to-Spring NWEA MAP assessment, given to all 9th and 10th grade students in PrepNet partner schools, 73% of students met their individual fall-to-spring growth targets (where a typical school could expect 50% of students to meet their growth targets), and students on average grew by 230% in Reading and 270% in Math, where 100% is the expected growth for students over course of one year.

- 99 percent of 2016 graduates from PrepNet partner schools took at least one AP course.

- 100 percent of 2016 graduates at PrepNet partner schools were accepted to college.

- Seniors graduating in 2016 received over \$11.1 million dollars in academic scholarships.

- Three PrepNet partner schools were ranked in the U.S. News and World Report's 2016 "America's Best High Schools" rankings. Grand River Preparatory High School ranked #4 in Michigan (Gold), and Arbor Preparatory High School ranked #10 in Michigan (Silver).

5. Increased Learning Opportunities for Students. A fundamental purpose of charter schools is to seek new approaches to effective teaching and learning. We will embrace innovation and change to enhance our ability to meet the needs of our students. NW Prep will create a learning environment supported by fundamental principles of excellence focused on college and career readiness. We are committed to meeting the needs of students who are at-risk academically and will ensure that these students are addressed systematically. NW Prep will have a robust formative assessment program to help quickly identify students who need extra attention, as well as those who are surpassing grade-level standards. All of our students deserve differentiated instruction, and our school model is designed with such adaptability in mind - including components of blended learning, discussed in the at-risk section of this application.

6. Innovative Teaching Methods. NW Prep's hands-on oversight and coaching of teachers and purposeful professional development is a design that not only supports instructors in the classroom but also prepares them for expanded responsibility and future leadership positions. Weekly coaching, along with peer-group planning time and a structured professional learning community, is designed to quickly replicate and institute best practices and allow brainstorming for creative approaches to the challenges teachers face.

Attribution: Board, NHA, PrepNet

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.*

Goals: Our Board is committed to measuring student progress and achieving excellence, and to holding our management partners and our staff accountable for reaching established goals. We will use measures of academic growth and proficiency beyond those required by state law, which will help us

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continually improve and assess progress toward our mission. Academic goals for the first five years include:

- By the end of the charter term, students at NW Prep will exceed the average performance of local district students by at least five percent on state assessments.
- Seventh grade students returning to NW Prep in eighth grade will successfully complete Math I and earn a 75 percent passing rate on the Math I end-of-course exam.
- Each year, following our first school year, NW Prep will, at a minimum, "Meet Expected Growth." Our objective is to exceed state standards of expected progress by the end of our first charter term.
- Each year, following our fifth year of operation, NW Prep will meet or exceed the 4-Year Cohort Graduation Rate for the state.
- Each year, following our fifth year of operation, NW Prep will have a composite ACT score that meets or exceeds the state composite.
- For our first 4-year cohort graduating class, and each subsequent 4-year cohort class, 95 percent will be accepted to college.
- 100 percent of our graduating seniors will have completed 60 hours of community service.
- We will administer at least two interim assessments in ELA and math during the school year and adjust instruction to meet student need.
- All school leaders will participate in ongoing and timely professional development.
- All teachers will receive a full lesson observation within the first six weeks of school and will receive individual improvement goals based on that observation.

We will also administer a national assessment of college readiness to every eighth-grade student and will use the results to develop a plan for each student's success in high school and college. As noted above, one of the reasons we chose to partner with PrepNet and NHA was the track record of success each organization's partner schools have ensuring that students are college-ready.

We expect our school to achieve operational goals too. These include:

- Each year, our school will average a student attendance rate at or above 90 percent.
- Each year, our school will have an overall parent satisfaction rate of 90 percent, with at least 50 percent of parents responding to the survey.
- Each year, our Board will review the performance of PrepNet and NHA. The review will be used to identify and provide feedback about our management partners' successes and opportunities to improve future performance. Accountability goals we expect to implement include a 100 percent compliance record in reporting and other regulatory areas and the development of an annual comprehensive school assessment and coordinated plan of action for improvement.
- Each year, our school will receive an unqualified audit.

Communication to Board and Others: Our Board will receive status reports on progress toward our goals at each monthly meeting, with detailed data provided on components of each goal that include the performance of student population subgroups (EC; ELL; newly enrolled students; etc.). Parents and

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students, too, will be informed of the school's progress toward its goals through periodic informational newsletters and special bulletins.

Attribution: Board, NHA, PrepNet

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

Our mission will guide all efforts to govern NW Prep. Our mission and goals will be at the forefront of our decision making processes for the students and families we serve. Our mission will be posted prominently throughout our school; included on all of our Board meeting agendas; and, referenced before making any key governance and operating decisions. It will also be included as an important aspect in parent and community communications, such as our parent-student handbook.

It is our responsibility to ensure NW Prep fulfills our mission. We will make sure our school has the needed systems, personnel, and resources in place to create an environment conducive to learning and designed to meet our goals. We will perform the functions essential to governance, including ensuring that:

- Students are learning and on-track for college.
- Per-pupil funding is managed appropriately.
- NW Prep complies with all charter, state, and federal requirements.
- Parents are active in the life of our school.

An early indicator that our model is working will be student enrollment: we expect to see demand significantly exceed the number of seats we plan to offer. Once the school is operational, we expect to maintain waiting lists. Due to the established demand for more charter school seats in our community at both the K-8 and 9-12 levels, we are planning to start with grades K-6 and 9-10. We believe this strategy is important, as it will allow a wide array of students and families to apply.

Board Oversight of Academics and Operations: For our Board to measure progress, we will need and require regular reports on student performance and assessments to assess progress towards our goals. These reports will also include operational information on student performance such as student count numbers, attrition percentages, attendance, discipline, at-risk population, percent of students with an Individualized Education Plan (IEP), and more. School leaders, with PrepNet and NHA as appropriate, will provide us with the information needed to assess all aspects of the school's performance, including:

- * Absolute and comparative student performance on internal diagnostic and interim assessments.
- * Growth in student learning.
- * Current status under our accountability systems.
- * College readiness status.
- * Vital statistics on the student population, including demographics, enrollment count, free and reduced-price lunch count, and IEP count, as well as the corresponding achievement levels of these subgroups.
- * Parent satisfaction and other stakeholder information.

When necessary, we may also contract for a third-party evaluation of PrepNet and/or NHA to ensure our school is meeting or exceeding expectations.

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Board Oversight of Finances: Our Board has fiduciary responsibility for NW Prep. We will closely monitor the school's finances to ensure that the school remains financially viable and operates with sound fiscal practices. The Services Agreements, through which the school will contract with PrepNet and NHA for daily operations and provision of all necessary services and supports, require that both organizations work together to recommend an operating budget to the Board for its review and approval before each school year. This operating budget will set forth in detail the anticipated revenue and expenses of the school in compliance with the charter and applicable law. The Board will review and approve the budget, and will ensure that it is balanced and appropriate to meet the requirements set forth in our charter. The Board will provide regular oversight and feedback on the budget throughout the school year.

Through both the Services Agreements and Board oversight, PrepNet and NHA will be obligated to manage and operate the school in accordance with the Board approved budget. Expenditures during the academic year shall not deviate materially from the provisions of the approved budget without advance Board approval.

Attribution: Board, NHA, PrepNet

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The mission states that students will be a valued contributing member to the community. How will this be achieved?	Shannon Sellers	Mission Stat
The mission statement seems a little long to me and may be difficult for the students to remember.	Steven Walker	Mission Stat
Why is the mission statement longer than 35 words?	Walter Finnigan	Mission Stat
In Appendix A1 over 50% said they are not likely to attend a K-12 Charter School; is this school needed in this area based on the responses? Is the 9-10 grade levels opening year 1 because of community need (where is that evidence) or because of the need to serve some of the Board members' children as stated - "It was also of critical importance to our Board that we begin high school operations immediately, to serve some of our Board members' children, but also the hundreds of other rising 9th graders in our community that will most certainly want to enroll at NW Prep."?	Jessica Kelly	Educational
No target population-reason for starting new charter school in the area is because of overcrowding and high growth in the area. Applicant states that Franklin Academy is a successful K-12 charter in targeted area but does not choose to model it. Is Franklin Academy associated with PrepNet or NHA? Why not replicate it?	Sherry Reeves	Educational
Your interest data in A1 only reflects percentages. How many people were surveyed? How many information sessions did you hold? How many people attended? How is your educational plan similar or different to the local district?	Jennifer Gnann	Educational
How will you ensure that the high school has the projected numbers?	Shannon Sellers	Educational
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
In the Appendix A 1 the likeliness to attend section, there is a 50.6% not likely response and a 46% likely to send their child to this school. Is North Wake Preparatory Academy wanted/needed in this particular area?	Brian Smith	Educational
The survey of parents in the North Wake area with at least one child in grades K-12 was conducted in September 2016. The survey found that close to half (46 percent) would be "likely" or "very likely" to send their child to a new charter school with a focus like we are proposing. Question how many parents were involved in that survey? The applicant never states the actual number of participants in the actual survey.	Walter Finnigan	Educational
How do your EMOs allow teachers to be responsible for learning program as required in purpose one? How will the teaching methods be different (purpose 6)?	Jennifer Gnann	Purposes of
I would like to see actual numbers for the survey. What number does 50% represent that would not go to a charter school for example.	Anthony Helton	Goals for th
Will the interim assessments be made at the school or will they be from somewhere else?	Shannon Sellers	Goals for th
How will student community service be monitored? How does high school meet the needs of students who are not college-bound?	Sherry Reeves	Goals for th
Will teachers participate in the development of their improvement goals?	Jennifer Gnann	Goals for th
What observation system will be used for teacher observations?	Jessica Kelly	Goals for th

Reviewer	Score
Glenn Allen	
Walter Finnigan	Pass
Anthony Helton	Pass

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Steven Walker	Pass
Jennifer Gnann	Pass
Shannon Sellers	Pass
Deanna Townsend-Smith	
Brian Smith	Pass
Robert McOuat	
Tammi Sutton	
Jessica Kelly	Pass
Sherry Reeves	Pass
Becky Taylor	
Phyllis Gibbs	

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III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

We will use various teaching methods to meet each student at their level (see question four below). Specifically, we will engage students in interactive blended learning - with technology and small-group instruction. Formative assessments will be administered throughout a unit and instruction will be modified to ensure concept mastery before the summative assessment is given.

K-8: With our school-wide framework for success (see the Purposes section), NHA has also developed a classroom framework of instructional competencies. NW Prep will adopt this framework to accelerate student learning:

- Classroom Culture: Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations.
- Planning: Teacher plans for instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs.
- Teaching: Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction.
- Assessing: Teacher implements assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

To implement these frameworks, our staff will have access to an interactive web based application that provides real time updates on student attendance, behavior, coursework, mastery of learning objectives, and more. This allows staff a clear roadmap for effective instruction and provides opportunities for feedback to teachers.

9-12: Grades 9-12 will implement the PrepNet educational program, designed to educate, support, and guide students through high school graduation, building the bridge that ultimately leads to college success. The program and instructional design are characterized by collaboration, blended learning, standards-referenced grading, and formative assessments around the Common Core and North Carolina Accountability Model. It is also distinguished by Next Generation Science Standards and AP College Board standards.

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Attribution: Board, NHA, PrepNet

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.

Learning Environment and Structure (K-12): Each classroom will be structured primarily as a direct-instruction model. Teachers will be effectively trained and frequently coached to employ a variety of instructional approaches and to personalize instruction as appropriate. Teachers will establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of various topics. Independent work also will be assigned as practice for applying previously learned concepts and to promote the development of higher-order thinking skills. Small-group settings also will engage students with the standards at their current level of learning. A blended learning approach will be used to target instruction and skills practice based on individual needs.

Small-Group Instruction (K-12): In order to meet each student at their individual level and effectively use our resources, we intend to leverage technology during small-group instruction. It is our intent that each K-8 classroom has approximately 10 Google Chromebooks to leverage software platforms such as i-Ready. The i-Ready program is an online math and reading program that individualizes instruction for students and instantly downloads cross-grade-level assessments that identify areas of weakness. In our high school we will employ a 1:1 computer approach for students.

Class Size: We will have four kindergarten classes with approximately 25 students each. In grades one through 12, we are planning to serve approximately 28 students per class. Through our high expectations for student behavior, small-group instruction, and blended learning components, this class size will serve us well.

Attribution: Board, NHA, PrepNet

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 K-8 curriculum has been carefully aligned to the North Carolina state standards and North Carolina Accountability Model by NHA. It is in use at 10 NHA-partner schools across the state. Like NHA's curriculum, the PrepNet high school curriculum was originally developed by looking at the "best of

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the best" state standards across the country. It was then modified to meet the requirements of the Common Core state standards. Over the past months PrepNet has worked to align its curriculum to the North Carolina Accountability model as well. This effort is ongoing, and has been aided by the previous work to align to the Common Core, as well as insights and guidance from NHA.

Alignment to Mission: The progression of standards in our curriculum is designed to ensure that we prepare students for success in college. The academic rigor and our culture of high expectations align with our mission to help every student, K-12, discover a path to college, a career, and beyond.

Alignment to Student Population: We expect to enroll students who have academic deficits, others who are learning at grade-level, and others who are intellectually gifted, but we are not targeting our enrollment efforts at any specific population. Our curricular tools and instructional practices will ensure that the curriculum is properly driving learning for all students who enroll.

Planned Components: Our school will benefit from the curriculum developed by PrepNet and NHA, which meets and exceeds North Carolina requirements. We have included more detail regarding our specific curricular tools and an alignment to standards in Appendix B of this application.

Alignment to Accountability Model: We will use our instructional framework to ensure that the curriculum and instructional approaches are producing academic gains for our students and that achievement is on track to meet and exceed the measures in the state's Accountability Model.

Attribution: Board, NHA, PrepNet

- 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.*

Learning Environment and Structure: In our K-8 program, staff will use various methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time to differentiate of instruction. At times, 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 inquiry-based learning of curricular content. Finally, independent work will 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.

Instruction in our 9-12 classrooms will continue to leverage various instructional strategies, small groups, and blended learning. Specifically,

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we will incorporate what is known as the "face-to-face driver" model of blended learning. In this model, most of the curriculum is delivered by the teacher in a traditional classroom setting. Additional online resources are provided by teachers via an online portal, such as Google Classroom, to supplement course material. Course selections will be based on student interest and teacher certification and availability.

Instruction will be designed to meet the needs of all learners and will promote high expectations for all students. Throughout instruction, teachers will ensure the formative assessment process is implemented and that classrooms exemplify engagement, clarity of instructional intent, and rigor. School leaders will work individually with teachers to ensure that appropriate teaching techniques are used to enhance student learning and promote high expectations. Teachers will receive training through focused professional development, and will receive support through weekly observations and subsequent coaching and feedback sessions to ensure that they successfully implement teaching techniques that have been shown to promote student learning.

Small-Group Instruction: We expect students to enroll at NW Prep with significantly different needs. To manage those various needs and meet each student at their instructional level, we will use small-group instruction regularly.

Blended Learning: To ensure we meet students at their respective instructional levels, we will engage students in an interactive blended learning environment. In addition to traditional classes outlined above, our 9-12 program will engage students in online learning through a variety of blended learning strategies. This is made possible by our intention to provide a laptop to each high school student through our 1:1 technology policy.

Increased Academic Achievement: These instructional strategies provide a comprehensive approach of delivering educational content while incorporating the flexibility to adapt instruction to meet individual student needs. Combined with the use of formative assessment to provide multiple measures of student performance data, our school as a whole will be able to adapt the delivery of educational content as student needs dictate. In turn, this is expected to result in the ability of each student, regardless of his or her academic starting point, to make measurable academic progress throughout the school year. Our thoughtful approach will build upon foundational content and skills in the early grades to implement more complex inquiry and learning strategies in the later grades. This approach is designed for student academic success at each grade level.

Attribution: Board, NHA, PrepNet

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.*

Students at NW Prep will be expected to progress academically through one grade level each year. Our program is designed to ensure that graduating seniors have the opportunity to attend and succeed in a college program.

Our K-8 principal (we intend to have a K-8 and a 9-12 principal) will have

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the final decision regarding the promotion, acceleration, and retention of K-8 students. If a student fails to meet the third-grade requirement of the NC Read to Achieve mandate, additional interventions and a personalized and monitored reading improvement plan will be offered. We will not promote students who have failed to master grade-level curriculum. A variety of structures and procedures will be incorporated into our school model to ensure that students do indeed receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers and will ensure that instructional plans are aligned and scaffolded appropriately across grade levels to ensure smooth student transitions.

NW Prep will use formative assessment designed to include multiple checkpoints throughout instruction that measure students' understanding of content. Teachers will analyze data at the classroom and individual student levels and then scaffold towards student mastery of each objective. Short-cycle formative assessments will enable teachers to determine exactly what knowledge needs further development in each student. School leaders will consistently review data to ensure that the school's curriculum and instructional approach are accelerating student learning. This information will be shared with our Board regularly.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of intervention designed to bring those students back on track (see the at-risk student section). Intervention programming, supported and informed by the formative assessment process, is designed to ensure that by the end of one grade level students are academically ready to transition to the next grade.

Our school will be administering norm-referenced assessments multiple times each year. These assessments will supplement the annual state exams. Assessment results will allow us to better gauge how our students compare to peers across the country, and better inform our school leaders and teachers so that each student can be challenged at their instructional level.

Grade promotion in our high school grades will be different but will hold the same goal of ensuring students are college ready. Our 9-12 students must earn a "C-" (70) or higher for each final semester grade to be promoted to the next level of the course (or completed the appropriate credit recover programs). Students must earn the following number of credits by the completion of Summer Academy (see below) to be promoted to the next grade level:

- Promotion from Freshman to Sophomore - 4 credits
- Promotion from Sophomore to Junior - 10 credits
- Promotion from Junior to Senior - 15.5 credits
- Graduation/Diploma - 22 credits
- Students must complete at least two AP courses prior to graduation. Course completion will not be contingent on students taking the associated AP examination for college credit.

The final exam is a cumulative assessment of the essential learning objectives in each course. Students who fail the course due to the final exam will be offered a two week window to prepare and then retake the exam.

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If students fail the course and the final exam, they must attend Summer Academy to retake the course. Students must pass the course (including assigned coursework, unit assessments and the final exam) during Summer Academy if they are to be promoted. Any decision to retain an EC student will be determined by the IEP team

Attribution: NHA, PrepNet

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?

Students at NW Prep will meet and exceed the Future-Ready Core requirements. At a minimum, our students will earn four Credits in English, Math, and Social Studies, as well as three credits in Science, one in Health and Physical Education, and elective credits as defined by Future-Ready Core (e.g. Arts, second languages, etc.).

Twenty-two credits is the minimum requirement for graduation from NW Prep. All courses required for graduation must be taken at the school (or a school that the school recognizes in case of transfers).

In addition to the above, all students must complete 60 hours of community service, successfully complete two Advanced Placement classes, complete an application for acceptance into a 4-year college or university, and complete a Senior Project.

Our school graduation requirements have been determined with the school's mission of creating a path to college as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from the school. For students with an IEP, exemption from one or more components of these additional requirements may be discussed with the IEP team. The final decision will be made by the principal.

Grade Point Average (GPA) reflects coursework completed at the school. Students who transfer during high school and are concerned about GPA should consult with the principal.

-Letter Grades will follow a standard system: A+ through F.

-GPAs for normal courses will be standard, 4.0 (Highest Distinction) through 0.0 (Failing).

-GPAs for AP Courses will allow for a 5.0 (Highest Distinction) through 0.0 (Failing).

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 envisioned school-year calendar for NW Prep is a standard school calendar, beginning in August and ending in June. Our draft calendar is included in Appendix C, and aligns with the WCPSS traditional school calendar. Our K-12 structure and traditional calendar will allow families with multiple children of different ages to enroll in one school for their K-12 education.

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As currently envisioned, our school day will run seven hours, starting at 8:15 a.m. and ending at 3:15 p.m., and will provide 6.5 instructional hours per day. We may choose to stagger the start of our K-8 campus and high school campus by 15 to 30 minutes. This will help us manage traffic safely and effectively, but still allow families to arrive at school together. This structure offers students and parents more educational time than traditional district schools in our area. Anticipating that we will provide 1,100 hours of instruction each year, our school will exceed the required minimum instructional hours.

Also included in our calendar are 17 professional development days. Ten will occur prior to school and seven will occur during the school year. We will schedule between two and four parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

Correspondence with Tenets of Mission and Instructional Plan: At the K-8 level, instruction will be organized around a master schedule in which every attempt will be made to schedule math and ELA/reading courses in the morning and maintain science and social studies as focused priorities. This is designed to ensure priority attention is given to core subjects. The proposed schedule provides time for daily grade-level team planning meetings while students participate in special and co-curricular areas (e.g., music, art, and physical education, etc.). Grade-level planning teams will meet at least weekly to adjust teaching on the basis of student learning evidence. This approach to instruction will allow students to be critical thinkers, active collaborators, and eager contributors to their own learning.

At our high school level, we anticipate using a block scheduling model, featuring shorter blocks on Monday and Friday where students attend all six classes, as well as morning Advisory, and shorter blocks of four one-and-a-half hours on the remaining days. Students attend each class four times per week. Monday Electives are a feature each Monday immediately after school, and various athletic activities and student clubs will be scheduled after regular school hours throughout the week. Two one-hour tutoring sessions will be available for all students on Tuesdays and Thursday immediately after regular dismissal, and more often as resources and student need require.

The proposed calendar has been designed to provide students with the opportunity to learn the content included in the school's curriculum while providing instructional staff with the support and professional development they need to grow as teachers. The additional hours of instructional time will ensure the effective implementation of our mission as well as foster an environment that values high academic and moral character standards, clear expectations, and quality instruction.

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Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to*

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provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

We believe all students can achieve academic success when student learning is fundamentally an adult responsibility. At NW Prep, instruction will be personalized to meet student needs. If a student hasn't learned through the provided instruction, then instruction must be adjusted to better meet the needs of that student.

NW Prep's academic intervention approach will be based on formative assessment: a cycle of assessment and instructional responses to meet student learning needs and inform our systematic intervention program. This program is based on a framework of six key practices:

1. Strategic scheduling is created for the delivery of all needed services to each identified student.
2. Intervention staff and teachers will meet every four to six weeks as a collaborative team to discuss assessment data, monitor student progress, and update intervention plans.
3. All staff will be trained in the tracking of performance data and the identification of students not meeting performance thresholds.
4. Internal diagnostic assessments will be used to determine student needs and will serve as the foundation for a written intervention plan, and intervention services will be initiated under these plans within four to six weeks of a student enrolling.
5. Students struggling to make progress will be assessed at least every two weeks, and those identified with the most severe academic needs will be assessed weekly, with results informing updated intervention action plans.
6. One-on-one meetings between school leaders and intervention staff will be scheduled twice each month and focus on individual student data and strategies being used to meet student needs.

A three-tier approach (response-to-intervention, or RtI) will be used to deliver systematic intervention services:

-Tier 1 Intervention: In tier 1, teachers will respond to student needs within the context of regular classroom instruction. Written intervention plans will be determined through diagnostic assessments as well as from teacher referrals, data from classroom and state assessments, and parent input. Students who have not yet demonstrated mastery will receive supplemental support within the classroom, and corrective approaches regularly include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting student needs, and use of learning centers and alternative materials.

-Tier 2 Intervention: If students do not master content through the first tier of intervention, more prescriptive tier 2 interventions will be used based on a range of factors, including teacher referrals, data from classroom and end-of-instruction assessments, nationally-normed assessments, state assessments, and parent input. Students will receive supplemental interventions that are proven to accelerate student learning. Other intervention strategies may be provided in a workshop setting or delivered through supplemental support outside of the classroom during non-core educational programming. Student progress will be monitored frequently to ensure effectiveness, and the classroom teacher and interventionist will collaborate regularly.

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-Tier 3 Intervention: If progress monitoring data show that a student is not making sufficient progress after tier 2 interventions, the student will receive tier 3 interventions. The teacher, intervention staff, and school leaders will regularly review current strategies, monitor student progress, and work together to individually monitor student learning patterns and progress. Tier 3 interventions will include an intensified approach focused on high-priority reading and math skills. One-on-one concentrated tutoring will also be considered as appropriate. If these interventions do not achieve the targeted level of student learning, the school may conduct a referral meeting to decide whether testing is needed to determine if the student has special needs.

Attribution: NHA, PrepNet

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.*

Identification: NW Prep staff will work with enrolled families to identify ELLs through home-language surveys, informal interviews, and the state's screening assessment (currently the W-APT, provided by WIDA). We anticipate that eight percent of our students will be classified as ELL, reflecting the local WCPSS average. Initially, our school will give all new students the Home Language Questionnaire (HLQ). If the HLQ indicates that a student's home language is something other than English, the student will be identified as a potential ELL student.

Our ELL coordinator will conduct an informal interview of each student identified as a potential ELL. If the interview confirms that a student speaks a language other than English, the student will be given the W-APT to determine his or her English proficiency. If the student scores proficient (Level 5.0-Bridging), this is designated as not requiring ELL services, and the screening process will stop. If the student scores at any lower level, the student will be classified as an ELL student and placed appropriately in our ELD program.

Parents or guardians will be informed in writing about our available ELL programs and services. Written in a language the parent or guardian understands, information will include the placement decision for their child and their right to refuse ELL services at any time. This note will be provided within 30 days for students enrolling at the beginning of the year and within 10 days for students enrolling during the year. ELL students will participate in all required state, school, and classroom assessments to monitor their progress in core content areas and English proficiency.

Instructional Programs: Our school will implement a two-part program: Sheltered English Immersion will be used in the general classroom as the vehicle for ELL students to acquire grade-level content, while the English Language Development program will be used for students requiring English language acquisition instruction. Each ELL student will have a Language

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Acquisition Plan (LAP) that contains specific goals to quickly acquire both social and academic proficiency in English. The LAP will detail accommodations and modifications that must be implemented in the classroom and on standardized assessments.

Monitoring and Evaluation: Each year, we will administer the WIDA ACCESS test to measure students' progress learning English. For students not testing sufficiently proficient in English, we will use the results combined with teacher observation and input to determine services to be provided through the ELL program for the coming school year.

For an ELL student to exit the program, he or she must score proficient at the state-approved level for exit on the ACCESS exam. In addition, the school will examine data to verify that the student's classroom performance also indicates that the student is ready to exit the ELL program and will succeed without additional support and programming. School staff will closely monitor students for four years after they leave the ELL program to ensure that they are not experiencing academic regression due to language barriers. If a student who leaves the ELL program is found to be experiencing difficulty due to language constraints, the student may be reassessed and may re-enter the ELL program.

We believe that all teachers are teachers of ELL students, and we will include ELL students in all school classes and activities at our school. ELL students will have access to high-quality education and instruction, and will become fully proficient in listening, speaking, reading, and writing, consistent with the school's common standards and goals. While being held to the same high expectations of learning and behavior established for all students, ELL students will be evaluated with assessments that are aligned with state and local standards and take into account the language acquisition stages and cultural backgrounds.

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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.*

Due to our academic rigor, college-readiness approach, and required AP courses in high school, we are likely to attract some students who are intellectually gifted (IG). Students with such skills will receive the direction, time, encouragement, and resources to maximize their potential. We will identify IG students from any background and provide instruction that nurtures and grows that excellence.

Identification: NW Prep will use a norm-referenced assessment such as the NWEA MAP. This will allow us to identify and monitor students who are performing at the very highest levels, a potential indicator of a student's identification as IG. For all students, including IG students, we believe growth is critical and are committed to regularly monitoring students' progress and adjusting learning opportunities when growth is inadequate. In

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In addition to using assessment results, classroom teachers will monitor mastery of curricular content as measured by the school's formative assessment program and will adjust their approach to teaching and learning.

Instruction: Teachers will offer IG students differentiated instruction and extended opportunities through a variety of means, including: enrichment lessons, exercises, and content; differentiation in content, process, products, and/or learning environment; infusion of tasks requiring higher-order thinking skills; and, individualized learning opportunities. As needed, the school will accelerate grade-level or content-level learning for individual students, taking into consideration his or her specific needs. Students at or above grade level will be consistently challenged with classroom curricular content and high-quality instruction.

At our high school, we will provide numerous AP courses that will allow students to complete college level coursework. Our high school courses will also feature Priority Standards, where proficiency on each learning target is at one of four levels. The target level (3.0) demonstrates the skills and knowledge needed to be successful in college. Level 4.0 targets are also defined for each Priority Standard in every course to push the highest achieving students to go deeper into the material.

If desired, in grades K-8 we may create an entire accelerated cohort group that will include both students who are above grade-level proficiency and designated as IG. This will allow an entire student subgroup to move through the curriculum at a more rapid pace, paired with teachers particularly suited for instruction to these students. This allows opportunities for students to be systematically challenged with higher-order thinking skills and project-based learning within a common peer group, and it allows the opportunity for the creation of an accelerated section at each grade level. In our high school grades, we will look to offer dual-enrollment with local colleges and universities, to ensure students are being challenged at the highest levels.

Our professional development program will also include training on IG students. School leaders will work with teachers to develop plans for addressing the needs of identified IG students and evaluate services for progress toward learning goals. Other topics for professional development may include professional learning communities, differentiated instruction, and co-teaching strategies targeted to IG students. Deans will observe and meet weekly with staff to review lesson plans and provide feedback on instructional quality and effectiveness in meeting the needs of all students, including those who are IG.

Monitoring/Evaluating: Use of NWEA assessments will generate results that help set individual learning targets and measurable objectives for all students. The school will use these results to set higher individual learning targets and more rigorous growth objectives to monitor and measure the progress of IG students. More information on student evaluation is included below.

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Exceptional Children

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*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)*

Identification: Exceptional children (EC) will be identified upon entry to our school by an active Individualized Education Plan (IEP) or through the ChildFind process. If parents state that their child has previously received EC services or has an IEP or Section 504 plan, we will ask for any documentation. If the parent has no documentation, we will initiate a records request from the student's prior school. Staff will review all students' files for evidence of enrollment in an EC program at the previous school; if found, we will immediately ask that school for relevant records. We will implement the student's existing IEP or Section 504 plan, providing comparable services until the IEP or 504 team either accepts the plan or develops a new plan.

ChildFind: We will include ChildFind in our marketing efforts to attract the broadest possible spectrum of students, including those with special needs. Our outreach will target all area families with students of appropriate ages. Parents expressing interest in enrolling exceptional children will be invited to meet with school staff to review the program and ask questions. We will comply with ChildFind requirements of IDEA, including 34 CFR 300.125, and section 504, and will provide notification to parents consistent with state and federal requirements.

We understand our responsibility to identify students who need EC services but enter our school without an active IEP. If a student struggles with classroom assignments, a teacher or parent may refer the student to our Intervention Assistance Team (IAT), which will include the principal or designee, a classroom teacher, and the referring teacher. The student's parents may also be invited to participate. The IAT will determine appropriate educational and service options by analyzing screening data, response to intervention results, classroom performance, discipline data, state assessments, and any other pertinent information including information provided by the parent. Outcomes may include: continuing current intervention and progress monitoring through the systematic intervention process; implementing additional interventions; referring for a Section 504

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evaluation; referring to the EC team for a possible comprehensive evaluation; and, taking no further action while monitoring academic, behavioral, and social data. In accordance with IDEA and Section 504, at any time, a student's parents can refer the student for an EC evaluation, and a properly convened team will decide whether to proceed with the evaluation. If parents disagree with an IEP team's decision not to conduct an evaluation, the parent has all procedural rights, including the right to request a due process hearing, as set forth in the North Carolina Handbook on Parent's Rights and under Section 504.

The IEP team will include an EC teacher, a parent, a general education teacher of the child, an appropriate LEA representative, and anyone else with relevant knowledge of the child. The team will determine whether psycho-educational or other testing is needed to determine if the student meets eligibility requirements in accordance with state policies. Parental notice and consent will be requested before testing. If eligible, this team will be responsible for identifying the student's needs, developing an IEP to address these needs, and implementing the IEP.

Record Request, Confidentiality, and Compliance: School staff will request records from the student's previous school or district. If complete records aren't received within 14 days of the date the school is notified that the student is an EC, staff will reach out to the prior school for more information. If the requested information is not obtained, our school will initiate the EC referral or re-evaluation process. Staff will collect, handle, and secure the records at NW Prep, and share these documents with parents in accordance with all relevant state and federal laws and regulations.

Attribution: NHA, PrepNet

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.*

Educational Programs, Strategies, and Staffing: We will offer exceptional children individualized services and tailored instruction that provide access to, and promote progress in, the general education curriculum. We will serve all children according to their individualized academic, functional, social, and emotional needs.

As required by federal law, we are committed to serving students in the least restrictive environment (LRE), while providing the full continuum of educational placements as appropriate for each student. These placements may include, but are not limited to, the general education setting, and small-group instruction with both disabled and non-disabled peers as appropriate. We will prepare and execute individualized strategies for our full range of students, realizing that the LRE for some students may be in a more

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supportive alternative setting.

Students requiring specially designed instruction will have their services delivered in the general education classroom or will receive services in a resource room or separate setting based on individual needs and a decision by the IEP Team, considering that services are to be provided in the LRE. EC teachers will be provided with consultation and staff development provided by a dean and special education supervisor or other entity to ensure that students receive the modification of instruction and assessment accommodations required by their IEPs.

The school will recruit, hire, and/or contract with highly qualified and certified EC teachers and related services staff to help ensure high-quality instruction. All new staff, including EC teachers, will participate in an orientation session prior to the start of the school year. Each teacher will work closely with a dean on a weekly basis to focus on his or her specific professional development needs.

EC teachers will be on staff to provide academic support to students with IEPs. The school will also provide needed ancillary staff, such as a school psychologist, occupational and speech therapists, and a school social worker, etc. as either employees or contracted providers. Additional staff may be added once the school determines the needs of our student population. We estimate that between 10 and 15 percent of our students will need EC services. Credentials of all staff will be reviewed to ensure compliance with state credentialing requirements; teachers who do not possess the required credentials will be granted a reasonable amount of time to meet state credentialing requirements. Ancillary staff will possess state-required credentials before providing services to eligible students.

Support Systems and Oversight to Ensure FAPE: Our school will employ the proper personnel to manage the administrative responsibilities and compliance associated with providing services for exceptional children. A member of the school leadership team will be designated to oversee the entire EC program. The principal will serve as the school's Section 504 compliance official, ensuring that the school adheres to all applicable provisions of federal and state law relating to EC and ensuring that all students qualifying under Section 504 and IDEA receive a free and appropriate public education.

We will abide by the applicable provisions of IDEA and the Family Educational Rights and Privacy Act of 1974 as they relate to EC. The school will retain this data and prepare any reports needed by the state to comply with federal and state law and regulation.

At a minimum, the role of our EC staff will include the following responsibilities:

- Implement state IEPs.
- Facilitate effective communication with students, parents, teachers, the school leadership team, EC staff, and appropriate social service and community-based agencies.

*See overflow section for further detail.

*Continued from Exceptional Children's Educational Programming.

- Form a partnership with the classroom teacher to develop appropriate

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instructional practices to meet student needs as detailed in the IEPs.

- Act as a resource to classroom teachers.
- Meet all requirements for EC activities at the school.
- Schedule and hold all initial, re-evaluation, and annual review meetings pertaining to each student's EC program within required timelines.
- Ensure compliance with all applicable state and federal special education requirements.
- Provide instruction in a general education classroom setting to the greatest extent possible consistent with LRE requirements.
- Provide instruction to an individual or groups of students in a separate location as appropriate.
- Administer formal and informal educational assessments to guide instructional decisions when appropriate.
- Maintain documentation of services, progress monitoring data, data specific to progress on IEP goals and objectives, observation logs, communication logs, and any other data specified in a student's IEP.

Monitoring Implementation and Reporting Academic Progress: A dean or the principal will oversee the implementation of IEPs and 504 plans. The dean or principal will conduct weekly one-on-one meetings with EC staff to discuss the academic progress of exceptional children, the timing of annual reviews, and the conduct of three-year re-evaluations. In addition, each IEP will be reviewed to determine the duration of services to verify compliance with the student's IEP or 504 plan. Progress reports will accompany report cards, and deans will discuss student progress relative to 504 plans and/or IEP annual goals at one-on-one meetings with teachers. General education teachers will keep a record of the accommodations and modifications that are to be made in the general education setting relative to instruction and testing.

At least twice a year, we will give all students a nationally normed assessment in the school's formative assessment program to gauge progress toward goals. This will include exceptional children as allowed in their IEPs. EC teachers will use the resulting information to determine areas of critical need for exceptional children and will make instructional decisions that positively affect these students' achievement. In addition to the nationally normed assessment, EC providers will use curriculum-based assessments and other data collection tools to monitor progress on IEP goals and objectives.

Communication on IEP Implementation: Parents will be provided progress reports on IEP goals and objectives consistent with the school's report card marking period. EC teachers also will discuss these progress reports individually with students. The Procedural Safeguards: Handbook on Parents' Rights from NCDPI will be provided to each student's parent or guardian as follows:

- Upon referral for EC testing.
- At least annually when we conduct an annual review of the student's IEP.
- Whenever there is a change of placement.
- Whenever a manifestation determination meeting is being conducted.

Related Services: Students with IEPs requiring related services (including speech, social work, physical and occupational therapy, etc.) will be provided such services consistent with their IEP. Services will be provided by properly certified and licensed therapists and providers who will be

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employed, contracted through an agency, or, if the option is available and desired, contracted through the local school district or other entity.

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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.*

NW Prep will have academic and operational goals that will help us fulfill our mission:

- By the end of the charter term, students at NW Prep will exceed the average performance of local district students by at least five percent on state assessments.
- Seventh grade students returning to NW Prep in eighth grade will successfully complete Math I and earn a 75% passing rate on the Math I end-of-course exam.
- Each year, following our first school year, NW Prep will, at a minimum, "Meet Expected Growth." Our objective is to exceed state standards of expected progress by the end of our first charter term.
- By the end of the charter term, students at NW Prep will exceed the average performance of local district students by at least five percent on state assessments.
- Seventh grade students returning to NW Prep in eighth grade will successfully complete Math I and earn a 75 percent passing rate on the Math I end-of-course exam.
- Each year, NW Prep will, at a minimum, "Meet Expected Growth." Our objective is to exceed state standards of expected progress by the end of our first charter term.
- Each year, following our fifth year of operation, NW Prep will meet or exceed the 4-Year Cohort Graduation Rate for the state.
- Each year, following our fifth year of operation, NW Prep will have a composite ACT score that meets or exceeds the state composite.
- For our first 4-year cohort graduating class, and each subsequent 4-year cohort class, 95 percent will be accepted to college.
- 100 percent of our graduating seniors will have completed 60 hours of community service.
- We will administer at least two interim assessments in ELA and math during the school year and adjust instruction to meet student need.
- All school leaders will participate in ongoing and timely professional development.
- All teachers will receive a full lesson observation within the first six weeks of school and will receive individual improvement goals based on that observation.

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- Each year, our school will receive an unqualified audit.

Evaluation Tools: The school will administer a norm-referenced assessment, such as NWEA, multiple times per year to measure academic growth for students in grades K-10. These assessments also will be used as a tool to improve instruction, allowing teachers and school leaders to gauge student progress, change instruction where necessary, and measure the effectiveness of those changes. As required by the NCDPI, a high school- and college-readiness exam will be administered to all 8th-graders with two primary purposes: 1) to provide students with feedback on competency strengths and gaps relative to students' career aspirations; and, 2) to offer insights into students' academic readiness for college. We will also encourage our high school students to take the ACT, the PSAT, and SAT, as well as a variety of Advance Placement (AP) Tests - which are nationally aligned college subject-area achievement tests.

Promotion/Retention: Our principals will be authorized to make initial grade placement of students at their respective campuses and have the final decisions regarding the promotion, acceleration, and retention of students. Our school leaders will work together to determine placement for a rising 9th grader who may not be ready to matriculate to high school. We expect our students to progress through one grade each year, but the practice of promoting students who have failed to master grade-level curriculum does not place them on a path to college, as noted in our mission. On occasion, it may be in a student's best interest to accelerate him or her more than one grade or retain him or her to repeat a current grade. If a parent or teacher wishes to consider a grade level change, a written request shall be provided to the principal. These criteria will be shared with families in our parent-student handbook.

*See overflow section for further detail.

*Continued from "Student Performance Standards."

If a student fails to meet the third-grade requirements of the NC Read to Achieve mandate, additional interventions and a personalized reading improvement and monitoring plan will be offered. If not proficient after these interventions, the student will be retained unless they meet a good cause exemption. Retained students will receive additional intervention support.

Any decision to retain an exceptional child will be determined by the principals, in consultation with the IEP team. EC students may not be retained based solely on their exceptionality, but retention may account for factors such as a student's ability to fit in socially and emotionally with their present grade level.

Exit Standards: Students will exit our school in accordance with the North Carolina Student Accountability Standards. Consistent with our mission, we believe strongly that students should leave our school prepared for college both socially and academically. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, the academic goals of our school, and our mission. Our Board is committed to meeting the needs of students who are at-risk academically. Our model has a robust formative assessment program to

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quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

Attribution: NHA, PrepNet

Student Conduct:

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

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

Be sure to include:

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

Promotion of Effective Discipline: Time spent on student discipline is not spent on student learning. The philosophy behind our discipline policy is to create and maintain a culture committed to individual student achievement. We will adopt, implement, and sustain school-wide behavior and classroom management practices rooted in student engagement, and aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support (PBIS) model. Our K-8 program will include a six-level color-coded, school-wide behavior management system to ensure positive behaviors are reinforced. Teachers and staff will consistently reinforce positive behavior using strategies such as relationship building, classroom motivation systems, development of social contracts, precise praise of positive behavior, and individual student affirmations.

Teachers will also have Positive Behavior Replacement Plan (PBRP) tools. This is a collection of 30 mini-course packets - available online - that serve as a resource for teachers on student behavior issues. This information helps students understand the consequences of their behaviors, why they are not acceptable, and how they can change. Specifically, the program:

- Fosters dignity and respect for students.
- Gives students positive behavior alternatives.
- Saves time dealing with negative behavior issues.
- Reduces school suspensions due to negative behavior.
- Helps students facilitate positive change.
- Instills in students an awareness of current and future consequences that their actions have.

Our moral focus programming is designed to help create an environment that is conducive to teaching and learning and encourages students to manage

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their own behavior and develop strong moral character. We expect behaviors such as cooperation, respect, and compassion will replace apathy, bullying, and a disregard for authority.

Equitable Application: We will ensure our program is equitably applied to all students at NW Prep, while remaining mindful of individual student needs. The system clearly defines examples of behaviors at each level and appropriate consequences, and details of incidents will be recorded in our student information system to help ensure that all behavior incidents are noted and treated consistently and that these records are available to parents. Teacher observations and feedback ensure consistency from student to student and from classroom to classroom which in turn will create a familiarity of the rules among all students.

Professional Development: We will provide professional development designed to help school leaders and staff build positive, productive, and trusting relationships with students. This includes training on PBIS and PBRP before the start of the school year, with ongoing support throughout the year in the form of additional professional development, e-learning, virtual classroom instruction, observations with feedback and coaching, and video modeling. Teachers will learn strategies to establish safe and orderly classrooms, reinforce positive behaviors, address problem behaviors, and encourage students to take responsibility for their actions.

Offenses; Application to Exceptional Children; Due Process: Our parent-student handbooks will include information on major aspects of the student discipline policy, including offenses eligible for disciplinary action. We anticipate producing two handbooks for our school - one for our K-8 families, and one for our 9-12 families, due to the unique aspects that need to be addressed in each cohort. We will follow federal and state laws as well as NCDPI policies to ensure that due process and grievance procedures are followed whenever suspending or expelling students with disabilities or suspected disabilities is considered. These processes will be further detailed in an EC handbook provided to our staff by NHA and PrepNet.

Attribution: Board, PrepNet, NHA

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Section III: Education Plan Concerns and Additional Questions

How does this model improve student achievement? What, specifically, is done by the teachers to assess student achievement?	Jennifer Gnann	Instructiona
Based on Appendix B2 Algebra, Geometry and Algebra 2 will be taught. Currently NC requires NC Integrated Math 1, 2, and 3. There are also not a lot of elective offerings for potentially 900 high school students. How will North Wake Prep educate the student who is not college-bound or who has learning difficulties?	Sherry Reeves	Instructiona
How will you support your Beginning Teachers with discipline in a classroom of 28 students?	Brian Smith	Instructiona
How well do the two curriculum standard formats blend together especially in the transition year of eighth grade to ninth grade? How will staff be compensated for the longer hours?	Brian Smith	Curriculum a
Classroom size is larger than state recommendations. If area schools are overcrowded, how do these large classes offer something different? Will assistants be utilized in all grades to offset these high numbers? 1:1 laptop program for high school is a great tool for delivering content to students but keep in mind that not all students can learn in this mode. Have you considered the Career and College Promise program with a local community college, where students can earn college credits while in high school? Students must earn a "C" or higher to earn credit for a course? Why is promotion from one grade to the next in high school based on lower credits? Are courses yearlong or semester? How many courses will a high school take each year? What is meant by the statement: "all courses required for graduation must be taken at the school (or a school that the school recognizes in case of transfers). What school's will be "recognized"? Will North Wake not accept high school students who do not plan to attend a 4 year college? Applicant states that students must complete an application for acceptance into a 4-year college. Explain high school block schedule (6 classes on Mondays and Fridays but only 4 classes Tuesday-Thursday) with every class meeting 4 times/week.	Sherry Reeves	Curriculum a
How will "moral education" be taught? It is mentioned how it will be integrated, but not discussed how it will be integrated. How are teachers compensated for the additional work days and extended days? The goals state that 8th graders will complete Math I. Why is it a part of the HS curriculum? How does the NHA curriculum compare with the PrepNet curriculum? Will students be able to make a seamless transition?	Jennifer Gnann	Curriculum a
Appendix B2 shows that 9th grade students will have the opportunity to take Algebra 1, but earlier in the application it states that all 8th grade students will take Algebra 1. If this is the case, why offer Algebra I in 9th grade? More clarification is needed on the modified block schedule. How will seat time be met on this schedule?	Shannon Sellers	Curriculum a
With class size for K-12 being 25 (K) and 28 (1-12) how will teachers be able to meet the high expectations using small group instruction and blended learning? If you are not allowing high school students to "move to the next level" without a grade of a C or greater at the end of the semester how will this impact your academic goals as well as your ability to maintain a strong high school population of students? AP classes are academically challenging. How will your rere Content Electives (Appendix B2) needs clarification on course offerings. quirement of every high school student to take two AP classes be effective especially for students with IEPs or 504s or other academic challenges? Will there be a contingency plan for students who made need it? How will modifications be made for students who enter in grade 10 but have not met	Jessica Kelly	Curriculum a

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the 9th grade requirements; looking into the future how will you meet the graduation requirements for students who have attended other high schools prior?		
Applicant states that possibly 10-15 % of students will be exceptional children. Does the instructional model work with this population?	Sherry Reeves	Special Prog
How will students with most severe academic needs be assessed weekly? Using what instrument? How will this be monitored?	Jennifer Gnann	Special Prog
8th grade students will be required to take Math I. What if there are students who are not ready for Math I? Will they also be instructed on 8th grade Math standards since they must complete the 8th grade math EOG? How will community service hours be monitored? NC requires 10th graders to take the PreACT and 11th graders to take the ACT. Will the school help students with the costs of AP exams since it is requiring AP classes?	Sherry Reeves	Student Perf
High school students should be more than encouraged to take the ACT as it is required for all juniors in NC. Explain the statement: "Our school leaders will work together to determine placement for a rising 9th grader who may not be ready to matriculate to high school."	Jennifer Gnann	Student Perf
In stating your goals you use math 1 but in your appendix you state math 1 as algebra 1. Question will you be using the common core curriculum? Will you put any measures in place to track the first four-year cohort graduating class and each subsequent four-year cohort class after they've been accepted to college. Several years ago are concerned with getting students into college and now we are faced with not just getting them accepted but also having them equipped and prepared for a successful freshman year.	Walter Finnigan	Student Perf
The applicant states they will encourage high school students to take the ACT, but the ACT is required by NC for all juniors.	Shannon Sellers	Student Perf
Further explain the discipline as related to EC students. Much discussion was had about positive behavior. What happens when the behavior isn't positive? Further explain the policies around discipline, suspension, and expulsion.	Jennifer Gnann	Student Cond
Clairity is needed on the "Offenses -Application to the Exceptional Children." What does that mean? Dicipline concerns do not qualify a student for Exceptional Children.	Shannon Sellers	Student Cond
What behavior plan/student conduct guidelines will there be for grade 9-12? Application indicates PBIS being used only for grades K-8. What will the process be for students who violate the student conduct and discipline procedures? How will processes differ for students with IEP/504s with student conduct and discipline?	Jessica Kelly	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Sherry Reeves	Pass
Tammi Sutton	
Brian Smith	Pass
Shannon Sellers	Pass
Steven Walker	Pass
Walter Finnigan	Pass
Becky Taylor	
Robert McOuat	Pass
Jennifer Gnann	Pass
Glenn Allen	
Phyllis Gibbs	
Jessica Kelly	Pass
Anthony Helton	Pass

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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: North Wake Preparatory Academy, Inc.

Mailing Address: 1035 Lake Royale, Louisburg, NC 275

City/State/Zip: Louisburg NC 27549

Street Address: 1035 Lake Royale

Phone: 919-357-4649

Fax: 919-357-4649

Name of registered agent and address: Hilda A. Parler; 1035 Lake Royale, Louisburg, North Carolina, 27549

FEDERAL TAX ID: 81-3748488

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)
 No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

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

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Carter Harrell	Treasurer	FRANKLIN	Vice President/ Branch Manager - Fidelity Bank		
Hilda Parlér	President	FRANKLIN	Real Estate Agent		
Lauren Loomis	Director	WAKE	Project Manager - Infinite Network Solutions		
Lisa Kane	Director	WAKE	Founder/President of Non-Profit. Real estate agent		
Richard Wright	Secretary	WAKE	Attorney/Vice President		
John Ferrie	Vice President	WAKE	Vice President - IT		

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.*

We have significant experience starting and overseeing public charter schools. We have a diverse array of skills and backgrounds, including finance, legal, business operations, technology, and, of course, education.

It is our Board's responsibility to oversee the successful execution of our mission, in compliance with the charter agreement, and to act as fiscal stewards for NW Prep. We have the responsibility of promoting school goals, and will do so by adopting and implementing policies that ensure effective governance, transparency, and communication among the Board, school leaders, parents and families, NHA, and PrepNet. We will monitor progress toward our goals and make appropriate changes within the school to achieve these goals. We will ensure that NHA and PrepNet are providing appropriate instructional, financial, academic, and management services and expertise, and we will review and approve the annual budget to ensure an appropriate level of funding is maintained to achieve our academic goals.

We will be a Board focused on governance while our management partners focus on day-to-day operations. We will govern an excellent school by ensuring that: students are learning, funds are appropriately managed, and that NW Prep complies with all applicable legal requirements and conducts necessary

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financial audits. We will also use third-party experts to perform programmatic evaluations as necessary, to provide the Board a robust and diverse body of information to consider in the governance of NW Prep. We have also hired legal counsel, from the firm Nelson, Mullins, Riley, and Scarborough, LLP to advise our Board.

Roles and Responsibilities: Our Board will:

- Articulate, maintain, and drive our mission throughout the school community.
- Hold NHA and PrepNet accountable for the efficient and effective operation of the school and for the achievement of academic goals.
- Review and approve the school's annual budget and ensuring that proper financial procedures are in place and effectively implemented.
- Review, approve, and monitor progress toward academic, financial, and operational goals.
- Review and approve school policies.
- Ensure that sufficient enrichment programs are created to supplement the education program.
- Appoint officers and committees as needed.
- Adopt, amend, and repeal bylaws as needed.
- Develop and maintain effective relations with NCDPI and the Office of Charter Schools.
- Ensure that meetings are conducted in accordance with open meetings laws and in compliance with conflict of interest and public records laws.

We are confident that our management partnerships will deliver an educational program that will serve students well, become an asset to the community, achieve our charter goals, and fulfill our mission. It is our responsibility to ensure that happens.

Our management and staff will provide us with the information needed to assess all aspects of the school's performance.

Hiring Lead Administrators (Principals): We plan to have a principal for our K-8 program and a principal for our 9-12 program. We believe this arrangement will be best, as we can recruit two leaders with the unique skills sets needed for each grade cohort. Under our partnership arrangements, teachers will be jointly employed by our Board and K-8 school leaders and other non-teaching staff will be employed directly by NHA while the 9-12 school leaders will be employed by PrepNet. Both NHA and PrepNet have experienced school leadership recruitment teams that identify and evaluate school leaders for their skills, experience, and personal attributes. Thus, while our principals will report as employees directly to PrepNet or NHA, the principals will be responsible for regularly reporting about the school to our Board. We will hold our principals accountable, along with PrepNet and NHA, for our school's performance. Appendix E presents an organization chart outlining our governance structure.

Attribution: Board, NHA, PrepNet

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*

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success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Our Board has strong roots in Wake and Franklin counties - where we will likely draw our students. Our backgrounds in K-12 education, charter school governance, business, finance, management, non-profit foundations, technology, and law ensure that our governance team will have the high-quality and broad skill set we need to make NW Prep an academic and operational success. We also recognize the need for access to strong support from outside legal counsel, audit firms, and educational experts who can help monitor and review our program to ensure we are consistently improving.

Ensuring Educational and Operational Success: We fully understand and embrace our responsibility as a Board to govern NW Prep with integrity, oversee its fiscal and educational operations, and ensure that it fulfills our mission. This responsibility comes with the authority we need to make this happen: to adopt all needed policies and ensure their effective enactment; to make sure the school's educational program is implemented properly and is achieving its goals; and, to ensure that the school operates in ways that will achieve academic excellence. As we demand continuous improvement from our school, so do we expect our Board to become better at its responsibilities with each passing school year.

Evaluation of the School and the School Leaders (Principals): We will require our principals, NHA, and PrepNet to provide the Board with regular reports on student performance, assessment data, operational data, and any parent survey data. We will use this information to assess our school's progress towards our performance goals and performance of the principals. We will also contract with third party educational experts, as necessary, for an independent evaluation of the effectiveness of our management partners and school leadership in meeting expectations. Under the provisions of our Services Agreements with PrepNet and NHA, we maintain the authority to express reasonable dissatisfaction with the principals. If PrepNet or NHA have been given sufficient time to remedy a principal performance issue and there has been insufficient improvement, the Board can direct NHA to terminate the principal.

Additionally, our contracts allows us to terminate the partnerships with PrepNet and/or NHA at any time if we decide that is the best course of action for our school. Should we opt to terminate either agreement, we will retain the right to lease the school buildings for the remainder of the current school year and the next school year. Importantly, the per-pupil funding will continue to flow to us to fund school operations independently. This allows us to transition management to another company or to become more of an operational board and contract for the individual services we need.

Involvement of Key Stakeholders: Parents are one of the most critical stakeholder groups to consider in the success of NW Prep. Members of our Board exercise school choice. Our children are enrolled at district, charter, and private schools in the area, including WFCA. Some of our members intend to enroll their children if NW Prep is approved, thus ensuring the parental voice in our governance. We have also had preliminary discussions with key stakeholders in northern Wake County and there is support for our effort. Other key stakeholders in the school and the

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community will always be invited to attend our Board meetings, and we will actively solicit feedback from community groups.

Our Board membership has the experience and ability to make meaningful contributions and effectively govern our school. Qualifications for current and future Board members include passion for the effective, high-expectations based education of children, enthusiasm for this school and commitment to our mission, dedication to our community, and willingness to give the time and energy needed to undertake this important venture.

Attribution: NHA, PrepNet

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?*

Two members of our Board, Ms. Lisa Kane and Ms. Lauren Loomis, are the impetus behind our efforts to establish NW Prep. Ms. Kane and Ms. Loomis were struck by the quality of education their children were receiving at WFCA. The passion to expand this for other members of the community guided their efforts to establish Rolesville Charter Academy, which will open in the fall of 2017. It has also been the inspiration for the development of this proposal. The reason our high school will start with more classrooms in the ninth grade, than we have in the 8th grade, is so that rising 9th graders from the local charter schools will be able to continue their charter educations.

Ms. Kane and Ms. Loomis presented the concept to Ms. Hilda Parl, the president of WFCA, and together they recruited the remainder of our Board. Our original members sought additional members who had the background and expertise that could best ensure the sound planning, establishment, and operation of NW Prep. This included adding members with legal and technology expertise, to supplement the real estate, business, non-profit, and K-12 education expertise already in place with the original members.

As needed, our Board will seek new members who possess the experience and ability to individually make a meaningful contribution to the Board and to effectively govern the school. Qualifications for Board members will include an interest in children and their education, enthusiasm for the school and commitment to its mission, and willingness to give time and energy to the school. Board members' special expertise in such areas as finance, education, the law, business, and board governance will help address specific needs of the school. Board members must be willing and able to represent the community and interpret our community's needs and views, and demonstrate a commitment to represent the school to the community.

The Board will seek to anticipate vacancies to the greatest extent possible. For example, we will ask members to notify the Board President early in the year of the member's term expiration if he or she does not wish to renew his or her term. We will be proactive in recruitment for potential vacancies by maintaining a list of contacts and associates who may wish to serve on the Board. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws.

All potential new Board members will be required to submit to the Board a resume and complete a criminal background check. Nominees must receive a

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"yes" vote from a majority of the sitting Board members in order to be appointed to the Board.

Attribution: Board

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

Our Board will meet at least monthly. We will meet more frequently as needed, especially during our start-up phase.

Attribution: Board

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.*

Board Orientation and Training: Our founding Board members bring experience from serving on other governing boards. We have already begun training for our service as the Board of NW Prep. We have heard presentations from our legal counsel and an independent auditor on the requirements of non-profit charter school boards and our fiduciary responsibilities. Further, we have reviewed the charter school statute. We also plan to participate in the Ready-to-Open orientation process required by the Office of Charter Schools (OCS) and have conversations with board members at other PrepNet- and NHA-partner schools. Additional training for all current and future Board members will be generally structured around the three modules outlined below.

Module One will discuss, among other things:

- The governance model of the school, including board roles and responsibilities.
- Details about Board processes and procedures.
- The structure of Board meetings and the open meetings and public records laws.
- Information about the school's programs, systems, and policies.

Module Two will discuss, among other things:

- Parliamentary procedures and the role of Board members in the use of such procedures.
- A review of the school's bylaws and articles of incorporation.
- A review of the charter and delineation of responsibilities to the authorizer.
- A review of the Services Agreement with the school's management partner, including a discussion about roles and responsibilities of both the Board and NHA, autonomy of the Board and oversight of NHA, reports due to the Board, and termination procedures.
- A discussion of the lease and its provisions.

Module Three will discuss, among other things:

- Proper use of closed sessions and the limitations on items that can be discussed outside of public meetings.
- Structure of public comment periods at board meetings.
- Reviewing, approving, and overseeing school budgets.
- Allocation of board funds and their proper use.
- State assessments and their meaning, impact, and reporting and the

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school's formative assessment process.

- The School Improvement Plan process.
- Our student discipline policy and behavior management system.
- Our parent-student handbook.
- Resources available to the Board and the school through NHA.
- Parent satisfaction surveys.
- Annual reporting requirements.
- Crisis management system/protocol.

We will continue to seek training opportunities for the duration of our service. We will schedule a minimum of three to five hours of governance training for our members each year, and we will select programs that best meet the current needs of individual members and the school. Our Board plans to take regular advantage of the training opportunities offered through OCS. We understand that in the past, the OCS has made available a webinar-based series of training sessions that provide more than 15 hours of valuable training to Board members on various aspects of charter school governance.

We will seek support and advice on board governance training from a number of national and local sources, such as the Center for Public Skills Training, the National Charter School Resource Center, the North Carolina Association for Public Charter Schools, and our own legal counsel. We also will leverage our professional resources, including those our members can draw upon from their own experience, to ensure that we are considering a diverse set of viewpoints on effective governance. Our Board members will connect with board members at other existing charter schools, including NHA-partner schools, to discuss and share best practices in board governance.

Attribution: Board

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.*

Ethical Standards and Conflicts of Interest: Our Board will govern the school with an unwavering commitment to ethical practices. This definitive standard of behavior in governance also is held by our management partners. Pursuant to our bylaws, a Board member shall inform the Board of any actual or apparent conflict of interest with regard to any transaction contemplated by the Board. Conflicts of interest include transactions in which a member of the Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. The transaction may be approved only by a vote of the majority of Board members who have no conflict of interest. Our Board policies will also address conflicts of interest and nepotism.

Existing Conflicts of Interest: There are no known existing relationships of founding Board members that could pose an actual or perceived conflict of interest if this charter school application is approved.

Avoiding Actual and Perceived Conflicts: As noted, pursuant to the Board's bylaws, a Board member shall inform the Board of any direct or indirect conflict of interest related to any transaction contemplated by the Board. The Board will consult our legal counsel should any real or apparent

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conflict of interest ever arise. Our legal counsel will also provide support and advice as we review transactions for any actual and perceived conflicts of interest.

Criminal Background Checks: Our Board has also completed criminal background checks for our members and included those in Appendix F.

Attribution: Board

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

Our Board will be a governing board, with policies reflecting that role. Because of our school's management arrangement with NHA and PrepNet, we have access to established school policies that have been tailored to state and charter requirements, implemented, revised, and updated by those existing boards and their respective legal counsels. The policies have also been adapted by the newest Boards to meet the requirements of the state's Ready-to-Open process. The policies have been tried and tested in real situations at real schools like WFCA, which is a key benefit that provides our school with a head start on completing and validating many draft policies. These and other policies will be reviewed, discussed, and modified as necessary upon approval of our charter, and then they will be presented at a public meeting of our Board for comment and adoption. We expect that we will need to review, refine, and add policies for our high school grades and will do so prior to school opening.

All policies developed for and by our Board are drafted in alignment with our mission and our vision for the school, and our Board will manage these policies to ensure this alignment and compliance with all applicable law. At least annually, each policy will be reviewed by our Board and legal counsel, and any desired revisions will be put before the Board for discussion and action.

Attribution: Board

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, our Board does not intend to establish any formal advisory bodies, councils, or associations as part of our governance of the school. As needed, the Board will create committees (e.g., finance; school culture; etc.) to meet as a subset of the Board on specific topic areas and report back to the entire body at regular Board meetings.

Appendix E presents an organization chart illustrating the structure of the school, including the relationship among the Board, our management partners, the school leadership teams, teachers, and other staff.

Consistent with our strategy to engage parents in the educational lives of their children, we will facilitate the development of a parent organization at NW Prep. Our Board will ask that the parent organization support our mission and student body in all it does. We also will ensure that our parent organization has the necessary policies and procedures in place to stay in compliance with law, including those necessary for sound financial management.

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Attribution: Board, NHA, PrepNet

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

Parent Grievances: NW Prep will create an open environment for parents and will make every reasonable attempt to respond appropriately to parent concerns to resolve issues satisfactorily. Teachers will be the first line of communication for any parent and guardian concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with established guidelines for handling parent grievances. If parents are dissatisfied with the response from their child's classroom teacher (or if the nature of the complaint does not involve a teacher), parents may contact a designated school leader to arrange a meeting to discuss the concern.

On the rare occasion when speaking directly with a teacher or school leaders does not resolve the concern, parents may bring the concern to the parent relations department at NHA which will handle concerns for our entire K-12 program. The parent relations team is a unit dedicated specifically to help parents and guardians work with school leaders to address concerns and resolve conflicts. Parents have several ways to report a concern, including: calling the department using a toll-free number, which is provided in the parent-student handbook and made available from the school's main office; reporting concerns using the "Contact Us" page of the NHA website or by emailing NHA at its general contact email address (also listed in the handbook and available in the school's main office).

If these efforts do not resolve the issue to a parent's satisfaction, concerns may be brought to our Board. Parents may also contact the Board directly if they have concerns relating to a Board policy or decision, if there is a suspected violation of laws or the terms of the charter, or if parents have concerns about the school management or operations. Concerns brought to the Board may be presented verbally or in writing. The Board will address the concern at or before the next public meeting.

Employee Grievances: We will adopt a process to help staff resolve concerns or grievances. Deans will be teachers' first line of communication for addressing concerns; concerns about deans shall be addressed to the principal. As a second option, staff may contact a representative at PrepNet or NHA's service centers. Employees also may take advantage of a third option: an employee hotline that lets them provide feedback anonymously and is immediately escalated to the PrepNet and NHA service centers for review, investigation, and resolution. In the rare event that staff cannot resolve a concern by speaking directly with school leaders, by communicating with service center representatives, or by communicating through the hotline, staff may bring an unresolved concern to our Board.

We will create a working environment that allows administrators to make decisions sensitive to the needs of students, and we will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. Employment is on an at-will basis, and teachers will be jointly employed by the Board and our management partners. We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate, and that is how our school will be structured. Policies and procedures will be defined and put in place to handle unacceptable performance by teachers or school leaders, and in the event that performance is unacceptable and depending on the particular

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circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, suspension, or administrative leave. Employees will receive additional coaching when necessary because we want all employees to grow and succeed. If a teacher does not meet performance expectations or if there is a significant violation of policies or procedures, however, termination of employment may be recommended to the Board.

Attribution: Board, NHA, PrepNet

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.

Not Applicable

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

Name of the Company: PrepNet, LLC and National Heritage Academies, Inc.

Address: 3850 Broadmoor/3755 36th St.

Grand Rapids MI 49512

Website: <https://www.nhaschools.com/en/pages/default.aspx>;

<http://prepnetschools.com/>

Phone Number: 616-954-3083

Contact Person: Mack Moore

Fax: 616-954-3083

Email: mmoore2@nhaschools.com

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

We have done significant due diligence on available EMOs and CMOs and have partnered with PrepNet and NHA to build and operate NW Prep. Through our

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charter school start-up and operational experience, we are certain that this provides the best plan for success.

Best Educational Interest: PrepNet and NHA have strong academic records and lasting partnerships:

- A partner school board has never terminated a Services Agreement with PrepNet or NHA, reflecting long-term satisfaction by boards.
- PrepNet and NHA-partner schools have successfully applied for and been granted renewal of their charters on all but one occasion (in 2005, one NHA-partner school in New York was not renewed after failing to meet its goals).
- For the 2014-15 school year (the most recent data available), state test results show that NHA-partner schools outperform their local school district 78 percent of the time.
- On the NWEA MAP assessment, given to all 9th and 10th grade students in PrepNet partner schools, 73% of student met their individual fall-to-spring growth targets (where a typical school could expect 50% of students to meet their growth targets), and students on average grew by 230% in Reading and 270% in Math, where 100% is the expected growth for students over the course of one year.
- 100% of 2016 graduates at PrepNet partner schools were accepted to college.
- Seniors graduating in 2016 received over \$11.1 million dollars in academic scholarships.

Best Financial Interest: Our Board has investigated and appreciates PrepNet and NHA's solid financial footing.

- Consistent with our Services Agreements, PrepNet and NHA will fund and deliver our desired educational program even if public revenues are short of our approved budget. The organizations assume all of the risk, and our Board is guaranteed our ability to deliver the envisioned educational program.

Our Board has executed the Services Agreements and are certain they will serve us well.

Attribution: Board, NHA, PrepNet

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

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

Ms. Hilda Parlr serves as the Board President for WFCA, an NHA-partner school. Two other members, Ms. Lisa Kane and Ms. Lauren Loomis, have children at WFCA and also serve as the President and Vice President of RCA, an NHA-partner school scheduled to open in 2017. These members are the impetus for this proposal, and led board recruitment. We know our community needs more public school choice through conversations with friends and family, the media, and the large waiting lists at area charter schools.

While we have been thrilled with our work with NHA, and thought highly of PrepNet, prior conversations with both organizations concluded that neither was yet prepared to operate a 9-12 school in North Carolina. Offering high school grades was a non-negotiable aspect of our efforts to establish NW Prep. We did research on EMOs and CMOs that operate high schools and heard presentations from Charter Schools USA and Pansophic Learning. Both

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organizations had interesting programming, but we felt that neither was the right fit. Somewhat disheartened, we continued to inquire with PrepNet and NHA about their willingness to present to our Board. Our persistence paid off, and in August we heard a presentation from both organizations. It was then clear that PrepNet and NHA would be the best partners for our Board to pursue our mission.

The comprehensive model offered, including the turn-key delivery of facilities, curriculum, and staffing, coupled with rigorous academics and a robust moral focus curriculum, fit perfectly with our desires. Further, a high school model like PrepNet's is very attractive for our own children and we are certain other area parents will feel similarly.

While we are partnering with EMOs, NW Prep is our school. We must hold PrepNet and NHA accountable for our school's academic performance and financial integrity. We will not hesitate to separate from either organization if there is a failure to live up to our expectations.

Attribution: Board

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

Nationally, PrepNet and NHA-partner schools post impressive student success: PrepNet and NHA partner schools across the country have nearly perfect rates of compliance and consistently clean audits, demonstrating sound governance practices.

Highest and Lowest PrepNet Partner Schools: The highest performing PrepNet-partner school in 2015-16 was Canton Preparatory High School with reading, language usage, and math proficiency in the 81st to 89th percentile nationally as measured by NWEA assessment. The lowest performing partner school was Taylor Preparatory High School with 9th grade reading, language usage, and math proficiency between the 45th and 67th percentile at the end of 2015-16. The difference is attributable to the starting point of the 9th grade students as measured by NWEA. The Taylor Prep class of 2019 enrolled at the 31st percentile in math (growing to the 45th). Although starting the lowest, the Taylor Prep 2019 class had a growth rate over the 2015-16 school year in the 90th percentile nationally.

Highest and Lowest NHA-Partner Schools: On the spring 2016 NWEA assessment of math and reading, the highest-performer was Greensboro Academy with 91% proficiency. The lowest-performer was Regent Park Scholars Charter Academy (RPSCA) in Detroit, MI with 21% proficiency. The majority of students enter RPSCA well below grade-level proficiency. Additionally, like many schools in Detroit, RPSCA is struggling to maintain high levels of student attendance. NHA and the Board of RPSCA remain committed to improving student performance at the school. On the 2015 administration of Michigan's state test, RPSCA did outperform its local district, Detroit Public Schools, in most grades and subjects tested.

Research shows that on average students increase their academic performance each year they attend an NHA-partner school (CREDO, 2013). Results of the

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study found that as a whole, NHA-partner schools had a positive growth effect size of 0.04 in math and 0.03 in reading. According to CREDO, there is no EMO as large as NHA that also has a higher positive growth effect size. This demonstrates that when the NHA program is implemented with fidelity it generates above average educational results for students.

Attribution: NHA, PrepNet

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

Independence: We recognize that it is our Board that holds the charter and we are responsible for achieving our goals. We will hold PrepNet and NHA accountable for academic results. Because these organizations will manage our school operations, we will also hold both accountable for the fiscal and operational soundness of NW Prep.

The provisions of the Services Agreements and Lease Agreements we have allow us substantial autonomy to govern the school and to demand this level of accountability from PrepNet and NHA. We have retained independent legal counsel, will contract with an independent auditor for annual financial reviews, and we will arrange an external third-party expert evaluation of our educational program as necessary.

Our Lease Agreements, which are separate from our Services Agreements, guarantee that we can occupy the school facility for at least one additional full school year even if we terminate our management relationship with PrepNet or NHA (see Appendix I). This provides us the independence to dissolve either management partnership without jeopardizing the continued operation and housing of our school.

Each year, we will develop a School Improvement Plan (SIP) based on a top-to-bottom review of the academic performance and operations of our school. The SIP will include action steps to improve any element of school operations. In addition to responding quickly to the needs of our school community, the SIP serves as an additional accountability check for the Board on the performance of our management partners.

Structure: The Board will oversee PrepNet and NHA and, in collaboration with PrepNet and NHA, will oversee the principals. The K-8 principal will oversee the academic deans and the school's administrative staff. The 9-12 principal will oversee the assistant principal and select other staff. Our Board will retain the authority for the hiring and firing of teachers.

Attribution: Board, NHA, PrepNet

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

The relationship among school employees and our management partners is detailed in our formal Services Agreements. K-8 teachers will be jointly employed by the Board and NHA. 9-12 teachers will be jointly employed by the Board and PrepNet. The K-8 school principal, deans, and other non-teaching staff will be directly employed by NHA. PrepNet will directly employ the leadership and non-teaching staff in our grades 9-12. We have reviewed the Services Agreements with our legal counsel and sought advice about this

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arrangement, determining it is in the best interest of the school. We will work closely with both organizations to ensure we have the right school leaders, teachers, and other staff in place to achieve our mission.

As outlined in our Services Agreements, we will require PrepNet and NHA to recruit highly qualified teaching candidates for the principals' recommendation and the Board's review and eventual determination of employment. Our Board maintains the authority to express dissatisfaction with the principals, providing PrepNet or NHA sufficient time and support to remedy any identified issues. If insufficient improvement results, the Board can direct that the principal's employment be terminated.

The excellent benefits package, competitive salary structure, and quality retirement plan offered by PrepNet and NHA will serve to attract excellent educators. Additionally, our school will benefit from both organizations' substantial and professional teacher-recruitment efforts. In particular, PrepNet will benefit from NHA's established teacher recruitment networks in North Carolina, to ensure we have high quality teaching staff in our 9-12 program. Our Board is very impressed with the staff at WFCA and the positive reputation generated in our community.

Attribution: Board, NHA, PrepNet

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

Our Services Agreements require PrepNet and NHA to keep NW Prep in compliance with our charter at all times. This includes a mandate to achieve our performance objectives.

Annual Evaluation Metrics: Accountability metrics expected to be used to hold both organizations accountable for academic, operational, and financial results include:

- Academic growth, proficiency, and achievement goals (outlined in the "Goals" section of this application).
- Operational target goals, including on student attendance (at least 90%), parent satisfaction (90% or higher with at least 50% of parents responding to the satisfaction survey), and fiscal soundness (an unqualified audit annually).
- PrepNet and NHA will be required to work with school leaders to perform a comprehensive annual review of the school's education program, developing a formal, action-specific SIP provided to our Board for review, input, and approval.
- The Board will conduct a formal performance review of PrepNet and NHA on a regular basis.

Contract Termination: Our Services Agreements provide the authorization and ability to terminate our partnerships prior to the end of the term of the agreement (which is designed to run concurrent with the charter term), with or without cause, with 90 days' written notice. We also may terminate the agreements if PrepNet or NHA fail to remedy a material breach within 30 days' notice - for example, failure to account for or make expenditures approved by the Board, failure to follow Board-approved policies, or receipt of an unsatisfactory performance rating for the school. If we terminate our partnership, our Lease Agreements will allow us to remain in the school

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facilities for the rest of the school year and to rent for another year at the existing rate. In any instance of termination, per-pupil funding aid will continue to flow to our school for the Board to finance school operations.

Attribution: Board, NHA, PrepNet

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

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

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

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

PrepNet does not currently operate any schools in North Carolina. In the 2015-16 school year, NHA operated eight charter schools in North Carolina. All eight maintained the following positive fund balances over the past three fiscal years (2013-14, 2014-15, and 2015-16):

- Greensboro Academy: \$23,362, \$43,514, and \$45,446
- Forsyth Academy: \$10,698, \$8,494, and \$8,402
- Research Triangle Charter Academy: \$43,013, \$31,616, and \$25,837
- PreEminent Charter School: \$37,622, \$41,352, and \$60,420
- Queen's Grant (K-8 program only): \$61,243, \$56,966, and \$57,581
- Summerfield Charter Academy: \$30,134, \$21,605, and \$36,523
- Wake Forest Charter Academy (opened fall 2014): \$11,446, and \$19,718
- Winterville Charter Academy (opened fall of 2015): \$24,900

Please note that the school audits for 2015-16 are not yet complete, figures included are thus unaudited. A significant benefit of our partnerships with PrepNet and NHA are the commitments to provide the initial and ongoing investment needed to ensure a successful opening. These investments will include securing facilities, making contributions to ensure that the educational program is fully implemented from day one, and committing to contributing (not loaning) further financial support if revenues fall short of expenses. Our Services Agreements clarify that PrepNet and NHA assume the obligation for all expenses, and thus assume all the financial risk. If expenses exceed revenues in any given year, PrepNet and NHA have the obligation to cover the shortfall. These partnership arrangements make the need for our Board to maintain a substantial fund balance unnecessary.

Through both the Services Agreements and Board oversight, PrepNet and NHA will be obliged to manage and operate NW Prep in accordance with the budget approved by our Board.

Attribution: Board, NHA, PrepNet

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

X Not Applicable

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

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Not Applicable

1. The proposed charter school will be governed by a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

We intend to replicate the success of East Arbor Charter Academy (East Arbor) and Arbor Preparatory High School (Arbor Prep), located in Ypsilanti, Michigan. East Arbor is a K-8 school operated by NHA and Arbor Prep is a 9-12 school operated by PrepNet. Each school has its own charter, but share one school campus. The majority of 8th graders from East Arbor choose to enroll at Arbor Prep through an articulation agreement. Arbor Prep also enrolls students from other area K-8 NHA-partner schools through articulation agreements, as well as other charter, district, and private schools. East Arbor and Arbor Prep represent the situation that is most similar to our plans for NW Prep, and the school's academic and operational results are strong.

East Arbor outperforms state and district averages on Michigan's state assessment. For the 2015-16 school year (the most recently available data), the school outperformed the state in more than half of subjects and grade levels tested. East Arbor also outperformed its local district on the state test in all but one subject tested.

Arbor Prep is also showing strong results. The school's average composite ACT score is 22. One hundred percent of the 2015 graduates were accepted to college. On the Michigan state assessment, Arbor Prep outperformed the state by 15 percentage points in ELA and its local school district by nearly 30 percentage points.

Both schools have maintained balanced budgets and earned unqualified independent audits each year. Both have remained in full compliance with all charter, state, and federal requirements. The success of these schools is further evidenced by the enrollment waiting lists maintained at each school. Parental satisfaction levels, as measured by annual surveys, student reenrollment rates, and teacher retention, are also high.

Our Board has spoken to PrepNet leadership familiar with Arbor Prep, and is scheduled to tour the facility in October of 2016.

Attribution: Board, PrepNet, and NHA

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

East Arbor has shown strong enrollment growth since its opening. Over the last three years the school has been fully enrolled with approximately 770 students in grades K-8. The school has maintained a waitlist of approximately 200 students. The school has maintained a similar racial and ethnic makeup since opening. For the 2015-16 school year, approximately 45% of the students were White, 36% were African American, six percent were Hispanic, three percent were Asian, and 10% were classified as other. Forty percent of the school's students are economically disadvantaged.

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Likewise, Arbor Prep has seen steady, but slower enrollment growth. The school currently serves approximately 400 students in grades 9-12. The school has maintained a similar racial and ethnic makeup since it opened. For the 2015-16 school year, approximately 39% of the students were White, 43% were African American, seven percent were Hispanic, seven percent were two or more races, and four percent were other. Approximately 30% of students are economically disadvantaged.

Attribution: Board, PrepNet, and NHA

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

Our founding Board universally recognizes the population growth and boom in school-aged children occurring in our community. We also recognize the strain this is putting on WCPSS district schools, the effect on academic performance there, and the expression by parents in our area for more high-quality public school choices. Our Board brings a passion to provide a new and excellent school choice to the area, and we bring a broad range of talent and expertise - including classroom and school administration experience, financial expertise, and more. As a group, we are committed to the effective governance of the new, high-quality charter school proposed here.

Our Board members work, live, and serve in the community, and we have a strong commitment to ensure that NW Prep becomes a significantly contributing member of our community. We believe that our Board and the design of NW Prep will help ensure that this happens.

We will also partner with two school management organizations that we know have the experience, capital, vision, and commitment necessary to complement our Board members' skill sets and to ensure the success of our school. PrepNet and NHA's track records on compliance with all reporting requirements and the history of sound audits at its partner schools assures the integrity of our managing partner.

Our Board members know our community, understand the educational needs of its families, and are deeply committed to the academic and social success of each student who enters our school.

Attribution: Board

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N

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.

At full enrollment, NW Prep is projected to have staff as outlined below, with total full-time equivalent figures noted. We anticipate adding primarily classroom teachers and the necessary support staff as we grow.

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Administration:

Principal: 2.0

Assistant Principal: 1.0

Deans: 3.0

Registrar: 2.0

Office Administrator: 2.0

Guidance Counselor: 1.0

Technology Facilitator: 1.0

Student Recruitment Specialist: 0.5

Instructional:

Core Content Teachers: 63.0

Electives/Specialty Teacher(s): 9.0

English Learner Teachers: 1.5

Intervention Paraprofessionals: 4.4

Exceptional Children Teacher(s): 7.5

Exceptional Children Aides: 4.6

Social Worker: 1.2

Recess Aide: 1.0

Substitute Teachers: 3.2

Total Personnel: 107.9

NW Prep will also have access to and benefit from many staff members at the PrepNet and NHA Service Centers who will provide back office support to the school. On our behalf, PrepNet and NHA will also contract for all additional necessary services, including food and janitorial services.

Staffing levels likely will be adjusted once students are enrolled at the school and additional needs are identified.

Attribution: Board, PrepNet, and NHA

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

To ensure effective instruction for every child every day, NW Prep will focus on recruiting and retaining excellent classroom teachers.

Recruiting: We will rely primarily on the strong candidate network and teacher recruitment capabilities of NHA, which has extensive experience staffing 83 charter schools in nine states. This experience, particularly in North Carolina, can also be leveraged by PrepNet to staff our high school classrooms. Importantly, our Board members' knowledge of and connections to the local community and its potential sources for teachers will supplement these efforts. Recruiting strategies among those to be used include:

- Traditional Recruiting: PrepNet and NHA are constantly seeking and screening potential candidates through traditional and digital marketing strategies, including job fairs, university career fairs, social media, advertising, and direct referrals. We will advertise online, in select local markets, and throughout the PrepNet and NHA networks of charter schools.

- Campus Relationships: On behalf of NW Prep, NHA will leverage its partnerships with colleges and universities (including NHA's relationships with the teacher education programs at NC State, East Carolina University,

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UNC campuses, and others) to tap pipelines of teacher candidates. This will give our school prime access to the best student teachers and the ability to hire new high-quality teacher graduates as soon as possible. NHA will involve PrepNet staff in these efforts to enhance the organization's exposure to North Carolina's excellent colleges and universities.

- Referral Networks: Recognizing that most teachers find teaching positions through referrals, we will actively pursue new teacher candidates through referrals from PrepNet- and NHA-partner schools around the country.

*See overflow section for further detail.

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

K-8 teachers will be jointly employed by our Board and NHA. 9-12 teachers will be jointly employed by our Board and PrepNet. School leaders and other staff will be employed directly by NHA and PrepNet (this employment relationship is specified in our Services Agreements. Our Board will require PrepNet and NHA to recruit highly qualified teaching candidates for principal recommendation and the Board's review and eventual determination of employment. Our Board will hold the school principals as well as PrepNet and NHA accountable for student academic performance. Our Board maintains the authority to express dissatisfaction with the principals, providing PrepNet or NHA sufficient time and support to remedy any identified issues. If insufficient improvement results, the Board can direct that the principal be terminated.

We have been advised that this arrangement complies with NC General Statute and was reviewed and approved by legal counsel for the Department of Public Instruction in 2012. Our partnership with PrepNet and NHA for the employment of school personnel allows our school to use comprehensive and time-tested systems to administer employee benefits, payroll, retirement programs, employment compliance documentation, and other human resource functions. This model is in place at other PrepNet- and NHA-partner schools.

Attribution: Board, PrepNet, and NHA

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

Hiring; Background Checks: Our Board and management partners will be equal opportunity employers. In addition to compensation, payroll, and employment administration functions, PrepNet and NHA will oversee all licensure and compliance functions. Our Board will adopt a background check policy that mirrors the legally required policy of WCPSS.

As noted above, teachers will be jointly employed by our Board and management partners. Teachers will be recommended to the Board for hiring by the principal and PrepNet and NHA will collaborate with and thoroughly brief the Board on personnel selected to fill school leadership positions.

Dismissing Personnel: Employment at the school will be on an at-will basis. We will create a working environment that allows administrators to make decisions sensitive to the demands of students, and that includes identifying ineffective staff, offering additional support to them, or terminating their employment as appropriate.

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In the event that the performance of an employee is unacceptable, and depending on the nature, degree, and circumstances of the incident or incidents, disciplinary action may be taken. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, suspension, or administrative leave. If an employee does not meet performance expectations after appropriate interventions, or if there is a significant violation of policies or procedures, employment may be terminated. Recommendations to terminate the employment of any teacher will be required to be presented to our Board for consideration and action.

Our employment policies and Employee Handbook will offer information on the corrective-action and termination processes.

Attribution: Board, PrepNet, and NHA

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

The school budget included in this application offers detail on the proposed salaries for all positions.

Teacher salary guidelines will be implemented that differentiate pay based on market rates and performance. Teachers' starting salaries will match the weighted average of districts surrounding NW Prep, ensuring that base pay is competitive in the market. Salaries will match the local market for the first three years, and beginning in the fourth year employees will be eligible for merit increases in their salary of up to four percent per year (additional increases may be available for truly exceptional teachers). Exceptional high school teachers may receive merit increases beginning year one. Combined with a generous benefits package, an emphasis on career progression with the support necessary to grow professionally, and a respectful and professional working environment, employment at our school will be a very attractive choice.

In our budget plan, consistent with recent teacher pay increases in the state and current local supplements, we projected an average salary for core content teachers of \$43,200 for financial planning.

NW Prep will hold staff accountable for success, measured by student academic growth and proficiency, and will have a pay-for-performance philosophy to appropriately recognize this success. Our school will use the "Total Rewards" compensation structure, and will reward staff who have the greatest impact on student learning and achievement. Components of the Total Rewards structure include: market increases for the first three years of teaching and merit-based salary increases after three years; competitive health insurance choices, including low employee-cost plans; retirement plan choices, including a 401(k) and Roth 401(k) with an employer-match component; life insurance; a tuition reimbursement program; and, employee recognition and reward programs.

Attribution: Board, PrepNet, and NHA

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

Grievances: NW Prep will enact a process to handle employee grievances. Our school leadership will be teachers' first line of communication for addressing concerns. Staff may also contact a representative of the PrepNet or NHA service centers dedicated to handling staff issues, and also may take

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advantage of an employee hotline that allows them to provide feedback and raise concerns anonymously. Concerns submitted through the hotline (online or by phone) are immediately reviewed by PrepNet or NHA staff. In the rare event that staff cannot resolve a concern by speaking directly with the school leaders, or by talking with service center representatives, staff may bring an unresolved concern to our Board.

Termination: Employment at NW Prep will be on an at-will basis. Teachers will be jointly employed by the Board and our management partners. School leaders will determine the staff structure based on skill, performance, and how to best serve the needs of students and will design support and/or training programs for ineffective staff, or recommend termination of employment as appropriate.

If the performance of an employee is unacceptable, and depending on the nature, degree, and circumstances of the incident or incidents, disciplinary action may be taken. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, suspension, or administrative leave. If an employee does not meet performance expectations after appropriate interventions, or if there is a significant violation of policies or procedures, employment may be terminated. Recommendations to terminate the employment of teachers must be presented to our Board for consideration and action. The school's Employee Handbook, provided to each employee on or prior to the first day of work, will offer information on the corrective-action and termination processes.

Attribution: Board, PrepNet, and NHA

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

No positions are expected to have dual responsibilities outside of the school. If it is necessary to have a position with dual responsibilities within the school, such as a social worker who is funded from the general budget and who also serves exceptional children through EC funding, we will ensure that the position is appropriately funded, that accounting is accurate, and that all compliance and reporting requirements are met.

Attribution: NHA

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.

Licensed EC teachers will be recruited to provide high-quality instruction for exceptional children. Other teachers will be available to provide academic support and the school will hire or contract with a school psychologist, occupational therapist, speech therapist, and social worker to meet the needs of students enrolling in our school. We will review credentials to ensure compliance with "highly qualified teacher" requirements, and ancillary staff will have state-required credentials before providing services. Each year we will examine the need for additional staff to meet the needs of exceptional children, ELLs, and gifted students. Our projected first-year budget includes funding for 7.3 full-time equivalent (FTE) staff to meet the needs of exceptional children; when fully enrolled, we expect to have 12.1 FTE EC staff. We also plan to start with 1.0 FTE ELL teacher, growing to 1.5 FTE, and will adjust that number based on student need.

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Attribution: PrepNet and NHA

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).*

As outlined in our Services Agreements, our Board will jointly employ teachers with our management partners. PrepNet and NHA will employ the administrative and non-teaching staff at NW Prep.

Principals: Our principals will be dedicated to fulfilling our mission. They must hold the unwavering belief that all children can and will learn. Qualified applicants will have a record of achieving significant student performance growth. Strong leadership and management skills and the ability to provide instructional support to teachers is required. The principals must be committed to and capable of developing school culture, promoting student achievement, and implementing school operations. Among the numerous responsibilities are:

- Evaluating the educational program for conformance to state, federal, Board, and PrepNet/NHA standards.
- Collaborating with our Board on hiring and evaluating teachers.
- Implementing tools for parent and community communication.
- Reporting school activities and academic achievement to our Board regularly.
- Establishing school procedures and systems.
- Monitoring the use of data in lesson planning and evaluating student academic growth.

Principal candidates will have a bachelor's degree (master's degree preferred) and three or more years' related experience and/or training or equivalent combination of education and experience. They will demonstrate exceptional language skills, mathematical skills, reasoning ability, and interpersonal skills and possess all administrative licensure as required by law. Further, the principals must:

- Demonstrate and model all aspects of the school-wide framework (K-8).
- Have teaching/administration experience (9-12).
- Have a background in computer technology (9-12).

Deans/Assistance Principal: The deans (K-8) and assistant principal (9-12) will share administrative responsibilities with the principals, and have the primary responsibility for:

- Personally mastering and modeling all aspects of the classroom framework (K-8).
- Building relationships with and among teachers and investing in the professional success of all staff.
- Coaching teachers toward instructional mastery.
- Holding teachers accountable to college readiness though development.
- Routinely analyzing student and grade-level cohort data to drive instruction, student growth, and professional development to ensure student needs are met.
- Promoting, modeling, and reinforcing all NW Prep procedures.

Deans and the assistant principal will have a bachelor's degree and a minimum of three years of experience in teaching or administration, or an equivalent combination of education and experience, and will possess administrative licensure as required by law. It is our desire that the

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assistant principal of our high school have teaching experience at the high school level. Deans and the assistant principal will exhibit superior language skills, mathematical skills, and reasoning ability, and will demonstrate an effective collaborative approach to mentoring and developing their direct reports.

**See overflow section for more detail.

*Continued from "Staffing Plans, Hiring, and Management."

- Career Fairs and Conferences: Recruiters and ambassadors will actively participate in local, regional, and national career fairs and conferences. This will allow direct contact with both new graduates and current teachers who are in the market for new employment opportunities.

- Workforce and Talent Pipeline Planning: NHA has a workforce planning function designed to assist our school in understanding the current local labor supply and demand in the area, helping us prepare for current and future hiring needs.

Retaining: The PrepNet- and NHA-partner school model includes systems and practices designed to motivate, engage, reward, develop, and retain high-quality school faculty and staff. School leadership will have multiple opportunities to recognize faculty and staff, including scheduled staff celebrations (American Education Week; Teacher Appreciation Week; National Charter Schools Week; etc.) and an employee rewards program called 'High Five' that recognizes and rewards teachers and staff quarterly for outstanding performance.

Importantly, our school's "Total Rewards" approach to compensation (see more detail below) offers a very strong benefits package and opportunity for merit salary increases for staff who have the greatest impact on student learning and achievement.

Attribution: PrepNet and NHA

**Continued from question 8 "roles and responsibilities."

Teachers: Teachers will have a demonstrated ability to:

- Communicate and work effectively with parents.
- Adapt teaching style to students' specific needs.
- Adapt to differences and changes in characteristics of students, programs, leadership, staff, and community.
- Use varied teaching methodologies to accommodate students' unique learning styles.
- Evaluate tests and measurements of achievement.
- Work effectively as a team member.

Teachers will be responsible to show capabilities in implementing the curriculum with responsibilities for:

- Coordinating with educational assistants.
- Maintaining current achievement level information.
- Assigning additional studies to students not meeting or exceeding achievement.
- Keeping accurate student records.

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- Establishing classroom procedures.
- Ordering supplementary education materials.
- Requesting parent volunteers.
- Reporting all education-related activities to the principal.

Teachers will have earned a bachelor's degree, be highly qualified, and have the appropriate teaching licensure as required by law. EC and ELL teachers and aides also will demonstrate knowledge about education strategies particularly suited to the student populations they serve, and be appropriately certified.

Attribution: NHA

Staff Evaluation and Professional Development

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

Due to NHA's developed systems, NHA will manage teacher licensure, professional development reporting, and compliance for our entire school, and will report this information to our Board and other entities as required.

Attribution: NHA

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

The management model that will be used by NW Prep has a robust and successful staff development structure designed to attract, train, and retain the highest-quality personnel.

Mentor: New teachers will be assigned mentor teachers to address daily questions and concerns. Scheduled meetings with mentors will provide ongoing support in curriculum, instructional practices, and classroom management. Mentors will also conduct periodic classroom observations and provide feedback to teachers directly after each visit to improve classroom instruction. New teachers will also participate in the North Carolina Beginning Teacher Support Program established for additional support.

Classroom teachers will work closely with their supervisor to target specific development needs. Each teacher will be observed weekly and meetings will be held with the dean to give feedback and coaching based on observations or other teacher-stated needs. Teachers will reflect on teaching practices, ask questions, and get coaching to address individual development needs aligned to our classroom framework teaching practices.

Retain: Several factors combine to support retention of excellent instructional staff. These include:

- Frequent, high-quality coaching around instructional practice.
- An extensive professional development plan and individual growth.
- Intentional tracking of high-performing teachers to greater responsibility, including as mentors, content leaders, and deans; outstanding deans are coached to become school principals.
- The "Total Rewards" approach to compensation, including performance-based

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raises.

- A school environment that promotes scholarly learning and a culture of building-wide respect for all students and staff.

Evaluate: Teacher performance will be evaluated using quantitative and qualitative measures in accordance with applicable law and policy. Our school will use a pay-for-performance compensation model, with performance measured by our management partners' evaluation tools and student achievement. All components are rated using a four-level scale: exemplary, effective, developing, and ineffective.

Each teacher will be formally evaluated once per year. Supervisors will use data from regular coaching sessions for the entire evaluation period to form the evaluation scores, and will discuss the results with each teacher during a one-on-one session. Supervisors will receive professional development training on how to properly conduct evaluations as a part of the comprehensive new supervisor training program.

Teachers' competence will be evaluated based on multiple observations, feedback, and coaching provided by deans. The regular observations and feedback, the mid-year check-in, and year-end evaluations will help define professional development goals for each teacher. Progress toward those goals also will be an element in evaluating teachers.

Attribution: PrepNet and NHA

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.*

Core Components: Supporting high-quality teaching, the instructional program at NW Prep will include clear expectations, regular observations, consistent feedback, and an intentional focus on developing teaching practices. Professional development will be integrated throughout our culture, beginning with an intensive orientation and training before the school opens for its first year. Other training will be prioritized and incorporated as a purposeful element of the school calendar, and will include:

- Formal training sessions.
- Mentors assigned to new teachers.
- Regular teacher feedback and coaching sessions.
- Creation of professional learning communities.
- Daily time for common grade-level planning.
- Weekly grade-level/subject area team meetings to support a common approach to instruction.
- Grade-level team meetings with the principal to ensure a unified school-wide approach to instruction.
- Grade-level and cross-grade-level team meetings also will be scheduled for teachers to share ideas for increasing student achievement.

Our management partners will provide teachers with access to a variety of learning opportunities including conferences, video libraries, web-based resources, e-learning, and dedicated curriculum and instruction specialists.

Effective Implementation: Our school leaders will be responsible for

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determining professional development needs and will work with PrepNet and NHA to develop a customized plan to meet those needs. Each year, leadership will undertake a comprehensive assessment of the educational program and operations of the school and develop a School Improvement Plan (SIP) that analyzes student achievement, the school environment, the teacher community, the parent community, and the administration. The SIP will provide a strategic action plan to meet identified needs, and both building-wide and individualized professional development efforts will be included as necessary to meet identified needs.

Attribution: NHA

- 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.*

To create the learning environment that we envision, we must provide professional development (PD) opportunities before our school opens. This PD will take three forms: school-based, content-based, and culture-based.

School-Based PD: All teachers will participate in school-based PD within their teams. In addition to the specific content covered, this will also provide an excellent opportunity for staff to build a culture and improve teamwork, which will transfer to a more welcoming school environment. This will drive our mission while the staff builds camaraderie and develops the systems, practices, and traditions that will make NW Prep unique.

Content-Based PD: Staff will also participate in regionally-based PD with teachers in other NHA-partner schools. Our high school staff will work with teachers at PrepNet-partner schools in Michigan as well as our K-8 staff.

All staff will be offered training on the principles of effective instruction and instructional strategies used to enhance learning. Each grade-level teacher will receive specific training in the use of the curricular tools, and ongoing training will focus on a positive and proactive culture and self-management of classrooms by training teachers how to promote responsible behavior, engage students in culture building, develop strong positive relationships, and focus on rewarding positive behavior.

Additional expectations for teachers and staff, including non-instructional processes and procedures, also will be reviewed. Finally, teachers will be provided with an opportunity to conduct grade-level planning with their colleagues. These days are designed to deepen knowledge around core concepts related to formative assessment.

New Teacher Orientation/Systematic Support: All new teachers hired prior to the start of school will participate in New Teacher Orientation (NTO), a multi-day immersion program designed to ensure buy-in to our school's mission and to address specific curricular and instructional needs. This training will be actively supported with ongoing coaching and additional training throughout the year.

Our K-8 teachers will learn in sessions aligned to the classroom framework,

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which is being implemented throughout NHA-partner schools to build a common approach designed to generate outstanding academic results. During NTO, teachers and school leaders will learn why these practices are effective and see how they play out in daily activities such as classroom management and instructional planning. Our 9-12 teachers will focus on the areas above, as well as on integrating technology into instruction, and delivering content in our advancement placement courses.

Culture-Based PD: To supplement NTO, new leaders and teachers will participate in additional school-based PD days prior to the start of school. This PD will communicate additional expectations, including non-instructional processes and procedures, and will provide new teachers with the opportunity to conduct grade-level planning with their colleagues. These days also are designed to deepen knowledge around core concepts related to the formative assessment process, classroom management, building student relationships, and school-wide behavior support systems. We believe that there should be no artificial limits to PD opportunities and have structured our school's programming to reflect that view.

Leadership Summit: Our school leaders will participate in NHA's Leadership Summit each summer. This will allow time to connect and network with leaders from many schools and share best practices. Staff will also benefit from presentations from national experts in education. Throughout the school year, our staff will participate in regional PD sessions that expand on the key learnings and takeaways from the Leadership Summit.

Attribution: PrepNet and NHA

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.*

Nothing has a greater impact on student learning than the presence of great teaching in every classroom. Our calendar, daily schedule, and staffing structure will incorporate significant professional development opportunities for teachers and leaders. To inform and develop these opportunities, our school leaders will use the results of school evaluations - SIP, the Board's review of NHA, parent and teacher perception surveys, and more - as the primary tools to project our school's professional development needs. School leaders, with support from PrepNet and NHA, will invest significant resources, both time and money (including available state and federal grant dollars), to provide robust and meaningful professional development opportunities.

As outlined in the question above, our staff will participate in NTO and Leadership Summit over the summer. A total of seven days are allocated for professional development during the school year, and will include focus time on EC and ELLs. In addition, our daily schedule will incorporate approximately 45 minutes of planning time for each classroom teacher. At least one planning period each week will be dedicated to meeting in grade-level teams, and 30 minutes of a planning period each week will be dedicated to a one-on-one meeting with each teacher's dean for feedback and to provide coaching for development. School leaders will schedule faculty meetings at appropriate times that do not impede teaching and learning, and teaching staff schedules will be established to permit cooperative and collaborative meetings with parents.

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The school's staffing structure meshes with the daily calendar to allow core-subject teachers both individual and common planning time while student instruction in "specials" - art, physical education, music, library/technology, etc. - is occurring. To support collaboration among peers, professional learning communities will be established that allow common grade-level planning during this time. Together, teachers will review the current week's lesson plans and plan upcoming lessons in ways that ensure common delivery and alignment with the school's curriculum. The school's calendar and staffing plan also allow regular grade-level and cross-grade level team meetings to be scheduled where teachers can share ideas for increasing student achievement and mentor one another.

NW Prep will provide robust professional development opportunities specific to instruction and services for EC students, including:

- The Individualized Education Plan (IEP) and its components.
- Comprehensive Exceptional Children Accountability System (CECAS) training.
- Effective instructional practices for students with disabilities, including its application to Common Core.
- EC team member roles and responsibilities.
- Student evaluation reports.
- Positive behavior supports and building relationships with students.
- Review of PrepNet and NHA's detailed special education manual.
- Mission, vision, and purpose of PrepNet and NHA's Division of Special Education.

Our staff will also participate in regional trainings provided by NCDPI.

Finally, our staff will receive significant support from PrepNet and NHA's special education team to ensure that we replicate best practices. This includes the use of detailed handbooks and processes for overseeing EC programming. Specifically, the handbook will provide guidance on confidentiality of records, accountability, discipline procedures, maintenance of effort, and more.

Attribution: PrepNet and NHA

Enrollment and Marketing:

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

Marketing Plan

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

Our school will design marketing and outreach efforts to ensure full enrollment, achieve a broad awareness throughout the North Wake area, and ensure that the school is a valuable part of the local community and an active contributor to its success. The school does not intend to serve a

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specific population of students; it will be marketed to all families, with the goal of attracting a student population that reflects the demographic composition of WCPSS and FCS. We do intend to establish articulation agreements with nearby K-8 charter schools, to provide parents and students access to a charter high school, a needed commodity in our community.

Board members' knowledge of the community and NHA's outreach expertise will form the basis of our school's marketing efforts. PrepNet will contract with NHA to deliver this service for our full K-12 program. Once notified of the recommendation for approval of our application, our marketing efforts will intensify and a dedicated local student recruitment specialist (SRS) with strong community knowledge will be hired before the opening of the school. The SRS will leverage the Board's knowledge and under the direction of an admissions manager lead grassroots marketing. This will include building community relationships with organizations such as: area daycare providers; local chambers of commerce; community businesses; area churches, temples, and other houses of worship; HeadStart and other community educational programs; and, youth activity centers.

Formal advertising efforts may include outdoor ads (municipal buses and bus stops, billboards, etc.), radio spots, television announcements, local and community newspaper ads, and/or internet media advertisements launched several months before the school's opening as needed. Our dedicated SRS and pre-opening marketing efforts will be at NHA's expense.

School representatives will host monthly enrollment information meetings for parents at locations convenient for broad community participation. These meetings will be promoted by various means such as direct mail, digital marketing, and grassroots marketing. At these meetings, parents will learn more about the school's mission, design, and overall academic program, and will have the opportunity to ask questions and engage the school's representatives in productive dialogue. The school also will host events specially designed for parents of exceptional children to provide a forum that allows these families to learn more about the school's EC services. These meetings will be an open dialogue, sharing information with parents about our school, but also hearing from parents about matters important to them. Feedback from parents and guardians will directly impact the type of before- and after-school programming hosted at our school, as an example.

Parents interested in enrolling their children will be invited to various orientation events to learn more detail about the curriculum and moral focus education emphasis, meet the school leaders and teachers, obtain information about the school's moral focus and AP programs, and learn how they can take an active role in their child's education. These events will also have a social component to encourage parents to come together to help us develop a vibrant school community even before the start of school.

As needed, multilingual representatives speaking the most prevalent home languages will be available at our parent information meetings to make sure we are able to converse with as many families as possible in their native language. Prior to these meetings, we will distribute school and meeting information in these prevalent home languages to area organizations that provide services to ELL families.

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Our dedicated SRS will also participate in community events to engage with families interested in learning about the school and enrolling their children.

Attribution: Board and NHA

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.*

Our plans for marketing NW Prep include broad outreach efforts as well as targeted efforts to students and families at K-8 charter schools in the north Wake County area. Importantly, the SRS (referenced above) will also work with our Board to establish articulation agreements with other area K-8 charter school boards, which may desire to provide a defined high school choice for their 8th grade students.

Customer Relations: To increase the effectiveness of communication with prospective parents, NW Prep will also leverage NHA's Customer Relationship Management (CRM) system. Parents of school-aged children are the school's most vital customer pool, and ensuring effective communication with them will be an important component to developing parental partnerships early, and to achieving full enrollment. Through the CRM system, we will engage prospective parents by managing all communication including email, texts, phone calls, and direct mail.

Web Presence: A dedicated school website will be developed that includes the following components:

- Information about the school and curriculum.
- Vision and mission statement.
- Profiles of our Board members and principal.
- Links to an online student enrollment application form.
- A referral and pass-along feature that will allow parents to tell others about the school.
- Links to a "Contact Us" form that allows potential parents to ask questions.
- Link to the school's social media sites.
- A schedule for upcoming parent meetings.
- Information on open houses and community events.
- Testimonials from parents, students, school staff, and others.
- Local news articles and stories about the new school and community.
- Newsletters with updates about school progress.
- Photos and commentary about the school building construction process.
- Links to job openings for teachers and other staff positions.

Communication with Parents before Opening: Our school is committed to maintaining an atmosphere of open dialogue between parents, school leaders, and teachers, and we will begin these partnerships as early as possible in the life of the school. As soon as we are notified of the approval of our

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charter application, we will begin building relationships with parents and informing them of our mission. Families will be contacted through a variety of practical methods to inform them about our school, the enrollment process, and how they can become involved in the school.

Engaging Parents: Parents will have two opportunities each year, including our first year, to complete a survey called "Voice of the Parent." This survey will be designed to ensure that parents' expectations and students' needs are understood and are being met. Voice of the Parent is designed to systematically drive action and accountability so that we remain parent-, student-, and community-focused. These surveys will be confidential, and the feedback received will be compiled into summary statistics for use at the school leadership and Board levels.

To encourage parents' presence and active involvement, both of our school buildings will include dedicated parent rooms. These rooms will give parents a place to gather and build relationships with one another, discuss matters of mutual interest, and take ownership in the school. The rooms will be equipped to provide parents access to online school materials and an online student information system that allows parents to monitor their children's academic progress, behavior, and attendance over the course of the year. Our student information system also will provide information related to assigned student homework, offer resources for homework assistance, present scores on various assessments and progress growth information, and post newsletters and school calendars. The system will be synchronized with teachers' monitoring of student progress, and will help remind teachers of previous and ongoing student needs.

Attribution: Board, PrepNet, and NHA

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.*

NW Prep will comply with applicable federal and state laws for admissions. We will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin, or any basis that would be illegal for a public school.

Open Enrollment Period (OEP): If our charter is approved, an OEP for the first year of operation will be established prior to June 30 and will be

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included in a notice of open enrollment. The OEP will not be shorter than 30 days. At a public Board meeting, we will confirm the notice of the OEP and the application process - designed to ensure that people most likely to be interested in the school are informed. On our behalf, PrepNet and NHA will widely distribute the OEP notice.

Applications: Applications will be accepted beginning on the first day of the OEP. If applications received during the OEP exceed offered seats in any grade level, a random-selection process (RSP) will take place. If applications received are fewer than offered seats in every grade level, all eligible applicants will be accepted.

Applications received after the OEP will not be eligible to participate in the RSP. If seats are available, late applications will be added to the end of the accepted list in the order received. If no seats are available, late applications will be added to the end of the waiting list or, if a late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment-preference category.

A list with the name of each student who submitted an application during the OEP will be created with the student's name, birth date, grade level, street address, and names and grade levels of any siblings who are also applying and/or are currently enrolled. From this list, an electronic card will be created for entry into the RSP. If siblings apply for the same school year, one surname card will be entered to represent all of the siblings applying. If that surname card is selected, then all of the siblings shall be admitted, except that siblings who are not multiple birth siblings may be admitted only to the extent that space is available. If a card is drawn and there is no space available in the appropriate grade, applicants will be placed on the waiting list in the order in which they are drawn. After the RSP is complete, late applications will be processed in accordance with the procedures above.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, that seat will be offered to the first student on the waiting list wishing to enroll.

Re-Enrollment: Students enrolled in the school will be eligible to re-enroll for successive years without entering the RSP. All applicants on a waiting list must re-submit an application to be eligible for enrollment.

Preferences: Once a student has attended the school, he or she will be given first preference to enroll for the subsequent school year. Children of members of our Board and children of the school's full-time employees also will be granted preference. After that, preference will be given to siblings of students re-enrolling at the school, as well as students coming to our school from other charters for which we have signed an articulation agreement. Our Board is still determining the best way in which to structure an articulation policy. We will work with our legal counsel and seek guidance from NCDPI on the development of this policy.

Withdrawals/Transfers: When a student withdraws, that creates an open seat to be filled by another student through the waiting list process outlined

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above. Students wishing to legally transfer into the school mid-year may submit a late application, which will be processed as outlined above.

Attribution: Board, PrepNet, and NHA

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

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

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

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

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools
 LEA #2 Franklin County 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 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000
Kindergarten	80	20	0	80	20	0	80	20	0	80	20	0	80	20	0
Grade 01	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 02	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 03	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 04	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 05	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 06	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 07	0	0	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 08	0	0	0	0	0	0	67	17	0	67	17	0	67	17	0
Grade 09	180	45	0	180	45	0	180	45	0	180	45	0	180	45	0
Grade 10	168	42	0	180	45	0	180	45	0	180	45	0	180	45	0
Grade 11	0	0	0	168	42	0	180	45	0	180	45	0	180	45	0
Grade 12	0	0	0	0	0	0	168	42	0	180	45	0	180	45	0
	830	209		1077	271		1324	333		1336	336		1336	336	

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Applicant will need to file for tax exempt status within 24 months.	Shannon Sellers	Tax-Exempt S
Will 2 principals be sufficient for the large student body?	Sherry Reeves	Governance a
What type of support is the Office staff receiving from PrepNet?	Jennifer Gnann	Governance a
I would like to learn more about PrepNet since they do not currently operate any schools in North Carolina.	Steven Walker	Proposed Man
Have NHA and PrepNet partnered together before? What is their track record when operating a K-12 school? How will the board assess the performance of the 2 EMOs? What happens if one partnership "works" but the other one doesn't?	Sherry Reeves	Proposed Man
Since a 990 is not available, what other evidence do you have that these schools you are replicating from are financially solid other than a statement that they have earned unqualified audits?	Jennifer Gnann	Charter Scho
Will one assistant principal be enough for Grades K-12 when fully enrolled?	Shannon Sellers	Staffing Pla
How will you maintain highly effective staff that are part time positions? Who will be monitoring the licensure processes of staff? Will all staff be required to be fully licensed prior to hiring?	Jessica Kelly	Staffing Pla
Will NHA also be ensuring the proper licensure for the 9-12 teachers; will this include AP course certification? How much time is built in to school calendar throughout the year for professional development? Is funding available for additional professional development for staff?	Jessica Kelly	Staff Evalua
How will teachers be compensated for professional development over?	Shannon Sellers	Staff Evalua
Why do you intend to lose students from K to 1st? What happens if you don't? What happens if you can't enroll that many high schoolers in your first year? (see question from earlier section regarding 8th grade)	Jennifer Gnann	Projected St
Enrollment projections are extremely high especially since overcrowding already exists in the area. Why not create just a high school and then replicate it in a few years?	Sherry Reeves	Projected St
N/A	Steven Walker	Weighted Lot

Reviewer	Score
Phyllis Gibbs	
Walter Finnigan	Pass
Becky Taylor	
Deanna Townsend-Smith	
Steven Walker	Pass
Robert McOuat	
Sherry Reeves	Pass
Anthony Helton	Pass
Glenn Allen	
Brian Smith	Pass
Jessica Kelly	Pass
Jennifer Gnann	Pass
Shannon Sellers	Pass
Tammi Sutton	

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V. OPERATIONS

Transportation Plan:

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

Aligned with Mission: NW Prep will work diligently to ensure that our school is accessible to all students and that transportation needs are not a barrier to attendance. We do not plan to provide bus transportation to the general student population, either directly or through contract with WCPSS. We do expect that many of our high school students will drive, and may bring younger siblings to our adjacent K-8 campus. We will ensure our drop-off and pick-up procedures are safe for all of our families, staff, and students. We will offer parents and guardians resources and support to coordinate their transportation needs, and we will provide transportation as required by an individual student's IEP or other applicable law.

Transportation Program: Our school will establish a program for parents called "RideFinder." This is an online tool, established in other NHA-partner schools with great success, which matches parents seeking to carpool with other parents. Parents log in to the school's website, enter their address, and automatically see other parents who have expressed an interest in carpooling and how near those families live. Both personalized and written training on the use of this program (including appropriate reminders of the assumption of risk when operating a vehicle) will be offered by the school to all parents of enrolling students. RideFinder streamlines the process of information gathering and provides parents instant access to carpooling options within their school community.

Asking parents to partner with us in transportation, paired with our dedication to having school staff greet students and parents during morning drop-off and afternoon pick-up, will provide students a transition between school and home that is comforting, safe, smooth, and welcoming. This approach also will allow staff an additional point-of-contact with parents, and provide parents with an additional opportunity to become a part of the day-to-day life of the school. This is the exact program in place at other NHA-partner schools in North Carolina. It has worked well, allowing students to arrive at school more focused on the activities of the day and with lower levels of anxiety and distraction than often attributed to school bus rides.

We recognize that this transportation strategy may not be a viable option for every family. Before the first day of school, we will work with parents to address and coordinate their transportation needs to ensure these needs are not a barrier to any child wishing to attend the school. In addition to the RideFinder program, school staff will work to identify and plan the use of public transportation options that are available, and if needed, make arrangements with private carriers. The school's budget also has built in \$10,000 to cover the cost of such transportation needs, which also may include transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

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Targeted Population: NW Prep will not be targeting a specific student population for enrollment, instead marketing to and serving students from across Wake and Franklin Counties. We will directly market to families in the area, but understand that those families are likely to live in a diverse geographic region. As noted, with the assistance of the RideFinder program families living near other families will be able to access all information needed for arranging carpooling or other transportation options. We recognize that our population may include students who have transportation needs, however, including students from outside the local area, and have budgeted funds to address those needs.

Aligned to Budget: Our transportation plan aligns with the budget plan which as noted includes an allocation of \$10,000 to cover special transportation arrangements. NHA will incorporate the RideFinder online parent tool into the school's technology network.

Attribution: PrepNet and NHA

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.

An appropriate school meals program will be established at NW Prep, and no student will lack a daily meal. As part of the daily attendance process, teachers will ask each child if he or she needs a lunch or if one was brought from home, entering the information into the student data system. If a student does not qualify for free meals or does not have enough money in his or her lunch account to purchase a meal, the teacher will notify the office so that a lunch still will be provided to that student; the school will maintain a discretionary account to be charged for this purpose if necessary to ensure that each student has lunch each day.

On behalf of our school, PrepNet and NHA will contract with a food-service provider to operate our program, following U.S. Department of Agriculture (USDA) procurement requirements and complying with Federal Regulation 7 CFR 210.16 and other applicable law. A hot meal for lunch will be offered daily, and a cold breakfast will be offered if needed. Students will pay a set price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program. NHA has experience in handling all the required aspects of these programs, and the Board will hold NHA accountable to ensure the efficient management of our school's breakfast and lunch programs. As necessary, we will look to the North Carolina Department of School Nutrition Services for resources in overseeing the compliance of our food-service program.

All meals will meet the nutritional requirements set by the USDA in accordance with the National School Lunch Program. Our food-service provider will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization.

We recognize the importance of providing healthy meals to our students, and

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our goal is to meet students' nutritional needs to ensure that they focus on the work of learning and not on their physical hunger.

Attribution: NHA

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$6,000.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$6,000.00
Property Insurance	\$25,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$250.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$1,000,000	\$100.00
Other	\$2,000,000		\$1,600.00
Total Cost			\$14,450.00

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

Health and Safety Requirements:

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

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

lisa.kane 09/12/2016

(Board Chair Signature)

(Date)

Facility:

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

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

In cooperation with our Board, PrepNet and NHA's real estate acquisition teams have begun an exhaustive review of area land parcels of the necessary size and features to accommodate one campus with two facilities - one for our K-8 students and one for our 9-12 students. The provision of appropriately designed facilities for our faculty and students is one of the most important aspects of our partnerships. With the explosive growth in our area, long K-8 charter school waitlists, lack of charter high school options, and WCPSS projecting a need to accommodate 20,000 more students in the next five years alone, the construction of new school facilities - built without the need for bond financing - will be a welcome, and likely necessary, addition to our community.

Acquiring a Facility: Once our charter application is approved, we will work with PrepNet, NHA, and the necessary municipalities to complete the land use approval process for the real estate we have identified. It is our goal to have two primary land parcels identified by the end of the 2016 calendar year, so we may share details on our real estate progress with the Charter School Advisory Board at a prospective interview in early 2017. NHA in particular understands the need to expedite land use approval and constructions processes in Wake County in order to open successfully in the fall of 2018. Our Board will be monitoring this progress closely to ensure we can do just that.

NHA and PrepNet will make multi-million-dollar up-front investments to cover land use approvals, construction, and construction-related costs. The school and our Board do not pay anything. The privately financed facilities will be built to house the entire planned K-12 academic program from day one, even though the schools will be launched with fewer grades. Although this strategy may be more costly for NHA and PrepNet, it is valuable to our school because it eliminates potential disruption to the academic program in future years from having to undertake additional construction while school is in session. The extra classroom space also allows for our school to manage small enrollment fluctuations in the early (and thus less predictable) years of our operations.

Being able to occupy facilities specifically designed for our planned educational program is a huge plus for our students and our faculty. Moreover, having a central location with separate facilities, will allow for a unified program, but also offer the amenities and, candidly, the separation between student age groups, that we think are critical for student emotional and academic growth.

Obtaining a Certificate of Occupancy: The Board, PrepNet, and NHA will ensure that we are in compliance with all building codes in the development of the facilities for our school. We will work with our local building department to determine, in a timely manner, if modifications to an existing facility must be approved by the North Carolina Department of Insurance for building code compliance. Our Board, PrepNet, and NHA will ensure that we receive educational certificates of occupancy from the local building department prior to our school opening.

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We also will ensure that we have insurance coverage for the facilities at or above what is required by applicable law. Our insurance quote in Appendix L includes coverage in all required areas. Some of these items are encompassed under the property insurance and umbrella policy specifications (such as boiler and machinery, real and personal property, fidelity bonds, etc.). Additionally, PrepNet and NHA will carry most of the required facility insurance coverage on the organizations' policies, as each will own its respective facilities.

Attribution: Board, NHA, and PrepNet

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

The facility cost is \$26.09/sq. ft. Given the single-use nature, leases that are contingent upon charter renewal, and PrepNet and NHA's full assumptions of financial risk, we are comfortable with this cost.

Attribution: Board, NHA, and PrepNet

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.*

Members of our Board have already begun working with PrepNet and NHA's real estate teams to create a list of suitable properties. Members of our Board are experienced working with NHA to secure land and build a school facility under tight timelines. We understand that NHA was scheduled to open three new partner schools in North Carolina for the fall of 2016. One opened on time in its permanent facility, a second opened in temporary facilities, and a third was pushed to a fall 2017 opening. We have discussed these challenges with NHA and have been adamant that more advanced work be done on our real estate and facilities efforts to ensure we do not experience similar delays.

To ensure that the schools' facility plans stay on track, it is our goal to have viable real estate identified in early 2017, prior to a prospective interview with the Charter School Advisory Board (CSAB). If we are fortunate enough to be recommended for approval by the CSAB, we will be in a position to complete the necessary due diligence on the land parcels, determine which parcel best suits our school, and purchase the land in the summer of 2017, following an affirmative decision by the State Board of Education. Construction would begin shortly after the land purchase. This timeline will provide us with at least six additional months of construction time - more than enough for PrepNet and NHA to complete our facilities, and importantly, limiting parent and student anxiety about the school opening timeline.

We need between 16 and 20 acres for our school facilities. This will include sufficient space for a play area, a play field, and adequate parking. Our K-8 facility will be approximately 48,500 square feet, and our high school facility will be approximately 55,000 square feet. Both facilities will include approximately 28 classrooms; student support rooms; art rooms; music rooms; media centers; gymnasiums; parent rooms; front offices;

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administrative spaces for school leadership; teacher workrooms; and, conference rooms. Our high school facility will also include science labs and a commons area for eating lunch and other activities.

Should we ever decide that the school management relationships we have are not providing the desired outcomes for our students and families, we will be prepared to terminate our Services Agreement(s). At that time we would begin looking for alternate school facility options, but, importantly, the school still will have continued use of its building. Under provisions in separate Lease Agreements, we are authorized to stay in the facilities for the remainder of any current school year, and PrepNet and NHA are obliged to continue to manage and maintain the facilities. Additionally, in our Lease Agreements we have the option to lease the facilities for a subsequent school year at the current rental rate. After that, we are free to purchase the buildings, negotiate new Lease Agreements (for which we would solicit advice from our independent legal counsel), or find another location(s) for our school. In such an event, the original list of potential sites from our initial property search will serve as a ready-made starting point for locating an alternate facility.

Attribution: Board, NHA, PrepNet

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will you "ride finder" help those students that do not have access to the internet?	Brian Smith	Transportati
How will not providing transportation hinder families from applying especially for those that rely only on public transportation? Will social workers be involved in assisting families with this process? How will not providing transportation impact the traffic on campus during drop off and pick up times?	Jessica Kelly	Transportati
No bus transportation plan for the school. Will the school then be accessible to all students?	Sherry Reeves	Transportati
Will the school have a lunch room or will students eat in classrooms?	Walter Finnigan	School Lunch
How will the 2 EMOs work together to build the two separate facilities?	Sherry Reeves	Facility and
If transportation becomes an issue will you be open to revisiting busing?	Anthony Helton	Facility and

Reviewer	Score
Walter Finnigan	Pass
Steven Walker	Pass
Shannon Sellers	Pass
Brian Smith	Pass
Tammi Sutton	
Sherry Reeves	Pass
Deanna Townsend-Smith	
Anthony Helton	Pass
Jessica Kelly	Pass
Phyllis Gibbs	
Glenn Allen	
Jennifer Gnann	Pass
Robert McQuat	
Becky Taylor	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 920 - Wake County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,873.23	830	\$4,044,780.90
Local Funds	\$2,340.00	830	\$1,942,200.00
Federal EC Funds	\$3,579.70	83	\$297,115.10
Totals			\$6,284,096.00

LEA #2 350 - Franklin County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,583.07	209	\$1,166,861.63
Local Funds	\$1,542.29	209	\$322,338.61
Federal EC Funds	\$3,579.70	21	\$75,173.70
Totals			\$1,564,373.94

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$5,211,643	\$6,695,005	\$8,304,798	\$8,462,484	\$8,546,433
-Local Per Pupil Funds	\$2,264,539	\$2,968,649	\$3,685,640	\$3,756,195	\$3,793,757
-Exceptional Children Federal Funds	\$372,289	\$586,164	\$710,204	\$720,344	\$726,898
-Other Funds*	\$2,110,229	\$760,345	\$425,160	\$431,027	\$434,443
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$9,958,699	\$11,010,163	\$13,125,802	\$13,370,050	\$13,501,531

***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.

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	2	\$90,000	\$180,000	2	\$92,250	\$184,500	2	\$94,500	\$189,000	2	\$96,850	\$193,700	2	\$99,250	\$198,500
Assistant Principal	1	\$65,000	\$65,000	1	\$67,000	\$67,000	1	\$69,000	\$69,000	1	\$71,000	\$71,000	1	\$73,200	\$73,200
Dean	3	\$55,600	\$166,800	3	\$56,800	\$170,400	3	\$57,900	\$173,700	3	\$59,000	\$177,000	3	\$60,200	\$180,600
Registrar	2	\$35,750	\$71,500	2	\$36,700	\$73,400	2	\$37,550	\$75,100	2	\$38,500	\$77,000	2	\$39,500	\$79,000
Office Administrator	2	\$29,800	\$59,600	2	\$30,550	\$61,100	2	\$31,350	\$62,700	2	\$32,150	\$64,300	2	\$32,950	\$65,900
Guidance Counselor	.5	\$45,000	\$22,500	.5	\$46,400	\$23,200	1	\$47,700	\$47,700	1	\$49,200	\$49,200	1	\$50,600	\$50,600
Technology Facilitator	1	\$41,200	\$41,200	1	\$42,400	\$42,400	1	\$43,700	\$43,700	1	\$45,000	\$45,000	1	\$46,400	\$46,400
Student Recruitment Specialist	.5	\$37,500	\$18,750	.5	\$38,300	\$19,150	.5	\$39,000	\$19,500	.5	\$39,800	\$19,900	.5	\$40,600	\$20,300
A - Total Admin and Support:	12		\$625,350	12		\$641,150	12.5		\$680,400	12.5		\$697,100	12.5		\$714,500
Instructional Personnel:															
Core Content Teacher(s)	40.3	\$43,200	\$1,740,960	51	\$44,100	\$2,249,100	63	\$45,100	\$2,841,300	63	\$46,500	\$2,929,500	63	\$47,700	\$3,005,100
Electives/Specialty Teacher(s)	5	\$41,700	\$208,500	7.3	\$42,900	\$313,170	8.3	\$44,000	\$365,200	9	\$45,100	\$405,900	9	\$46,300	\$416,700
English Learner Teacher	1	\$45,100	\$45,100	1	\$46,000	\$46,000	1.5	\$46,900	\$70,350	1.5	\$47,900	\$71,850	1.5	\$48,800	\$73,200
Intervention Paraprofessionals	3.4	\$19,400	\$65,960	3.9	\$19,800	\$77,220	4.4	\$20,200	\$88,880	4.4	\$20,600	\$90,640	4.4	\$21,000	\$92,400

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Exceptional Children Teacher(s)	4.5	\$45,000	\$202,500	5.5	\$46,200	\$254,100	6.5	\$47,300	\$307,450	7.5	\$48,700	\$365,250	7.5	\$49,900	\$374,250
Exceptional Children Aides	2.8	\$21,500	\$60,200	3.6	\$21,500	\$77,400	3.6	\$22,000	\$79,200	3.6	\$22,500	\$81,000	4.6	\$24,200	\$111,320
Social Worker	1	\$42,800	\$42,800	1.1	\$43,700	\$48,070	1.2	\$44,500	\$53,400	1.2	\$45,600	\$54,720	1.2	\$46,700	\$56,040
Recess Aides	.9	\$15,400	\$13,860	.9	\$15,700	\$14,130	1	\$16,000	\$16,000	1	\$16,300	\$16,300	1	\$16,600	\$16,600
Substitute Teachers	2.1	\$17,100	\$35,910	2.6	\$18,100	\$47,060	3.2	\$19,100	\$61,120	3.2	\$19,600	\$62,720	3.2	\$20,200	\$64,640
B - Total Instructional Personnel:	61		\$2,415,790	76.9		\$3,126,250	92.7		\$3,882,900	94.4		\$4,077,880	95.4		\$4,210,250
A+B = C - Total Admin, Support and Instructional Personnel:	73		\$3,041,140	88.9		\$3,767,400	105.2		\$4,563,300	106.9		\$4,774,980	107.9		\$4,924,750
Administrative & Support Benefits															
Health & Dental Insurance	11	\$9,410	\$103,510	11	\$9,860	\$108,460	11.5	\$10,320	\$118,680	11.5	\$10,870	\$125,005	11.5	\$11,460	\$131,790
Retirement Plan	11	\$1,470	\$16,170	11	\$1,510	\$16,610	11.5	\$1,530	\$17,595	11.5	\$1,560	\$17,940	11.5	\$1,600	\$18,400
Life & Disability Insurance	11	\$230	\$2,530	11	\$240	\$2,640	11.5	\$250	\$2,875	11.5	\$250	\$2,875	11.5	\$260	\$2,990
Workers Compensation	11	\$140	\$1,540	11	\$150	\$1,650	11.5	\$150	\$1,725	11.5	\$150	\$1,725	11.5	\$150	\$1,725
Fica/Medicare Tax	11	\$4,680	\$51,480	11	\$4,790	\$52,690	11.5	\$4,860	\$55,890	11.5	\$4,970	\$57,155	11.5	\$5,090	\$58,535
Futa & Suta	11	\$690	\$7,590	11	\$700	\$7,700	11.5	\$710	\$8,165	11.5	\$730	\$8,395	11.5	\$750	\$8,625
Tuition Reimbursement	11	\$390	\$4,290	11	\$400	\$4,400	11.5	\$390	\$4,485	11.5	\$400	\$4,600	11.5	\$410	\$4,715
Incentives/Stipends/Bonuses	11	\$4,290	\$47,190	11	\$4,360	\$47,960	11.5	\$4,290	\$49,335	11.5	\$4,350	\$50,025	11.5	\$4,420	\$50,830
D - Total Admin and Support Benefits:	88		\$234,300	88		\$242,110	92		\$258,750	92		\$267,720	92		\$277,610
Instructional Personnel Benefits:															
Health & Dental Insurance	59	\$9,270	\$546,930	74.6	\$9,660	\$720,636	89.7	\$10,140	\$909,558	91.4	\$10,730	\$980,722	92.4	\$11,380	\$1,051,512
Retirement Plan	59.9	\$750	\$44,925	75.3	\$760	\$57,228	90.5	\$780	\$70,590	92.2	\$800	\$73,760	93.2	\$820	\$76,424
Life & Disability Insurance	59.9	\$150	\$8,985	75.3	\$170	\$12,801	90.5	\$180	\$16,290	92.2	\$190	\$17,518	93.2	\$190	\$17,708
Workers Compensation	59.9	\$120	\$7,188	75.3	\$110	\$8,283	90.5	\$110	\$9,955	92.2	\$120	\$11,064	93.2	\$120	\$11,184

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Fica/Medicare Tax	62	\$3,000	\$186,000	77.9	\$3,100	\$241,490	93.7	\$3,200	\$299,840	95.4	\$3,290	\$313,866	96.4	\$3,350	\$322,940
Futa & Suta	62	\$520	\$32,240	77.9	\$530	\$41,287	93.7	\$540	\$50,598	95.4	\$550	\$52,470	96.4	\$560	\$53,984
Tuition Reimbursement	59.9	\$350	\$20,965	75.3	\$380	\$28,614	90.5	\$410	\$37,105	92.2	\$410	\$37,802	93.2	\$420	\$39,144
Incentives/Stipends/Bonuses	28.3	\$220	\$6,226	40.3	\$380	\$15,314	53.3	\$360	\$19,188	55	\$350	\$19,250	56	\$350	\$19,600
E - Total Instructional Personnel Benefits:	450.9		\$853,459	571.9		\$1,125,653	692.4		\$1,413,124	706		\$1,506,452	714		\$1,592,496
D+E = F - Total Personnel Benefits	538.9		\$1,087,759	659.9		\$1,367,763	784.4		\$1,671,874	798		\$1,774,172	806		\$1,870,106
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	100		\$859,650	100		\$883,260	104.5		\$939,150	104.5		\$964,820	104.5		\$992,110
B+E = H - Total Instructional Personnel (Salary & Benefits)	511.9		\$3,269,249	648.8		\$4,251,903	785.1		\$5,296,024	800.4		\$5,584,332	809.4		\$5,802,746
G+H = J - TOTAL PERSONNEL	611.9		\$4,128,899	748.8		\$5,135,163	889.6		\$6,235,174	904.9		\$6,549,152	913.9		\$6,794,856

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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
	Administrative & Support:					
Office:	Office Supplies	\$47,800	\$35,000	\$39,400	\$40,400	\$41,400
	Office Equipment	\$15,800	\$14,900	\$15,500	\$15,600	\$15,800
Facilities	Facility Lease/Mortgage	\$2,777,900	\$2,777,900	\$2,777,900	\$2,777,900	\$2,777,900
	Rent Of Equipment	\$11,500	\$13,300	\$15,100	\$15,700	\$16,200
	Maintenance	\$278,600	\$321,000	\$179,100	\$182,500	\$185,400
	Custodial Contract	\$124,300	\$127,900	\$131,800	\$135,700	\$139,700
Utilities	Telephone	\$15,800	\$21,000	\$27,500	\$28,900	\$29,800
	Electric	\$118,500	\$121,200	\$124,000	\$126,900	\$130,200
	Gas	\$19,400	\$19,700	\$20,200	\$20,700	\$21,300
	Water/Sewer	\$18,400	\$26,600	\$35,000	\$36,400	\$37,500
	Trash	\$9,300	\$12,000	\$14,700	\$15,100	\$15,400
Transportation	Transportation Plan	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Other	Administrative Support	\$169,000	\$384,100	\$870,628	\$821,698	\$746,975
	Contracted Services	\$19,900	\$13,100	\$13,500	\$13,700	\$14,200
	Facility Acquisition	\$225,900	\$0	\$0	\$0	\$0
	Child nutrition	\$208,800	\$246,200	\$281,200	\$284,600	\$287,000
	Insurances	\$44,500	\$46,800	\$49,100	\$50,100	\$51,100
	Legal And Audit	\$142,800	\$210,100	\$365,300	\$352,900	\$329,800
	Marketing	\$108,800	\$89,500	\$93,400	\$95,700	\$94,400
	Partner Relations	\$50,600	\$61,400	\$88,800	\$87,400	\$82,200
	Travel And Meals	\$29,200	\$34,700	\$40,400	\$41,700	\$42,900
	Other	\$80,100	\$80,300	\$80,500	\$80,700	\$81,000
	K - TOTAL Administrative & Support Operations	\$4,531,900	\$4,671,700	\$5,278,028	\$5,239,298	\$5,155,175
	Instructional:					
Classroom Technology	Technology Services	\$115,700	\$142,400	\$186,100	\$195,300	\$192,600
Instructional Contract	Staff Development	\$148,100	\$117,200	\$125,600	\$128,500	\$129,300
	Staff Recruitment And Retention	\$81,700	\$95,800	\$133,800	\$144,500	\$142,900
	Special Education Services	\$163,100	\$199,800	\$227,400	\$231,800	\$235,100
	Contracted Services	\$25,000	\$25,600	\$26,300	\$26,900	\$27,700
	Curriculum Development And Intervention Services	\$80,400	\$189,600	\$442,000	\$427,000	\$390,300

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	Other	\$23,200	\$26,300	\$29,500	\$30,400	\$31,400
Books And Supplies	Instructional Materials & Supplies	\$46,300	\$41,600	\$47,200	\$47,500	\$47,500
	Curriculum/Texts	\$416,300	\$158,700	\$163,000	\$110,300	\$111,900
	Printing & Copier Costs	\$16,800	\$19,200	\$22,000	\$22,500	\$23,000
	Student Assessments	\$56,400	\$59,300	\$68,600	\$71,500	\$70,100
Other	Instructional Equipment	\$89,600	\$97,800	\$106,100	\$109,600	\$113,200
	Field Trips	\$7,300	\$10,000	\$12,900	\$13,400	\$13,700
	Coaches, Officials, And Athletic Uniforms	\$28,000	\$20,000	\$22,100	\$22,400	\$22,800
	L - TOTAL Instructional Operations	\$1,297,900	\$1,203,300	\$1,612,600	\$1,581,600	\$1,551,500
	K+L = M - TOTAL OPERATIONS	\$5,829,800	\$5,875,000	\$6,890,628	\$6,820,898	\$6,706,675

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$4,128,899	\$5,135,163	\$6,235,174	\$6,549,152	\$6,794,856
M - TOTAL OPERATIONS	\$5,829,800	\$5,875,000	\$6,890,628	\$6,820,898	\$6,706,675
J+ M =N TOTAL EXPENDITURES	\$9,958,699	\$11,010,163	\$13,125,802	\$13,370,050	\$13,501,531
Z - TOTAL REVENUE	\$9,958,699	\$11,010,163	\$13,125,802	\$13,370,050	\$13,501,531
Z - N = SURPLUS / (DEFICIT)	-\$0	\$0	\$0	\$0	\$0

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

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

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

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

Provide the break-even point of student enrollment.

We plan to begin serving students in grades K-6 and 9-10 in the fall of 2018. Grades K-6 will serve approximately 604 students and grades 9-10 will serve 435, for a total of 1,039. In our second year we will add grades seven and 11. In our third year we will reach our full K-12 program by adding grades eight and 12. We will serve four classrooms of kindergarten students and three sections of grades K-8 once our school is fully enrolled. Importantly, we plan to operate more classrooms in each grade of our high school (approximately eight) in order to serve not only rising NW Prep ninth graders, but also to provide options for nearby charter schools students. Nearby charters include Wake Forest Charter Academy, Rolesville Charter Academy (opening fall 2017), Endeavor Charter School, and Envision Science Academy, as well as charters in the wider Raleigh metro area. We will also, of course, accept applications from any North Carolina student of appropriate age applying to our school.

Beginning each of our facilities with less than a full grade structure will allow us to grow slowly into our final grade configuration improving the overall culture of learning at our school. While we could begin with grades K-5 and nine, we believe parents with rising sixth graders are at a natural transition point, and middle school choices are limited. The same is true for tenth grade. We believe that some families, especially families recently enrolled in area K-8 charter programs may be willing to reenroll their tenth graders in our program. As reference in early sections of this application, we know too many families in our community that are struggling to find consistent school calendar options for their multiple children at different stages of their K-12 education. We want NW Prep to provide the quality education, culture, and stable learning environment that students need to succeed and families are demanding.

Because of the established demand for more charter school seats in our community, existing overcrowding, our ability to establish articulation agreements with area K-8 schools for our high school program, and the recent and forthcoming population growth, we know our school will fully enroll.

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*See overflow section for further detail.

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

Our Services Agreements provide funds to cover expenses that exceed revenues in the school's early years, allowing a phased growth for our school.

Our budget is conservative, and includes contributions from NHA and PrepNet of approximately \$1.8 million in Year 1 and \$400 thousand in Year 2. These are contributions - not loans - no repayment is required. These funds allow us to provide the full school facilities and academic programs in year one, even though we will start with fewer students. Beyond our second year, revenue is estimated to be sufficient to cover the school's operating costs.

Our agreements affirm PrepNet and NHA's commitments to provide revenue to meet the school's budgeted expenses if ever public funds do not cover our required needs. We have included a letter of financial commitment from NHA and PrepNet as Appendix M to further reinforce this commitment.

Attribution: Board, NHA, PrepNet

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

As described above, the budget projections in the first few years of operation include contributions - not loans - from PrepNet and NHA, with no financial repayment obligations whatsoever on the school or our Board. Contributions from our management partners are included in the line item 'other funds,' combined there with federal entitlement funds and a small amount of funds projected from food sales to students. Contributions are budgeted at approximately \$1.8 million in Year 1 and \$400 thousand in Year 2.

Attribution: NHA, PrepNet

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

17:1 - **See overflow section for further detail.

- 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.*

Our Services Agreements with NHA and PrepNet require both organizations to provide our school with all necessary staffing, school services, and back-office functions, including purchasing, accounting, business services, informational technology, data reporting, data warehousing, human resources, and payroll.

NHA and PrepNet will use the same standardized human resource, purchasing, and payroll software system to internally manage all transactions related to the personnel, purchasing, and payroll functions. This administrative infrastructure will support full compliance with generally accepted accounting principles. Our management partners effectively manage

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compensation, payroll, and compliance for approximately 5,500 school-based employees in nine states, and have the experience and efficiency to properly provide these services to our school. On behalf of our school, NHA and PrepNet will follow applicable state and federal law with respect to the selection of contractors and large purchases on behalf of the school, including competitive bidding or sole-source documentation as applicable.

Attribution: NHA, PrepNet

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

NW Prep will annually maintain a balanced budget. Our management partners have an established record of opening and operating nearly 90 schools in nine states, and at each school have ensured the establishment of the school's entire educational program, supplementing per-pupil funding with any needed additional contributions by NHA or PrepNet. Not a single PrepNet- or NHA-partner school has closed because of financial difficulties of any type.

No school has ever terminated its management arrangement with either organization. We believe that this is a testament to each school's Board, as well as PrepNet and NHA's ability to develop budgets and structures that provide the proper level of financial commitment. For us at NW Prep, these priorities include: a robust professional development program; a distributed leadership model that allows greater coaching of classroom teachers; a full curricular program - including advanced placement - that emphasizes the core areas of math, ELA, science, and social studies while also allowing for art, music, physical education, and other "specials"; and a meaningful moral focus program.

We will work diligently to ensure that the school is accessible to all students, and that transportation needs are not a barrier to any child attending the school. The school's budget also has built in \$10,000 to cover the cost of such transportation needs, including transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

The development of our school facilities and our Lease Agreements for those facilities supports that no funds from banks, other lending institutions, outside corporations, foundations, or other sources will be needed to cover our occupancy costs.

Attribution: Board, NHA, PrepNet

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.*

While a substantial reserve fund balance is not intended, the risk that such a reserve fund would be designed to mitigate is in large part borne directly by our operating partners. PrepNet and NHA are committed to providing the educational program we have proposed here according to the budget the Board approves, regardless of any fluctuations or shortfall in public revenue. Our partners are committed to providing both the initial investment needed to

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ensure a successful opening and the ongoing investment necessary to ensure that any planned educational programming need is fully covered in the budget, not just during our early years but in every year of our school's operation.

This support is detailed in our Services Agreements, which clarifies that PrepNet and NHA assume the obligation for all expenses, and thus assume all the financial risk. Because the obligation to cover planned costs is not our Board's, the need for the school to maintain a sizable fund balance is negated.

Through both the Services Agreements and Board oversight, PrepNet and NHA will be obliged to manage and operate the school in accordance with the budget approved by the Board, and expenditures during the academic year are not to deviate materially from the approved budget without advanced Board approval. Of course, as necessary the Board will review and approve amended budgets based on student need, and this could require additional spending, again which PrepNet and NHA are obligated to cover.

Should our Board ever decide that it is best for our students if we separate from either PrepNet or NHA, we will be able to continue leasing the facility and will have per-pupil revenue to fund our operations while we make decisions on how to replace management services or operate the school ourselves. And while there is no substantial surplus envisioned, there also will be no deficit because of the private funding commitment. Therefore our Board would not have any debt to cover should we ever terminate our partnership with PrepNet or NHA.

We recognize the guidance from NCDPI that schools show additional indicators of financial viability beyond the proposed Services Agreements with NHA. NHA-partner schools in North Carolina (as well as in the other eight states where NHA partners with local boards to operate schools) and PrepNet partner schools, consistently receive unqualified audits, meet total margin ratios, and do not carry long-term debt. No school partnering with PrepNet or NHA has ever been closed for financial reasons, and neither organization has ever walked away from a partnership with a school - even when enrollment or funding at the school has decreased.

In accordance with our Services Agreements, our Board will retain two discretionary expenditure funds to be used for Board-driven school purposes and programs. One fund will be used for supporting K-8 programming, and the other for supporting 9-12 programming. We are contemplating using these funds to create a fund balance and may set aside up to half of these funds each year to build an ongoing fund balance. We will revisit our fund balance needs after each year of operations as part of our annual evaluation of PrepNet and NHA. If, as we believe will occur, we are satisfied with the performance of our partner organizations, we will be comfortable choosing to reinvest these funds in the educational program at our school. Our budget with this application does not reflect this potential surplus, as we chose to project satisfaction with our programming.

Attribution: Board, NHA, PrepNet

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

Our budget assumes that no funds from banks, other lending institutions, outside corporations, foundations, or other sources will be needed. We plan for our school to start as a K-6 and 9-10 school and to grow over the next two years to a K-12 school. Our educational program will be fully established and implemented from day one nonetheless, and we recognize the wisdom of initially occupying facilities that have been constructed to house our full K-12 model.

Accordingly, PrepNet and NHA have pledged contributions sufficient to meet operating expenses above revenues received in the school's early years and will provide school facilities built to house our school at full capacity. Appendix M includes a letter of revenue assurances from PrepNet and NHA representatives, which further details the organization's initial and ongoing commitment to our school, and Appendix I includes our executed Services Agreements with both organizations, detailing the financing structure for our school.

Attribution: NHA, PrepNet

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

The school will not have assets from other sources. Through our Services Agreements, PrepNet and NHA will purchase and provide assets on behalf of our school.

Attribution: NHA, PrepNet

*Continued from "budget narrative question #1."

We did not establish a 'break-even' point between student enrollment and our budget. The requested size and phased growth for the school is accommodated both by our planned annual student enrollment and a pledge from our management partners to support the establishment of our complete educational program from day one. PrepNet and NHA have committed to contributing (not loaning) any funds necessary to cover expenses that exceed revenues in any given year, providing the school with the safety net we need on student enrollment projections. While we are confident that we will meet our enrollment estimates included here, and thus revenue projections, the pledge of support from our management partners assures our Board that we will never be in a position that requires cuts to our planned educational program.

Additionally, our partnerships helps to ensure that we will always have the necessary cash on hand to meet all short-term obligations - importantly, including faculty and staff payroll - even prior to receiving the state, local, and federal charter school funds due to the school. This is a

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Attribution: Board, NHA, PrepNet

**Continued from "student to teacher ratio."

Our anticipated student-to-teacher ratio will be approximately 19:1. The budget is not built on a specific student-to-teacher ratio; however, the main drivers for budget expenditures are the number and anticipated characteristics of students to be served, the number of classrooms in use, and overall operational costs of the school. As the school grows by adding grade levels and classrooms in the first few years, so too does the projected staffing. The planned staffing pattern allows for a concentration of core subject teachers while offering co-curricular classes (music, art, physical education, etc.), and provides for staffing for EC students. The staffing model and budget reflect this 19:1 pupil-to-instructional staff ratio in the school's charter term.

Core Content Teachers:

Y1-40.3; Y2-51.0; Y3-63.0; Y4-63.0; Y5-63.0

Music, Art, PE Teachers, etc.:

Y1-5.0; Y2-7.3; Y3-8.3; Y4-9.0; Y5-9.0

ELL Teachers:

Y1-1.0; Y2-1.0; Y3-1.5; Y4-1.5; Y5-1.5

EC Teachers:

Y1-4.5; Y2-5.5; Y3-6.5; Y4-7.5; Y5-7.5

EC Aides:

Y1-2.8; Y2-3.6; Y3-3.6; Y4-3.6; Y5-4.6

Intervention Paraprofessionals:

Y1-3.4; Y2-3.9; Y3-4.4; Y4-4.4; Y5-4.4

Enrollment:

Y1-1,039; Y2-1,348; Y3-1,657; Y4-1,672; Y5-1,672

Teacher & Aides: Pupil Ratio:

Y1-18; Y2-19; Y3-19; Y4-19; Y5-19

Attribution: PrepNet and NHA

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

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

Our Board will establish a fiscal management policy requiring adequate internal controls, and we will ensure that these controls are followed consistently by the school and by our management partners. Examples of internal controls surrounding our financial processes include the following:

- Regular review of payroll information and reconciliation to employee master file.
- An established signatory authority for bank accounts and monthly account reconciliation.
- Requirement for review and approval of purchase order requests.
- Monthly review of budget-to-actual detailed financial statements.
- Use of an integrated computerized accounting system that manages all purchasing, general ledger, grant accounting, fixed assets accounting, payroll, personnel and cash receipt/disbursements activities, and provides for segregation of duties.

Additionally, PrepNet and NHA have formal written policies for purchasing, accounts payable, travel, use of corporate credit cards, Board discretionary funds, principal discretionary funds, school money handling, deposits, and security. Our Board will review all of these policies with counsel, revise them as deemed necessary, and adopt all needed policies.

We will engage an independent auditor each year to perform a financial audit of the school. The audit fieldwork will be conducted in a timely manner to ensure that the audit report is completed by the state-specified deadline and will include tests of compliance with state laws and regulations. The audit expense will be included in the school's Board-approved budget.

Attribution: Board, NHA, PrepNet

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

There are no known related-party transactions that will occur at our school, nor do we foresee any possible related-party transactions. Our Board bylaws require the avoidance of conflicts of interest and we will also adopt a conflict of interest policy.

Attribution: Board

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.

Our Board is currently considering the following audit firms:

Name: BDO USA, LLP

Address: 5430 Wade Park Blvd Suite 208, Raleigh, NC 27607

Phone Number: 919-754-9370

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Name: Deloitte & Touche, LLP

Address: 550 S. Tryon Street, Ste. 2500, Charlotte, NC 28202

Phone Number: 704-887-1500

Name: Plante Moran

Address: 634 Front Ave NW, Grand Rapids, MI 49504

Phone Number: 616-774-8221

Attribution: Board

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
1 half-time counselor for >1000 students is not feasible. 5 elective teachers for >1000 students is also unrealistic. In general, personnel numbers seem too low for the number of expected students.	Sherry Reeves	Personnel Bu
What does a .9 or a .3 employee look like?	Jennifer Gnann	Personnel Bu
How do you have fractions of positions?	Brian Smith	Personnel Bu
Will some positions increase as student population increases? How were the initial number of positions predicted? Will all positions be re-evaluated based on student population and need ?	Jessica Kelly	Personnel Bu
Where was information obtained to project these numbers?	Jessica Kelly	Operations B
What is included in the \$29,400 line item for travel and meals for administration in the first year (to increase annually)?	Jennifer Gnann	Operations B
Legal and audit costs seem a little high.	Steven Walker	Operations B
How is "other" in the other operations budget spent?	Brian Smith	Operations B
Why is custodial contract so exorbitant? Transportation budget too low. What is included in contracted services? What is facility acquisition cost in year 1? Why is marketing budget so high? Explain partner relations? Why is curriculum development/intervention services so high in year 3 (\$442,000)? \$0 fund balance every year.	Sherry Reeves	Operations B
How will emergencies be addressed if there is no fund balance over five years? What happens if your student population is not what you project? How will the loss of those funds be absorbed? Will the EMO be able to cover all needed funds?	Jennifer Gnann	Total Expend
Typical surplus for NHA partner schools.	Steven Walker	Total Expend
Discretionary expenditure funds not included in budget. How does school cover unexpected costs that may arise?	Sherry Reeves	Total Expend
Why does student to teacher ration differ from what was stated earlier in application and from projected student enrollment?	Jessica Kelly	Budget Narra
Please address the 0 fund balance. I think the higher marketing number is good to ensure student enrollment. Legal bills as well as accounting is high in my opinion.	Anthony Helton	Financial Au

Reviewer	Score
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Tammi Sutton	
Anthony Helton	Pass
Glenn Allen	
Sherry Reeves	Pass
Walter Finnigan	Pass
Robert McQuat	
Phyllis Gibbs	
Shannon Sellers	Pass
Becky Taylor	
Jessica Kelly	Pass
Steven Walker	Pass
Brian Smith	Pass

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VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

lisa.kane

Date: 09/15/2016

Applicant Signature:

The foregoing application is submitted on behalf of North Wake Preparatory 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: *lisa.kane*

Board Position: *Board President, Hilda A. Parlér*

Signature: _____

Date: *09/15/2016*

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

Notary Public

Official Seal

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My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

Initial Screening

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Mission, Purposes, and Goals	- sherryreeves
Education Plan	- theltoncsab
Governance and Capacity	Applicant has 24 months after approval to obtain tax exempt status - theltoncsab
Operations	- theltoncsab
Financial Plan	A -\$0 fund balance is reflected in year one. - sherryreeves
OVERALL	- dtsmith840 - theltoncsab - theltoncsab

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission states that students will be a valued contributing member to the community. How will this be achieved? - shannon1974</p> <p><u>Mission Statement</u> Why is the mission statement longer than 35 words? - walter_finnigan</p> <p><u>Mission Statement</u> The mission statement seems a little long to me and may be difficult for the students to remember. - dswalker</p> <p><u>Educational Need and Targeted Student Population</u> In the Appendix A 1 the likeliness to attend section, there is a 50.6% not likely response and a 46% likely to send their child to this school. Is North Wake Preparatory Academy wanted/needed in this particular area? - brian_smith2</p> <p><u>Educational Need and Targeted Student Population</u> How will you ensure that the high school has the projected numbers? - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u> Your interest data in A1 only reflects percentages. How many people were surveyed? How many information sessions did you hold? How many people attended? How is your educational plan similar or different to the local district? - jengnann</p> <p><u>Educational Need and Targeted Student Population</u> In Appendix A1 over 50% said they are not likely to attend a K-12 Charter School; is this school needed in this area based on the responses?</p> <p>Is the 9-10 grade levels opening year 1 because of community need (where is that evidence) or because of the need to serve some of the Board members' children as stated - "It was also of critical importance to our Board that we begin high school operations</p>
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	<p>immediately, to serve some of our Board members' children, but also the hundreds of other rising 9th graders in our community that will most certainly want to enroll at NW Prep."? - jessica_kelly</p> <p><u>Educational Need and Targeted Student Population</u> The survey of parents in the North Wake area with at least one child in grades K-12 was conducted in September 2016. The survey found that close to half (46 percent) would be "likely" or "very likely" to send their child to a new charter school with a focus like we are proposing. Question how many parents were involved in that survey? The applicant never states the actual number of participants in the actual survey. - walter_finnigan</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> No target population-reason for starting new charter school in the area is because of overcrowding and high growth in the area. Applicant states that Franklin Academy is a successful K-12 charter in targeted area but does not choose to model it. Is Franklin Academy associated with PrepNet or NHA? Why not replicate it? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> How do your EMOs allow teachers to be responsible for learning program as required in purpose one? How will the teaching methods be different (purpose 6)? - jengnann</p> <p><u>Goals for the Proposed Charter School</u> Will the interim assessments be made at the school or will they be from somewhere else? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Will teachers participate in the development of their improvement goals? - jengnann</p> <p><u>Goals for the Proposed Charter School</u> What observation system will be used for teacher observations? - jessica_kelly</p> <p><u>Goals for the Proposed Charter School</u> How will student community service be monitored? How does high school meet the needs of students who are not college-bound? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> I would like to see actual numbers for the survey. What number does 50% represent that would not go to a charter school for example. - theltoncsab</p>
Education Plan	<p><u>Instructional Program</u> How will you support your Beginning Teachers with discipline in a classroom of 28 students? - brian_smith2</p> <p><u>Instructional Program</u></p>

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How does this model improve student achievement? What, specifically, is done by the teachers to assess student achievement? - jengnann

Instructional Program

Based on Appendix B2 Algebra, Geometry and Algebra 2 will be taught. Currently NC requires NC Integrated Math 1, 2, and 3.

There are also not a lot of elective offerings for potentially 900 high school students.

How will North Wake Prep educate the student who is not college-bound or who has learning difficulties? - sherryreeves

Curriculum and Instructional Design

How well do the two curriculum standard formats blend together especially in the transition year of eighth grade to ninth grade?

How will staff be compensated for the longer hours? - brian_smith2

Curriculum and Instructional Design

Appendix B2 shows that 9th grade students will have the opportunity to take Algebra 1, but earlier in the application it states that all 8th grade students will take Algebra 1. If this is the case, why offer Algebra I in 9th grade? More clarification is needed on the modified block schedule. How will seat time be met on this schedule? - shannon1974

Curriculum and Instructional Design

How will "moral education" be taught? It is mentioned how it will be integrated, but not discussed how it will be integrated. How are teachers compensated for the additional work days and extended days? The goals state that 8th graders will complete Math I. Why is it a part of the HS curriculum?

How does the NHA curriculum compare with the PrepNet curriculum? Will students be able to make a seamless transition? - jengnann

Curriculum and Instructional Design

With class size for K-12 being 25 (K) and 28 (1-12) how will teachers be able to meet the high expectations using small group instruction and blended learning?

If you are not allowing high school students to "move to the next level" without a grade of a C or greater at the end of the semester how will this impact your academic goals as well as your ability to maintain a strong high school population of students?

AP classes are academically challenging. How will your rere Content Electives (Appendix B2) needs clarification on course offerings. requirement of every high school student to take two AP classes be effective especially for students with IEPs or 504s or other academic challenges? Will there be a contingency plan for students who made need it?

How will modifications be made for students who enter in grade 10 but have not met the 9th grade requirements; looking into the future how will you meet the graduation requirements for students who have attended other high schools prior? - jessica_kelly

Curriculum and Instructional Design

Classroom size is larger than state recommendations. If area schools are overcrowded, how do these large classes offer something different? Will assistants be utilized in all grades to offset these high numbers?

1:1 laptop program for high school is a great tool for delivering content to students but

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keep in mind that not all students can learn in this mode.
Have you considered the Career and College Promise program with a local community college, where students can earn college credits while in high school?
Students must earn a "C" or higher to earn credit for a course?
Why is promotion from one grade to the next in high school based on lower credits? Are courses yearlong or semester? How many courses will a high school take each year?
What is meant by the statement: "all courses required for graduation must be taken at the school (or a school that the school recognizes in case of transfers). What school's will be "recognized"?"
Will North Wake not accept high school students who do not plan to attend a 4 year college? Applicant states that students must complete an application for acceptance into a 4-year college.
Explain high school block schedule (6 classes on Mondays and Fridays but only 4 classes Tuesday-Thursday) with every class meeting 4 times/week.
- sherryreeves

Special Programs and "At-Risk" Students

How will students with most severe academic needs be assessed weekly? Using what instrument? How will this be monitored? - jengnann

Special Programs and "At-Risk" Students

Applicant states that possibly 10-15 % of students will be exceptional children. Does the instructional model work with this population? - sherryreeves

Student Performance Standards

The applicant states they will encourage high school students to take the ACT, but the ACT is required by NC for all juniors. - shannon1974

Student Performance Standards

High school students should be more than encouraged to take the ACT as it is required for all juniors in NC. Explain the statement: "Our school leaders will work together to determine placement for a rising 9th grader who may not be ready to matriculate to high school." - jengnann

Student Performance Standards

In stating your goals you use math 1 but in your appendix you state math 1 as algebra 1. Question will you be using the common core curriculum?
Will you put any measures in place to track the first four-year cohort graduating class and each subsequent four-year cohort class after they've been accepted to college. Several years ago are concerned with getting students into college and now we are faced with not just getting them accepted but also having them equipped and prepared for a successful freshman year. - walter_finnigan

Student Performance Standards

8th grade students will be required to take Math I. What if there are students who are not ready for Math I? Will they also be instructed on 8th grade Math standards since they must complete the 8th grade math EOG?
How will community service hours be monitored?
NC requires 10th graders to take the PreACT and 11th graders to take the ACT.
Will the school help students with the costs of AP exams since it is requiring AP classes?
- sherryreeves

Student Conduct and Discipline

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	<p>Clairity is needed on the "Offenses -Application to the Exceptional Children." What does that mean? Dicipline concerns do not qualify a student for Exceptional Children. - shannon1974</p> <p><u>Student Conduct and Discipline</u> Further explain the discipline as related to EC students. Much discussion was had about positive behavior. What happens when the behavior isn't positive? Further explain the policies around discipline, suspension, and expulsion. - jengnann</p> <p><u>Student Conduct and Discipline</u> What behavior plan/student conduct guidelines will there be for grade 9-12? Application indicates PBIS being used only for grades K-8.</p> <p>What will the process be for students who violate the student conduct and discipline procedures?</p> <p>How will processes differ for students with IEP/504s with student conduct and discipline? - jessica_kelly</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant will need to file for tax exempt status within 24 months. - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What type of support is the Office staff receiving from PrepNet? - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will 2 principals be sufficient for the large student body? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Have NHA and PrepNet partnered together before? What is their track record when operating a K-12 school? How will the board assess the performance of the 2 EMOs? What happens if one partnership "works" but the other one doesn't? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> I would like to learn more about PrepNet since they do not currently operate any schools in North Carolina. - dswalker</p> <p><u>Charter School Replication</u> Since a 990 is not available, what other evidence do you have that these schools you are replicating from are financially solid other than a statement that they have earned unqualified audits? - jengnann</p> <p><u>Staffing Plans, Hiring, and Management</u> How will you maintain highly effective staff that are part time positions?</p> <p>Who will be monitoring the licensure processes of staff? Will all staff be required to be fully licensed prior to hiring? - jessica_kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Will one assistant principal be enough for Grades K-12 when fully enrolled? - shannon1974</p>

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	<p><u>Staff Evaluation and Professional Development</u> Will NHA also be ensuring the proper licensure for the 9-12 teachers; will this include AP course certification?</p> <p>How much time is built in to school calendar throughout the year for professional development? Is funding available for additional professional development for staff? - jessica_kelly</p> <p><u>Staff Evaluation and Professional Development</u> How will teachers be compensated for professional development over? - shannon1974</p> <p><u>Projected Student Enrollment (Table)</u> Why do you intend to lose students from K to 1st? What happens if you don't? What happens if you can't enroll that many high schoolers in your first year? (see question from earlier section regarding 8th grade) - jengnann</p> <p><u>Projected Student Enrollment (Table)</u> Enrollment projections are extremely high especially since overcrowding already exists in the area. Why not create just a high school and then replicate it in a few years? - sherryreeves</p> <p><u>Weighted Lottery</u> N/A - dswalker</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How will you "ride finder" help those students that do not have access to the internet? - brian_smith2</p> <p><u>Transportation Plan</u> How will not providing transportation hinder families from applying especially for those that rely only on public transportation? Will social workers be involved in assisting families with this process? How will not providing transportation impact the traffic on campus during drop off and pick up times? - jessica_kelly</p> <p><u>Transportation Plan</u> No bus transportation plan for the school. Will the school then be accessible to all students? - sherryreeves</p> <p><u>School Lunch Plan</u> Will the school have a lunch room or will students eat in classrooms? - walter_finnigan</p> <p><u>Facility and Facility Contingency Plan</u> How will the 2 EMOs work together to build the two separate facilities? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> If transportation becomes an issue will you be open to revisiting busing? - theltoncsab</p>
<p>Financial Plan</p>	<p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How do you have fractions of positions? - brian_smith2</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> What does a .9 or a .3 employee look like? - jengnann</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p>

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Will some positions increase as student population increases?
How were the initial number of positions predicted? Will all positions be re-evaluated based on student population and need ? - jessica_kelly

Personnel Budget: Expenditures 2018-2023 (Table)

1 half-time counselor for >1000 students is not feasible.
5 elective teachers for >1000 students is also unrealistic.
In general, personnel numbers seem too low for the number of expected students. - sherryreeves

Operations Budget: Expenditures 2018-2023 (Table)

How is "other" in the other operations budget spent? - brian_smith2

Operations Budget: Expenditures 2018-2023 (Table)

What is included in the \$29,400 line item for travel and meals for administration in the first year (to increase annually)? - jengnann

Operations Budget: Expenditures 2018-2023 (Table)

Where was information obtained to project these numbers? - jessica_kelly

Operations Budget: Expenditures 2018-2023 (Table)

Why is custodial contract so exorbitant?
Transportation budget too low.
What is included in contracted services?
What is facility acquisition cost in year 1?
Why is marketing budget so high?
Explain partner relations?
Why is curriculum development/intervention services so high in year 3 (\$442,000)?
\$0 fund balance every year. - sherryreeves

Operations Budget: Expenditures 2018-2023 (Table)

Legal and audit costs seem a little high. - dswalker

Total Expenditure Projections (Table)

How will emergencies be addressed if there is no fund balance over five years? What happens if your student population is not what you project? How will the loss of those funds be absorbed? Will the EMO be able to cover all needed funds? - jengnann

Total Expenditure Projections (Table)

Discretionary expenditure funds not included in budget. How does school cover unexpected costs that may arise? - sherryreeves

Total Expenditure Projections (Table)

Typical surplus for NHA partner schools. - dswalker

Budget Narrative

Why does student to teacher ration differ from what was stated earlier in application and from projected student enrollment? - jessica_kelly

Financial Audits

Please address the 0 fund balance.
I think the higher marketing number is good to ensure student enrollment.
Legal bills as well as accounting is high in my opinion. - theltoncsab

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OVERALL	<p><u>Cover Page</u> Applicant has not applied for 501(c)(3) status. - jessica_kelly</p> <p><u>Cover Page</u> Interesting that North Wake is partnering with 2 CMOs/EMOs and choosing to replicate a K-8 in Michigan instead of one of the successful K-8 schools in NC. - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What evidence does the school have that enrollment will be that high in the first year? - brian_smith2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Explain your rationale in not having 8th graders in your first year, if you are having 9th graders? How will you ensure your continuum of education? How will you continue recruiting efforts over the two year period until you can have 8th graders flow into the 9th grade? - jengnann</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What tools were used to predict these proposed enrollment numbers? - jessica_kelly</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Very lofty enrollment projections for all five years. Why grades 9 and 10 in high school the first year but no 8th grade? Wouldn't it be prudent to grow high school from middle school? Why not build the high school program 1 grade at a time? - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Very aggressive first year numbers starting out as a K-10. I am interested as to how this works with NHA's normal K-8 model as we have seen some issues in other NHA partner schools that have a high school component. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> I would like to hear more about the student number projections. They are lofty and I hope they reach them. The issue is if they do not achieve projections it can be a difficult budget and academic issue. - theltoncsab</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	

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Financial Plan	
OVERALL	

Overall Summary

Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application complete on September 30, 2016. No further information is needed for the application evaluation.</p>
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Each respective board member and two (2) representatives from National Heritage Academies (NHA) and representatives from PrepNet were present for the application review, discussion, and clarification opportunity.</p> <p>The Policy Committee (PC), led by Mr. Steven Walker discussed each major section for the proposed application.</p> <p>Mr. Walker detailed the partnerships of NHA and PrepNet. PrepNet is new to NC and a due diligence report was provided for review and he detailed there may be discussions if forwarded to interview.</p> <p>Ms. Reeves wanted clarification on the school chosen to replicate since the replicating school is located in Michigan and there are schools in NC to replicate. Additionally, the application mentions Franklin Academy and the group chose not to replicate that school. Mr. Walker noted the length of the mission statement. Ms. Reeves discussed there was no specific targeted population and Mr. Helton wanted to know the percentage of the survey as detailed in the earlier NHA application.</p> <p>Mr. Helton wanted clarification on the Math choices chosen for the proposed school. Should the school moves forward to interview Mr. Walker wanted more information on how successful were the PrepNet high school programs. Ms. Reeves wanted to know how the education plan will meet the needs of a diverse student population. Also pending an interview Mr. Walker wanted to know how the board will hold its Educational Management Organization (EMO) responsible.</p> <p>Ms. Reeves wanted more information on the relationship of PrepNet and NHA in Michigan. Also, should the school move forward to interview and what happens if the proposed board does not like one of its partners.</p> <p>Overall there were no major concerns with the application during the clarification opportunity. If the application moves forward to interview, the staffing plan and financial plan will need to have specific questions asked.</p> <p>The PC wanted information on specifics regarding the partner relations line items detailed in the budget. With the help of the NHA representative, a member of the board detailed it was administrative costs associated with the support of the EMOs.</p>

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	<p>Ms. Reeves made a motion to forward North Wake Preparatory Academy to the full CSAB for interview. Ms. Reeves seconded. The committee motion passed unanimously.</p> <p>Mr. Walker made a motion to the CSAB for North Wake Preparatory Academy to receive an interview with the full CSAB. Ms. Parlr recused. Ms. Reeves seconded. The motion passed unanimously.</p>
Application Interview	
OVERALL	Applicant group withdrew from the process on November 30, 2016.