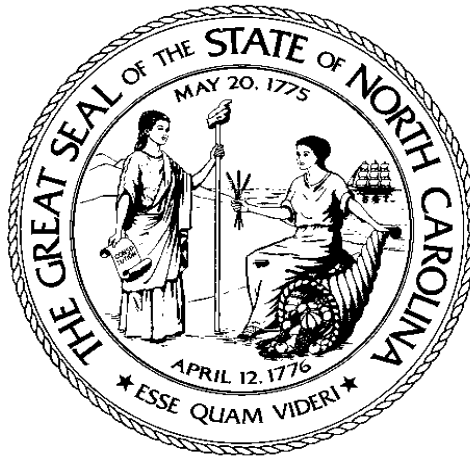


Raleigh Oak Charter School - Raleigh Oak Charter provides a K-8 education inspired by the principles of Public Waldorf. ROCS nurtures the whole child through an integrated curriculum that cultivates each individual's innate creative, intellectual, emotional, physical, and social capacities.



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
Hilda Parlér
Jessica Kelly
Glenn Allen
Jennifer Gnann
Robert McQuat
Mike McLaughlin
Eric Sanchez
Walter Finnigan
Steven Walker
Alan Hawkes
Shannon Sellers
Brian Smith
Cheryl Turner
Joe Maimone
Alex Quigley

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Date of Review:

09/30/2016

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Raleigh Oak Charter School

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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TABLE OF CONTENTS

<u>I.</u>	<u>APPLICATION CONTACT INFORMATION</u>	<u>6</u>
	Grade Levels Served and Total Student Enrollment:	7
	Concerns and Additional Questions	9
<u>II.</u>	<u>MISSION and PURPOSES</u>	<u>10</u>
	Mission:	10
	Educational need and Targeted Student Population of the Proposed Charter School:	10
	Purposes of the Proposed Charter School:	12
	Goals for the Proposed Charter School:	15
	Concerns and Additional Questions	17
<u>III.</u>	<u>EDUCATION PLAN</u>	<u>19</u>
	Instructional Program:	19
	Curriculum and Instructional Design:	20
	Special Programs and "At-Risk" Students	25
	Exceptional Children	29
	Student Performance Standards	32
	Student Conduct:	33
	Concerns and Additional Questions	35
<u>IV.</u>	<u>GOVERNANCE and CAPACITY</u>	<u>37</u>
	Governance:	37
	Governance and Organizational Structure of Private Non-Profit Organization:	37
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	44
	Private School Conversions:	44
	Projected Staff:	45
	Staffing Plans, Hiring, and Management	45
	Staff Evaluation and Professional Development	50
	Enrollment and Marketing:	52
	Marketing Plan	52
	Parent and Community Involvement	53
	Admissions Policy	55
	Weighted Lottery	56
	PROJECTED ENROLLMENT	60
	Concerns and Additional Questions	61
<u>V.</u>	<u>OPERATIONS</u>	<u>63</u>
	Transportation Plan:	63
	School Lunch Plan:	63
	Civil Liability and Insurance	64
	Health and Safety Requirements:	65
	Facility:	65
	Facility Contingency Plan:	66
	Concerns and Additional Questions	67
<u>VI.</u>	<u>FINANCIAL PLAN</u>	<u>69</u>
	Budget: Revenue Projections from each LEA 2018-19	69
	Total Budget: Revenue Projections 2018-19 through 2022-2023	70
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	71
	Operations Budget: Expenditure Projections	74
	Overall Budget:	76

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Budget Narrative:	76
Financial Compliance:	79
Concerns and Additional Questions	81
VII.	
AGREEMENT PAGE	
Application Fee:	84
Applicant Signature:	84
Total External Evaluator Votes	86
Total Subcommittee Votes	86
CSAB Votes	86
Initial Screening	86
External Evaluator	87
Charter School Advisory Board Subcommittee	97
Overall Summary	98

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Raleigh Oak Charter School

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: *Raleigh Oak Charter, 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: *Melissa Stansbury*

Title/Relationship to nonprofit: *Board President*

Mailing address: 216 Brandon Court
Raleigh NC 27610

Primary telephone: 919-266-5099 Alternative telephone: 919-637-7741

E-Mail address: raleighoakcharter@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:

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?

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No:

Yes:

Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Raleigh Oak Charter, INC

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month July

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	151
Second Year	K,01,02,03,04	201
Third Year	K,01,02,03,04,05	241
Fourth Year	K,01,02,03,04,05,06	289
Fifth Year	K,01,02,03,04,05,06,07	346

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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.

raleighoakcharter

Signature

raleighoakcharter

Printed Name

Melissa Stansbury, Board Chair

Title

09/19/2016

Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>The mission addresses a K-8 school, but projected enrollment for the first 5 years shows a K-7. This needs to be clarified.</u>	<u>Shannon Sellers</u>	<u>Grade Levels</u>
<u>Mission statement indicates school will be K-8 but proposed grade levels indicates only K-7. Please clarify proposed grade levels.</u>	<u>Jessica Kelly</u>	<u>Grade Levels</u>
<u>Stronger evidence of enrollment?</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>
<u>According to the mission this is a K-8 school but the proposed grades served reflects K-7 in the fifth year, please clarify what grades will be served.</u>	<u>Brian Smith</u>	<u>Grade Levels</u>
<u>very, very low enrollment figures</u>	<u>Hilda Parlér</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Deanna Townsend-Smith</u>	
<u>Hilda Parlér</u>	<u>Pass</u>
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Robert McOuat</u>	
<u>Mike McLaughlin</u>	
<u>Eric Sanchez</u>	
<u>Walter Finnigan</u>	<u>Pass</u>
<u>Steven Walker</u>	
<u>Alan Hawkes</u>	
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Brian Smith</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Alex Quigley</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:

Raleigh Oak Charter provides a K-8 education inspired by the principles of Public Waldorf. ROCS nurtures the whole child through an integrated curriculum that cultivates each individual's innate creative, intellectual, emotional, physical, and social capacities.

Clearly describe the mission of the proposed charter school:

ROCS educates the whole child, head, hands and heart, providing an educator-led, pedagogical program inspired by the principles of Public Waldorf, strengthened by our parents and community. ROCS will nurture each child to grow into an inquisitive, critically-thinking individual with a self-image of competency, vision of social responsibility, acumen for cross-cultural communication, and reverence for our planet. ROCS is committed to providing our educational program to a diverse student body.

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.*

Currently there are no Waldorf schools or programs based on the principles of Public Waldorf education in Wake County. The community has voiced a need for such a program (see appendix A1). ROCS plans to fill this need by offering a charter school guided by the principles of Public Waldorf education. ROCS will target families who place a high value on nurturing the whole child (head, hands, heart) and subscribe to the school mission. The ROCS community will recruit families who value an educational program with an emphasis on creativity, imagination, environmental stewardship, appreciation of nature, and a child-led play-based early childhood education. ROCS will identify families who value an education that includes handwork, visual arts, music, movement, theater and foreign languages.

Wake County is approximately 69% White, 21% Black or African American, 10% Hispanic/Latino, 6% Asian, and 2% two or more races (US Census Bureau, 2014). According to the Wake County Public School System (2015), the school district for the 2013-2014 school year was 48.6% White, 24.4% African American, 15.7% Hispanic/Latino, 6.8% Asian, 4.5% Mixed Race or Other. Raleigh Oak Charter is committed to serving a diverse community. The board

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of directors will strive to reflect Wake County demographics. This culturally diverse student body is what we wish to achieve in "mirroring" the Wake County population demographic.

Targeted outreach and a weighted lottery based on income will help ROCS to achieve the racial, ethnic and socioeconomic diversity that the school desires. ROCS board of directors includes members with Spanish language fluency, marketing skills and relationships within ethnically and racially diverse segments of Wake County. Board Members will use these skills to create a strategy to meet marketing goals and achieve a diverse student body. ROCS will also provide informational and marketing materials that are inclusive and available in Spanish.

ROCS has not identified the situs of our proposed school, and finds it premature to do so now. ROCS must balance amongst competing factors such as real property costs and our target population's demographic presence to ascertain the ideal location for our school. In order to avoid saturation and ensure accessibility to a diverse study body, we are exploring options in South-Eastern Wake County.

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

The total projected enrollment for Raleigh Oak Charter in the 2018-2019 school year is 151 students. This will increase by about 40 students per year, with not more than a 20% increase years 3-5. In the seventh year of operations and beyond the projected enrollment is 450 students in grades K-8. 450 students represents .003% of the ADM for Wake County for grades K-8 (157,180 students, according to <http://www.wcpss.net/domain/100>).

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

ROCS will follow all required state standards and assess students accordingly. Additionally, ROCS, as with the local LEA, will uphold the common core standards.

1. ROCS will be the first school in North Carolina based on the principles of Public Waldorf Education. ROCS will provide professional development in Public Waldorf pedagogy, arts integration through A+ schools, and child development. ROCS will encourage collaboration between faculty members.

2. Interdisciplinary thematic units will be centered around a Main Lesson throughout the grades. Learning units will integrate math, science, language, social studies, visual and performing arts, movement, storytelling and handwork to provide experiential learning of core subjects based around the main lesson.

3. ROCS will focus on supporting the physical and social-emotional needs of each child equally to intellectual development.

4. Students at ROCS are encouraged to observe the natural world and use experiences to build problem-solving skills, cultivate creativity, develop STEM skills, learn team cooperation and develop stewardship for the environment. Curriculum will be seamless from the indoor to the outdoor classroom. ROCS will offer daily outdoor classroom activity in every season and all weather. The pedagogy will include a reverence for nature and environmental rhythms which will be at the core of the activities selected for the students.

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5. ROCS will strategically integrate technology to serve the broader learning goals throughout the grades. Research suggests limiting young children's media exposure improves children's sleep and school performance and lessens aggressive behaviors (Gentile, et. al., 2014). Limiting technology in early years will cultivate greater interpersonal skills, individual creativity, and the ability to collaborate and work in a team. Digital learning will be incorporated for student use at developmentally appropriate stages to support project-based learning and to ensure mastery of NC State Standards. ROCS will ensure that an organic learning process builds the neurological infrastructure for students acquisition of all other skillsets. ROCS will introduce digital learning in grades K-2 during library and special trips. Grades 3-8 will utilize digital learning for projects, research, test preparation and testing. While technology will not be central to the early childhood classroom, children will display competency in gathering, organizing and presenting data, as well as understanding safety concerns as they relate to the use of technology. ROCS students will be ready for matriculation into high school and beyond by utilizing technology in an appropriate, efficient and effective manner and without dependence on technology alone.

6. ROCS will work to build a learning community of administration, faculty, parents, students, and community partners. The optimal learning environment for students is a supportive learning community that engages children in every aspect of their lives. Seasonal festivals; student, faculty, and community performances; and other events will bring the community together to celebrate achievements, mark the passage of time, and build relationships.

7. ROCS will engage in child-led play-based early learning and project-based activities as developmentally appropriate to encourage the growth of imagination and intelligence, language, social skills, and perceptual-motor abilities. Playful learning and child-centered classrooms will encourage joy in students and be a hallmark of ROCS. There is only one play-based option in the local LEA, but their focus is on adult-lead play.

8. ROCS will use arts integration techniques from A+ methodology to enrich lessons and deepen students understanding for core curriculum content. While some schools in the local LEA offer arts integration, this will be a core tenet of the ROCS curriculum.

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.*

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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.*

3) ROCS provides parents and students with an expanded choice for educational opportunity. There are currently no charter schools inspired by the principles of Public Waldorf education in North Carolina and only three on the east coast of the United States, although this style of teaching exists in over a thousand schools in sixty countries worldwide. ROCS will nurture the innate imagination, empathy and spirit of each child. Students will learn to respect others as well as themselves and the natural world, embracing high ideals while examining problems and finding solutions. ROCS will cultivate children to act from their own initiative and with sustained purpose.

Hallmarks of the curriculum include play-based early childhood education, ample outdoor recreation, education of the whole child (head, hands, and heart), emphasis on the role of imagination in learning, and the artistic development of children through music, movement, drama and visual art. The curriculum will interweave subjects along with arts, music, movement and Spanish around a main lesson block. ROCS will cultivate an appreciation for nature and ecological rhythms using an exemplary methodology of inquiry-based learning with tasks such as gardening, outdoor observation of natural phenomena (season differentiation, wildlife activity, daily rhythms), and the celebration of multicultural seasonal festivals. Empirical studies have shown Waldorf students are better motivated to study science, and they achieve greater scientific understanding than their non-Waldorf school peers. (Schreiner & Schwantner, 2009).

Educators will be at the center of ROCS whole child education, seeking to understand each student's academic strengths and needs, physical health, and social-emotional development. Teachers will initiate meaningful person-to-person relationships with each child and continue to cultivate that relationship through the grade looping system, where teachers stay with the same cohort of students over several years. When the teacher-student relationship deepens over time, a close community results. This allows teachers to learn personalities and learning-styles and present new skills and knowledge in a way that best suits each child.

Students will be supported and celebrated in their individuality and their path to fulfillment as citizens of the Earth and the human community. Studies have shown when students are accepted and have a strong relationship with their school community, academic achievement significantly improves (Klem, 2004). ROCS will expand the educational opportunities for both students and parents by bringing the unique gifts of Public Waldorf to North Carolina.

6) There are over 46 Public Waldorf schools in the USA. Most are on the West Coast, and none are in NC. The methods that will be employed by Raleigh Oak Charter School are innovative in that they utilize research on child psychology and neurobiology to inform and support the Waldorf methods that

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were born over one hundred years ago. The core of this being how information is presented in a developmentally appropriate manner. With the understanding of brain development and the stages of learning that are reached at different times for different children, the curriculum will unfold with timing in mind. This is achieved through deep teacher-student relationships with teacher looping. The teacher will be central in providing a calm, peaceful, safe environment for children to grow so material can be optimally presented and completely absorbed. The teacher will also be responsible for the on-going assessment of each child and encourage self assessment and evaluation of the child her/himself.

ROCS classes will be presented in a block method. Each 3-4 week thematic unit will explore the material by interweaving the subjects, arts, music, movement and language. Subjects will be presented playfully in early grades through storytelling, puppetry, alliterative verses, choral speaking, and other methods that capture the wonder of young children. In later grades, subject blocks will delve more deeply into project-based learning with research projects, book reports, speech work, discussions and debate. Fine and applied arts in early years will include painting, modeling with natural materials, knitting, crocheting, cross stitch, drama and form drawing. In later years, woodwork, geometric drawing, hand sewing, calligraphy and perspective drawing will be added. Music will include pentatonic flute, lyre, and singing in early grades and graduate into stringed instruments and choral music. Movement will include expressive storytelling and expression through modern dance as well as games and sports. Spanish will be included throughout the years. As a result, the classroom at ROCS will be a dynamic, active learning environment incorporating a variety of learning modalities to foster success in each child. The tactile, hands-on activities incorporated into thematic units will aid students in understanding core concepts experientially. Activities will cultivate regions of the brain associated with math knowledge acquisition (sewing, music, movement) and aid focus and concentration, which are central to ROCS methodologies. These activities will culminate in a Main Lesson book, a student-made textbook/portfolio that displays a student's achievement and understanding. This ownership of their own development and growth empowers children and supports a lifelong love of learning. While other Wake County public schools may offer some of these methods, ROCS combination of all of these elements will be a unique.

Additionally, ROCS seeks to become an A+ school. Public Waldorf and A+ principles align through multi-arts education and integration, hands-on, cross curricular teaching techniques, thematic unit, on-going and self-assessment philosophies, experiential learning techniques, teacher collaboration and creation of a joyful environment of lifelong learning for students. From the A+ website: "In A+ Schools, arts education is approached in three ways: through arts integration bringing together arts and non-arts objectives to create hands-on, experiential, connected and meaningful learning experiences; through pure arts education developing understanding and comfort in the elements, principles, history, processes and works of each art form; through arts exposure creating opportunities for students and staff to experience artistic works and performances in both their school and their community." ROCS and A+ approaches align consistently in these instructional methods. Further, the A+ program has experience ensuring that state educational standards are met within a unique framework. The A+ program will work with the ROCS Education Director to ensure effective presentation of Public Waldorf methods while ensuring state standards are met. The A+

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program uses fellows who learn about a schools specific approach prior to engaging in professional development which creates the most meaningful experience possible for the target school. Because A+ is a method and not a curriculum, the program naturally molds itself to individual schools and has done so in a variety of educational approaches, including six charter schools in North Carolina.

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.*

ROCS school goals are organized around the concept of educating the whole child - head, heart and hands.

Goals of the HEAD are about effective, strategic and independent thinking.

FINANCIAL GOALS: ROCS will operate within established budgetary guidelines, observe financial management policies at all times and demonstrate positive cash flow. Measures: Approve a balanced and fiscally sound budget by June 1, yearly; Create sustainable financial management policies in conjunction with finance committee - implement by June 1, 2017, review for compliance quarterly; Build increasing fund balances:1% by June 1, 2019; 1.77% by June 1, 2020; 2.45% by June 1, 2021

ACADEMIC GOALS: Students achieve academic gains, while meeting or exceeding NC Board of Education performance standards. Every year students should meet or exceed expected growth. Measures: By year 2, 95% of students demonstrate a years worth of growth leading to promotion to the next grade level; NC EOG Scores - 75% of students will achieve 4 or above in Math and Reading in year 1, 80% by year 2; 85% will achieve 4 or above and 90% will achieve 3 or above by year 5

GOAL: Support professional development. Measures: ROCS employees and board members participate in at least 2 staff or volunteer development offerings each year.

Goals of the HANDS involve taking action, being active and ensuring operations run smoothly.

GOVERNANCE GOALS: ROCS board will actively participate in planning and developing the school. Measures: Create, approve and update strategic, multi-year plan, which includes development goals, during yearly board retreat; Create a school leader evaluation system and identify metrics for school culture using SMART goals by June 1, 2018, review quarterly.

GOAL: Create a learning environment that encourages physically active students. Measures: Offer daily physical education (movement) classes and recess for all grades with students engaging in at least 60 minutes of moderate to vigorous physical activity daily. Include physical activity breaks in all curricula.

GOAL: Students actively participate and engage in learning. Measures: Average daily student attendance is 97% or higher. Student suspension rates are less than 3%. 85% retention rate for students in year 1, increasing to 95% by year 5.

GOAL: Maintain school capacity at 100% of projected enrollment each year. Measures: The number of applicants will increase by a minimum of 20% each year.

Goals of the HEART are about mission alignment, building community and

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school satisfaction rates.

GOAL: ROCS will achieve an economically diverse student population. Measures: 35% or more of the student population will represent low income by free and reduced lunch federal standards by year 5. Weighted lottery will be used to achieve results.

GOAL: Teachers and Staff report work satisfaction. Measures: Attrition in any given year is 2 or less. Staff surveyed report at least 85% overall school satisfaction, increasing to 95% by year 5.

GOAL: ROCS positively impacts community. Measures: Classrooms will complete at least one Service Project per year. Attendance at school events meets or exceeds stated goals for each event.

GOAL: Maintain parent participation, involvement, and satisfaction with the school. Measures: Parents surveyed report at least 85% overall school satisfaction, increasing to 95% by year 5. At least 75% of parents volunteer time, money or other resources in year 1, with 90% participation by year 5. Parent Circle participation is 50% or greater, with increasing participation each year.

GOAL: Foster and increase social emotional intelligence in students. Measures: Students show a consistent increase in social emotional well being as measured by pre and post assessments each year.

GOAL: Create an ever increasing community of stakeholders Measures: Fundraising efforts meet or exceed \$25,000 by June 1, 2018; meet or exceed \$50,000 (collectively) by June 1, 2019; and reach \$250,000 by year 5.

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

During monthly board meetings, the Lead Administrator will report to the board. As part of the report, specific measures will be cited as to how the school is achieving its mission in accordance with school goals above. The report will also include examples of themes from main lessons, evidence of incorporating arts, movement and handwork into the main lesson, examples of integrating and incorporating subjects across the main lesson and how students are working as a team in their classrooms. Goals met will be reflected in student attendance, student retention, teacher retention, teacher satisfaction, parent satisfaction, test scores, fundraising achievement and budget report.

Additionally, the school administrative team will provide data to the board yearly on how specific, measurable data in goals listed above are being achieved. The data will be evaluated during yearly board planning meetings. Measures will be taken to improve areas that are below established goals.

In accordance with the goals listed above, board members will attend school events and will have a presence in the school community. Board members will have an interest in personally observing how the school is achieving its mission and where it can improve.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The applicant proposes that they will serve grades K through seven in the total enrollment table but then states they will provide a K-8 education in their mission statement. What are the proposed grade levels they will be serving?	Walter Finnigan	Mission Stat
What does Waldorf look like in a typical day? Where is it used successfully? Data?	Joe Maimone	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
I recall a prior Waldorf based curriculum in NC charter?	Joe Maimone	Educational
ROCS plans to limit technology in the early years as reported in this section of the application. How does this strategy align to upholding the common core standards? Additionally, what impact will this have on students being globally competitive upon program completion?	Brian Smith	Educational
There was no clear number of the 260 people surveyed who would send their child to Raleigh Oak. Why was the question about students involved in the Exceptional Children's program asked, as it cannot be asked on the actual application. How will you develop 21st Century Learners and meet Common Core STANDARDS by limiting technology in the early years? At what year, will you integrate technology?	Shannon Sellers	Educational
260 people "voiced their opinion" regarding the school. It is unclear how many people would send their child to the school as the rest of the data is in percentages. It is very concerning that charter committee members asked families about the EC and ELL status of their children. This gives the appearance of altering who applies to the school. It is unclear how a Waldorf curriculum aligns with Common Core. How will student outcomes compare to those in the traditional setting?	Jennifer Gnann	Educational
How will having technology not be part of the early grades be beneficial for students? In your enrollment survey you inquired about a students ethnicity as well as IEP/ELL status; please clarify as to why this would be valuable information to inquire about. It is concerning as it may alter the education plan as applied.	Jessica Kelly	Educational
How will student outcomes be stronger? How will the NC standards be infused into the Waldorf education?	Shannon Sellers	Purposes of
How will the school ensure that all of the Common Core objectives are taught?	Jennifer Gnann	Purposes of
How will the Waldorf method implementation incorporate the NC Standards as well as Common Core? Application states how successful the Waldorf method has been in various states; how has the community of those successful schools been compared to the proposed community of ROCS?	Jessica Kelly	Purposes of
6) What is the data in the 46 Waldorf schools that supports implementation in NC?	Joe Maimone	Purposes of
What artifacts/evidences will be used for the lead administrator to report to the board monthly? One of your goals is to ensure that 35% of your populations represents low income students and you will utilized a weighted lottery system to achieve the	Jessica Kelly	Goals for th

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results. Please clarify the purpose of this.		
35% of the student population is not a large number of economically disadvantaged students to obtain. Has the applicant researched other ways to obtain the targeted population besides implementing a weighted lottery? Is the applicant willing to increase the percentage of economically diverse students to warrant implementing a weighted lottery?	Walter Finnigan	Goals for th
Will 2 Professional Development opportunities be enough with the Waldorf education that you are providing? How will you adequately measure social/emotional intelligence in assessments? How can you ensure that 35% of your student body will be low income if you use a weighted lottery? Applications cannot ask this question.	Shannon Sellers	Goals for th
How are these goals similar to the schools/district in the surrounding area? What contingency plans do you have in case a goal is not met?	Brian Smith	Goals for th
Financial goals: Whose budgetary guidelines will be utilized? Professional development: Staff will only participate in 2 a year? That seems inadequate. Applicant needs to explain further. How does attendance at events impact the community? How will the board know how to assess the artifacts given regarding curriculum?	Jennifer Gnann	Goals for th
Aggressive goals may be tough to meet! Setting up for disappointment? 95% growth would be phenomenal!	Joe Maimone	Goals for th

Reviewer	Score
Alex Quigley	
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Steven Walker	
Jessica Kelly	Pass
Alan Hawkes	
Robert McOuat	
Shannon Sellers	Pass
Hilda Parlér	Pass
Brian Smith	Pass
Mike McLaughlin	
Cheryl Turner	Pass
Glenn Allen	
Joe Maimone	Pass
Eric Sanchez	
Walter Finnigan	Pass

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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.

ROCS will use successful Public Waldorf schools as educational models and become Public Waldorf certified through APWE. ROCS pedagogy will develop the child's intellect, physical and social-emotional self, traditionally referred in Public Waldorf as "head, hands and heart" and base its mission and educational framework on teaching the whole child.

HEAD: Students engage in lessons that stimulate imagination and curiosity, and allow for discovery and discussion of ideas in a student-centered, teacher-guided environment to emphasize skills that develop lifelong learners.

HANDS: Lessons that incorporate movement, nutrition, gardening, and outdoor experiences nurture the development of healthy habits. Students gain tactile and fine motor skills, as well as concentration and focus, through handwork, studio art, woodwork, and instrumental musical instruction.

HEART: ROCS curriculum design emphasizes cooperation, empathy, self-advocacy, diplomacy, conflict resolution and effective communication skills. Educators demonstrate exemplary use of these skills with a reverence for learning and respect for the individuality of students, parents, and community members.

The instructional design will center around 3-4 week thematic units incorporating art, handwork, storytelling, song, and movement. These techniques serve as vehicles to accommodate all learners as well as bridge core disciplines and subjects through unifying concepts. ROCS will utilize professional development from A+ schools to strengthen the comprehensive instructional program.

Educator collaboration is an essential part of the instructional design, so all teachers will be given time to exchange ideas and techniques, share data, and improve upon their craft in a professional setting. ROCS will engage with a college of teachers that meets regularly to plan, exchange ideas, and participate in professional development.

ROCS will collect data to measure success. Qualitative and quantitative techniques will assure students receive proper instruction to maximize growth. Assessments include:

Main Lesson Book: The main lesson book or student portfolio will include information and assignments. Teachers evaluate this book (content and skill mastery) on a regular basis.

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Classroom Projects: Items from classroom work will be evaluated and added to the portfolio. Projects will be aligned to the NC State Standards and student progress toward meeting those standards will be tracked by teachers.

Formative Assessments: Observations during group instruction, exit tickets, one-on-one conversations, quizzes, tests, journal responses, class discussions.

Summative Assessments: In a mastery learning approach, students will be given summative assessments for specific skills as they become ready. These assessments may take the form of a culminating project or oral exams. Students will take mandated state tests. (See Appendix O)

In order to best meet the needs of the target student population, ROCS will use student achievement data to support instructional decision-making. Student achievement data will be compared to non-ROCS students with similar demographics in order to determine areas where students excel and areas where more guidance is needed. ROCS will teach students to form individual learning goals using self assessment techniques in an age appropriate manner. ROCS' whole child education utilizes play-based learning, fostering an environment that supports children's passions while helping them understand how standardized, summative, and formative data can be weaved into learning goals. ROCS inclusive, culturally relevant and nurturing education will address students' needs through a cross curricular, arts-integrated educational program, grounded in long-term teacher-child relationships, knowledge of child development and in-depth study of concepts over time.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The ROCS classroom will be a carefully crafted, inviting place, that imbues warmth. Classrooms will provide tools sourced from natural materials that lend themselves to imaginative play and encourage discovery, curiosity, and personal growth. Class sizes will be 14-18 in Kindergarten; and 22-25 in subsequent grade levels. Teaching assistants who collaborate closely with classroom teachers will be used as necessary, maintaining a low student/teacher ratio.

The school day begins with a 1.5-2 hour, focused lesson. This long main lesson allows the teacher to develop a wide variety of activities around the subject at hand. These activities may take place in a large group or within smaller groups. The teacher will continually move around the room to engage students during the main lesson. In the younger grades, lively rhythmic activities get the circulation going and bring children together as a group; they recite poems connected with the main lesson, practice tongue twisters to limber up speech, and work with concentration exercises using body movements. In older grades, project based learning will be incorporated. Students will create work demonstrating consolidation of knowledge based on the information provided from the teacher, hands on experiments, personal investigation (library and online resources, interviews with experts) and provided classroom resources (textbooks, etc.).

After the main lesson, students record what they learned in their main

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lesson books. Following recess, teachers present shorter review lessons. Afternoons are devoted to lessons where the whole child is active, i.e., movement, handwork, or gym. This creates daily rhythm that helps overcome fatigue, enhances balanced/whole person learning and associative memory retention (Dongen, Kersten, et al, 2016) .

As the students mature, they engage themselves at new levels of experience with each subject. It is as though each year they come to a window on the ascending spiral that looks out into the world through the lens of a particular subject. Through the main lesson spiral curriculum, teachers lay the groundwork for a gradual vertical integration that deepens and widens each subject experience.

ROCS will practice teacher looping wherein one teacher follows a cohort of students from grades 1-5. Teachers achieve a deeper understanding of students' strengths and areas for growth to more effectively individualize instruction and ensure academic success. Looping fosters respect, develops long-term relationships between faculty and students' families, and models conflict resolution and diplomacy techniques (Brown University, 1997).

In the middle grades, teacher looping involves a homeroom subject-area teacher who remains with a class. Additionally, students will rotate as a cohort to subject-area teachers throughout the day. This benefits students by maintaining a stable, continuous relationship with an adult and a group of peers, while allowing students to experience a range of teaching styles and personalities through other subjects. Teachers at this level will be experts in their field and capable of providing greater insight on their subject area.

Teachers will collaborate to develop 3-4 week thematic blocks that shall serve as the main thread throughout the school day. Each subject will be taught through the lens of the theme so core concepts are explored at a deeper level of understanding. Teachers will discuss student progress to develop strategies and assist any student who struggles. Student-centered lessons will involve using a diverse set of instructional techniques adapted to reach students of every learning modality.

ROCS will supplement classroom curriculum with activities that bring the community to the students and the students into the community. Activities will include: guest-taught master classes, field trips, community and student-initiated projects, and partnerships with organizations making a difference in the Triangle area.

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*

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population, and North Carolina Accountability Model.

ROCS mission and curriculum inform one another, are guided by the core principles of Public Waldorf education and will align directly with the North Carolina Accountability Model. At the center is the whole child supported and nurtured by parents, educators, and the larger community. With adult support and guidance students have access to an enriching academic, creative, and hands-on curriculum that honors children's uniqueness and individuality. ROCS faculty educates the head, hands, and heart of each child by addressing all areas of child development (intellectual, physical, social-emotional, and creative). ROCS will live and teach its mission daily.

Families attracted to ROCS in the intent to enroll survey want this holistic approach to education for their children. Parents want to be active participants in the learning community as well. The targeted student population is expected to grow and evolve over time to mirror the larger community in Raleigh and Wake County. ROCS includes and celebrates all of human diversity. The learning community culture will be interwoven naturally into the curriculum because of its student-centered focus with strong parent and community involvement. By using developmentally appropriate teaching methods and experiences we are able to individualize and differentiate our program to meet the needs of diverse learners.

ROCS' curriculum is strongly and directly aligned with North Carolina Common Core Standards (see Appendix B for example). ROCS will participate fully in all requirements of the North Carolina Accountability Model. ROCS will follow the guidelines set forth in the detailed report entitled Public Waldorf-Common Core Curriculum Alignment (Alliance for Public Waldorf Education, 2013) that can be found on the website for The Alliance for Public Waldorf Education: <http://www.allianceforpublicwaldorfeducation.org/research-and-resources>.

"Children are thinking, moving, feeling, and interacting human beings. To teach them well involves considering and fostering their development and learning in all domains." (Copple & Bredekamp, 2009, p.20). ROCS' mix of academic, creative, and developmental education will help students reach their fullest potentials and be ready for the North Carolina READY End of Grade exams (EOGs) beginning in third grade and continuing through eighth grade. The emphasis on hands-on, experiential activities enables students to use and practice the skills and concepts outlined in the North Carolina Common Core Standards in context and for a purpose. This provides children with a deeper level of understanding and more practice with the open-ended questions and real-world applications included in the EOGs. The time devoted to working with students on team collaboration, expressing themselves through multiple modalities, and engaging in discussion will enable them to "express ideas clearly and with supporting facts" (North Carolina Department of Public Instruction, 2013). Ongoing authentic assessments (both formal and informal) will monitor student progress and identify areas of need so that teachers and support faculty may offer extra support and interventions as determined necessary by the child's teachers and parents. ROCS believes that building "reciprocal relationships with families is important because parent and family involvement is a key ingredient for success" for students (Copple & Bredekamp, 2009, p.326). ROCS shares the North Carolina READY Initiative's focus on preparing students for life, not simply for success at each grade level in school.

4. *Describe the primary instructional strategies that the school will expect teachers to master and*

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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.

ROCS teachers must master the instructional strategies of Main Lesson; Main Lesson Book; Instructional Block Learning; Play and Project-based Learning; and Arts Integration.1. ROCS builds the school day upon the Main Lesson which introduces new concepts early in the day while minds are fresh. The Main Lesson alternates the core subjects of science, mathematics, language and social studies in 3-4 week Instructional Blocks. Instructional Blocks emphasize in-depth learning, providing students time to grasp what has been learned. Blocks provide project-based learning environments for varied, interactive teaching methods that result in equal or better mastery and retention, as well as reduced suspension and dropout rates (Sharman, 1990). Instructional Blocks also foster stronger student/teacher relationships (Carroll, 1994). 2. Play is the chief vehicle that young children develop imagination, intelligence, language, social skills and perceptual-motor abilities (Frost, 1992). Play-Based Learning (grades K-2) and Project-Based Learning (grades 3-8) are the curricular backbone. Educational play improves children's health outcomes(Gill, 2015). The instructional day interweaves movement, physical education, and games as a means to develop the whole child. Games and playground activities encourage social-cognitive development, for which few opportunities exist outside the presence of dominant adults (Baines & Blatchford, 2010) Play-based learning in early years also improves student performance. Evidence suggests that young students who participate in independent play become more independent thinkers, have increased problem solving skills, tend to be more creative and innovative, and create a desire to explore and learn more. (Buchsbaum, Gopnik, Griffiths, Shafto) 3. Arts Integration improves engagement and achievement in both low and high socioeconomic background youths (Catterall, et al., 2012;Upitis & Smithrim, 2003). Beyond engagement and achievement, Arts Integration supports and encourages healthy risk-taking, teaches students to recognize skills in themselves and others, fosters student/teacher collaboration, bridges cultural differences, and draws in parents and community (Nobori, 2012). Arts Integration also demands variegated information processing, which improves long-term memory (Rinne, et al., 2011). Teachers will utilize Arts Integration techniques to enrich each Main Lesson to deepen students' grasp of core curriculum. Arts educators outside the core curriculum may provide creative movement, eurythmy, music, instrumentation, painting, sculpting, and theatre instruction, and they collaborate with core classroom teachers to incorporate Arts themes into the Main Lesson. Arts integrated learning units "increase students ability to analytically assess their own learning." (DeMoss, Morris, p.1) Additionally, arts integration creates more intrinsically motivated learning, fosters learning for understanding (unlike recalling facts), transforms learning "barriers" into "challenges to be solved," and inspires students to pursue learning opportunities outside the classroom. (DeMoss, Morris, p.1) Students who participate in arts education perform better on standardized tests; perform better in other subjects such as reading, math, or social studies; watch fewer hours of TV, participate in more community service projects; and reported less boredom in school. (Catterall)4.Foreign language learning will benefit long term performance and success of students. Students who learn a second language improve their creative and cognitive abilities. It also encourages a sense for global society along with a curiosity and acceptance of other cultures. Students

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who learn a foreign language have also been shown to outperform those who do not learn a foreign language on standardized tests. These educational techniques will teach students how to think, not what to think, and develop well-rounded individuals with curiosity and love of learning.

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.*

Teachers at ROCS will ensure student readiness for grade-to-grade transition and make recommendations to administrators about promotion, acceleration and retention. At ROCS, the belief is that every student unfolds in his/her own time. A variety of structures and procedures are incorporated into the ROCS model to ensure

students receive content, instruction, and interventions necessary to progress academically as expected. The Education Director will ensure instructional plans are aligned and spiral/connect appropriately throughout the grade levels to ensure smooth upward transitions for students.

ROCS teachers will utilize observational data, main lesson books, classroom projects, formative and summative assessments. Public Waldorf rubrics, will guide ROCS assessment design. These tools will provide teachers with the information required to evaluate the intellectual, social-emotional, physical and creative growth of their students. The relationship between teacher and student is essential to the child's growth and progress. Developing this student-teacher relationship through early grade looping offers a unique and thorough perspective for evaluation at ROCS. Teachers will analyze data at both the classroom and individual student level, then identify building blocks of instruction that spiral student learning towards mastery of each educational objective. The specificity of these building-block assessments enables teachers to determine exactly what knowledge needs further development in each student, and to individualize instruction as appropriate to ensure that each student learns as expected. School leadership will review the data for all grade levels and ensure that the school's curriculum and instructional approach is accelerating student learning. School leaders will report information to the Board throughout the year. Specific expectations of achievement for each grade level will reflect the child's developmental stage and determine grade-to-grade matriculation.

Teacher-written assessment rubrics that utilize common core standards, state standards, and student goals will be the main tool used to measure both student achievement and growth, allowing for a more in-depth analysis of students holistic strengths and weaknesses. By using a qualitative approach in conjunction with standardized assessments, teachers will ensure students have the tools needed to transition to the next grade.

The Main Lesson Book/student portfolio provides the teacher with the students' finished work, but also serves as an invaluable illustration of the learning process. Upon close examination, the student-made books will reveal the teachers implicitly taught learning outcomes and how the student has retained and integrated what they've learned. Students in grades 6-8 will be invited to self-evaluate. The teacher can then determine whether the student is prepared to move on or identify where a different approach to instruction should be utilized.

For students who struggle or show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, ROCS will offer a formal, comprehensive, progressive structure of interventions designed to get those students back on target. These programs, which are

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supported and informed by the school's assessment process, are designed specifically to ensure that by the end of one grade level students are academically ready to transition to the next.

Finally, the teacher will conduct a year-end analysis of what the student has achieved both academically and developmentally based on ROCS education standards rubrics. This will provide insight into not only what has been learned, but also how it has been learned. These analyses are especially valuable in pinpointing the most effective strategies for giving the student the appropriate tools needed to overcome academic obstacles and will be vital to ensuring the long-term success of our students. (see Appendix O)

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

The ROCS board collected data and feedback from our potential students, parents, and community members to assist us in adopting a school calendar that would best meet the needs of our constituents. After deliberation, ROCS chose the year-round modified calendar because it best allowed for the following accommodations as dictated by our mission and curriculum design:

The calendar will provide for the completion of 1-2 uninterrupted 3- to 4-week lesson blocks that allow for proper dissemination of curriculum material. Breaks will occur after the completion of a lesson block, rather than in the midst of one. The calendar will provide a sufficient break (at least 4 weeks) at least once a year to allow faculty time for continuing education and professional development.

The calendar will follow a rhythm of seasonal flow, allowing for rest at each seasonal change throughout the calendar year. The modified calendar has breaks at more regular intervals throughout the year, loosely correlated to the seasons (Fall, Winter, Spring, and summer). The focus on nature matches well with this more cyclical calendar. In addition, the calendar will afford breaks at the end of lesson blocks, giving students time to absorb and synthesize material.

Educators will have ample time to prepare cross-curricula lessons and collaborate with peer educators during track out and early release days. They will also be able to easily accommodate parent-teacher conferences during the frequent breaks in the calendar.

The calendar will include 175 instructional days, but the total instructional hours for the year will be 1026. There will be 163 full days with 6 hours of instructional time that total 978 hours. The instructional day schedule will be 8:30 AM to 3:00PM. There will be 12 early release days of 4 hours of instructional time that total 48 hours. On these days, the schedule will be 8:30 AM to 1 PM.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

ROCS will follow the Multi-Tiered System of Support model to ensure there

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are clearly defined systems of prevention and interventions in place that teachers can use to support students who are not making expected progress. This system also acts as support for teachers as they collaborate as a caring community of learners to ensure all students reach their potential.

Multi-tiered system of supports:

Tier I: ROCS curriculum provides the first level of support to all students. Teachers will differentiate instruction to address the strengths and needs of each student. Teachers will use ongoing informal assessments to monitor student progress and areas of need; consequently, they may plan and adapt activities. Waldorf methods reach the whole child by offering plentiful hands-on, developmentally appropriate activities and materials thus introducing multiple modes of accessing the curriculum simultaneously allowing students to demonstrate their learning. Teachers document students' progress with portfolios that can easily be shared with parents to show areas of strength and need.

ROCS will follow the North Carolina Student Accountability Standards and refer any student who is performing below grade level in reading, writing, math, or who is having issues related to behavior, to the Child Study Team (CST) thus initiating Tier II supports to be provided and documented.

Tier II: The Child Study Team (CST) will be coordinated by an experienced, licensed teacher and will include the CST coordinator, the lead administrator, the student's teachers, the parents, the student (if deemed appropriate by the child's parents and teachers), and other relevant professionals. Parents and/or teachers who have concerns about a student's academic or behavioral needs may bring their concerns to the CST and the process will begin. The CST will develop a Personalized Education Plan (PEP) detailing specific goals and the evidence-based interventions that will be used within the classroom by the teacher. The CST will meet regularly to discuss the effectiveness of the interventions and monitor student progress. If parents cannot be present at the CST, teachers will schedule conferences to keep them up to date. If these supports prove effective, the teacher will continue them. If not, additional supports may be tried or the CST can utilize Tier III supports.

Tier III: The student will receive one-on-one and/or small group, intensive instruction while also continuing to receive core classroom instruction and the Tier II classroom interventions in the PEP. ROCS will use research-based programs to target the student's specific area(s) of need. If there are behavioral concerns, the CST will develop a clear behavioral contract with the student and parents.

If Tier III supports prove effective, they will be continued and progress monitored regularly by the CST and shared with parents at least quarterly. If the CST, with strong parental input, determines that Tier III supports have not helped the student make adequate progress, the team can refer the student for a Special Education Evaluation. Please see the Exceptional Children section for further information. ROCS will monitor the progress of all students and provide teachers with professional support during bi-monthly pedagogical meetings. Our commitment to strong parent involvement will allow us to keep parents informed of each child's strengths and needs so that we may collaborate to ensure success.

Specific assessments for identifying at-risk students will be chosen by the lead administrator and other professionals hired to run ROCS. A variety of assessments will be used based on the area of student need and also the use of the broader portfolio assessments we will use school wide. These assessments will help teachers identify areas of individual student need as

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well as track student growth and progress before and during any needed interventions implemented.

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

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

1) ROCS will follow the North Carolina policies for English Language Learners (ELL). At enrollment, all parents will complete a home language survey. If a primary language other than English is identified on this survey, the parents will be informed that their child will be screened with the World Class Instructional Design and Assessment Assessing Comprehension and Communication in English State-to-State Placement Test (W-APT). This will determine if they will be identified as Limited English Proficient and, if so, what accommodations/modifications they need in class and during state testing, and what ELL services they will receive. Teachers can also refer students to the Child Study Team if they have observed signs that the child is an English Language Learner (if parents did not indicate a primary language other than English on the Home Language Survey).

2) An ELL coordinator will be identified to monitor ELL programs, student progress and to ensure that students who are ELL can access our core curriculum. The ELL coordinator will provide training to teachers to help them support students who are ELL. Possible areas of training and support for our staff and students include sheltered instruction so that teachers maintain the integrity of the academic content while making the material accessible to students of various levels of English proficiency. Sheltered instruction involves reducing the linguistic demands of lessons and using such strategies as: modifying speech rate and tone, using contextual clues and models, relating instruction to students' experiences, adapting the language of texts/tasks, and using other differentiated instructional and hands-on techniques. These more specific techniques include: demonstrations, visuals, graphic organizers, and cooperative work. These techniques allow all students to access the curriculum (adapted from Northwest Regional ESD, Best Practices for ELLs, <http://ell.nwresd.org/>). ROCS's hands-on, integrated approach relies on differentiated and developmentally appropriate instruction to each child. These strategies allow ROCS to address the needs of English Learners. The WIDA-ACCESS test helps teachers plan appropriate instructional strategies for ELLs with the support of an ELL coordinator as well as planning for testing accommodations. ROCS will make efforts to recruit staff who reflect the student population's language diversity to facilitate clear communication with all students and their parents. ROCS will encourage and support parents in nurturing the ongoing development of their primary language proficiency in the home (adapted from Kona Pacific Public Charter School, 2007, p. 42).

3) Teachers along with the ELL coordinator will monitor the progress of ELL students and make adjustments to instruction as necessary. ELLs will be given the Assessing Comprehension and Communication in English State to State for ELLs (ACCESS) test annually as required by NC Accountability to monitor their LEP status. Students will be withdrawn from ELL services only when they achieve a Comprehensive Objective Composite (COC) on the ACCESS

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for ELLs according to the requirements outlined in North Carolina Policy and Procedures related to WIDA ACCESS for ELLs (2014).

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.*

ROCS will identify academically and intellectually gifted (AIG) students by reviewing prior school records and talking to parents. Students not already identified may be referred to the CST by parents, teachers, the student, and other staff. The CST will review both formal and informal assessment data to determine if a referral for further testing by a contracted, qualified diagnostician (i.e. school psychologist) is warranted. ROCS will seek to partner with the LEA or contract with a qualified diagnostician as necessary. The following steps will be used to identify gifted students and meet their needs: 1. referred to CST by teacher, parent, or student themselves, 2. CST recommends interventions/supplemental education and/or further testing with parent permission 3. testing by qualified diagnostician 4. develop individualized program 5. implement individualized program 6. monitor effectiveness of individualized program 7. adapt/modify program as needed but at least meet annually.

Students receive support at all needed levels of the RtI process to aid in documenting educational need for AIG programming and to individualize the curriculum for students who need further challenge. Students can continue receiving this support even if they are not identified as AIG. ROCS will follow state AIG program standards to ensure all identification, testing, parental involvement, and procedural safeguard requirements are met. ROCS will provide equal opportunity for all students using the following: Multiple criteria for decision-making including informal assessments such as benchmark assessments, state assessments, end-of-course and end-of-grade assessments. Other assessments include: those that go beyond a narrowed conception of giftedness, reliable instruments/strategies for assessing giftedness, appropriate instruments to be used with underserved populations, and data rather than labeling, thus providing relevant information for instructional decision-making (Standard 1: Student Identification, North Carolina Academically or Intellectually Gifted Program Standards, State Board of Education Policy GCS-U-000, 2012). Students identified as AIG will receive individualized instruction based on their areas of giftedness and areas of interest. The CST will write a Personalized Education Plan (PEP) for the student to identify appropriate goals, strategies, programs, and opportunities. ROCS recognizes that children express their strengths in many different ways and students identified as AIG often require differentiated educational services beyond those ordinarily provided by the regular educational program. ROCS will employ a variety of strategies individualized to each AIG student's needs which may include, but are not limited to, differentiation strategies exemplified by enrichment, extension, and acceleration; supporting the social and emotional needs of AIG students; and developing and monitoring a PEP that articulates the differentiated curriculum and instruction services that match the identified needs (Standard 2: Differentiated Curriculum and Instruction, North Carolina

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Academically or Intellectually Gifted Program Standards, 2012). ROCS will make efforts to recruit a teacher or contract with an endorsement in AIG education. ROCS hopes to partner with other area schools to provide additional programming options and opportunities for AIG students. ROCS will seek partnerships with such community programs as: Duke Talent Identification Program (Duke TIP) "a nonprofit organization dedicated to serving academically gifted and talented youth. As a world leader in gifted and talented education, Duke TIP works with students, their families, and educators to identify, recognize, challenge, engage, and help students reach their highest potential" (<https://tip.duke.edu/node/11>) and the American Association for Gifted Children (AAGC) at Duke University. Teachers and support staff will employ strategies individualized to each AIG student.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1)At enrollment, parents will be asked to indicate if their child is eligible for special education services or protected under Section 504 of the Rehabilitation Act. If so, parents will have the option to share their children's records to include IEPs and 504 plans to expedite and initiate providing seamless services to each child. All parents will be asked to provide signed consent to allow ROCS personnel to request these records (to include IEPs and 504 plans) from the child's previous school.

2)ROCS will comply fully with the 'Child Find' mandate. Children can be referred for further evaluation via a written request to the Lead Administrator to determine if the child has a disability and needs special education services. Parents, staff, and the student may also refer the child to the Child Study Team (CST). The CST will include an administrator, the CST coordinator, the student's teacher(s), the parent(s), others as appropriate (SLP, OT, PT, counselor) and the student. If limited progress is made after receiving Tier III supports, the CST will submit a written request for an evaluation for suspected disability with signed informed parental consent for diagnostic evaluations by an appropriate, contracted diagnostician (such as a school psychologist) to determine if special

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education services are required. This request will contain information about the reason for the referral, the parent's, teacher's, student's or the CST's concerns, and the child's current strengths and needs. The CST will include all interventions and results in the request. The Lead Administrator will submit the request to the ECE coordinator with a copy going to parents. ROCS will contract with appropriate and qualified diagnosticians as needed if one cannot be provided by partnering with the LEA.

If the student is found to be eligible for ECE services, the IEP team (an administrator, general education and special education teacher, parent, and student, and relevant related service providers) will hold an IEP meeting. They will develop goals to address the student's needs and determine the related services required to support the student in ROCS inclusive environment. The IEP will be shared with the child's teachers, parents, and related services staff for implementation. If the student does not qualify, the CST will meet to either begin or continue (with modifications) the Multi-tiered process.

3a) ROCS will request records from the child's previous school about special education services and 504 Accommodation plans. Parent's signatures of consent will be required. 3b) ROCS will maintain confidential files in a locked room and locked filing cabinet. A sign on the cabinet will indicate who has access to the information. The lead administrator, ECE coordinator, and administrative assistant will have direct access and will monitor who is accessing the files. Each file will include a sign-out document to record the following: printed and signed name, the date, and reason for file review. Files must be kept in the file room. Parents have the right to request their child's records and receive them in a timely manner. Parents give signed consent to release records to a third party. 3c) The Lead Administrator and ECE coordinator will be responsible for monitoring compliance with all federal and state laws, policies, timelines and ensuring that all files include quarterly progress notes from the EC teacher and related services staff. IEPs will be held at least annually. Evaluations will be completed at least every three years. The ECE Coordinator will ensure that all services in the child's IEP are provided and documented. The 504 coordinator will ensure that 504 accommodation plans are reviewed, implemented by teachers and other staff, and updated annually or after the specified time.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1)ROCS will focus on the uniqueness and wholeness of each child. The child is first. Each child has preferences, strengths and needs. ROCS goal is to have each child contribute and participate fully in the school community. ROCS will encourage self-determination and self- advocacy by using child-centered planning where the child and family will direct educational planning and be supported in advocating for their needs, dreams and long-term goals. Educational advocacy improves education services. (Fiedler, 2000). Each child be honored where they are developmentally. The use of

differentiated instructional techniques within an integrated curriculum, allows each child the time, space, and tools to flourish. By developing programs to meet the needs of all children who attend, a full continuum of services will be offered. A highly qualified special education teacher will be part of our faculty to coordinate services and provide support to teachers, students, peers, and families to ensure that each child with an Individualized Education Plan receives a Free Appropriate Education in the Least Restrictive Environment. Students will receive their course content from licensed classroom and core content teachers, and extra-curricular teachers with strong, ongoing support from our ECE coordinator, and required related service providers. The ECE coordinator and related service providers will provide support within the typical instructional area (classroom, playground, etc.) as much as possible. The ECE coordinator will spend time working in each child's classroom and working one on one with the child as required to provide needed supports and interventions and reinforce instruction. The ECE coordinator will work closely and collaboratively with classroom and extracurricular teachers and other school staff to provide them with support and training so they may appropriately address students' goals and provide required accommodations and modifications. The ECE coordinator will also ensure that all required materials (adaptive equipment, communication assistance devices, etc.), additional classroom staff (such as a one on one TA), and related service providers (such as SLP, OT, PT) are in place as documented in students' IEPs. ROCS will create environments to fit children. Pull in and push out special education and related services, 1:1 instruction/environments, small group instruction/environments, resource room settings, home/hospital services, and support to find residential services or a separate school setting would be provided as necessary based on each student's IEP.

2) ROCS seeks to reflect, embrace and celebrate the full diversity of the community including children with exceptional needs. ROCS will provide a Free Appropriate Public Education (FAPE) for students with disabilities within an inclusive model of education ensuring children are educated in the Least Restrictive Environment (LRE). ROCS will create the educational program with mindful universal design (NC 1500-2.38) so that children of all abilities are considered and the need for adaptations are lessened. This will allow ROCS to meet the needs of children by providing ECE services, accommodations and/or modifications as necessary to help them fully participate in and have access to the entire curriculum, school community and facilities, and all extra-curricular classes and activities. However, if a child's needs are such that the IEP team determines they need to have all or part of their educational needs addressed in a different setting(s) and with other services, these settings and services will be provided. ROCS will comply with all federal and state laws and policies relating to children with disabilities.

3) The child's ECE coordinator will spend time working in the child's classroom and working one-on-one with the child as required to address and monitor the progress on IEP goals, keep documentation of progress, and keep IEPs current. The ECE coordinator and any related service providers will complete quarterly progress reports about students' progress towards IEP goals. The special education teacher will ensure that parents and the child's teacher(s) receive all updated IEP information on the needed accommodations, modifications, and interventions. The ECE coordinator will ensure all IEPs are monitored and reported in a timely fashion, at least quarterly.

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4) ROCS will ensure that all related services documented in students' IEPs are provided. ROCS will partner with the LEA to provide related services (speech and language therapy, occupational therapy, physical therapy, counseling, etc.) as much as possible. If needed, ROCS will partner with other charter schools and/or contract with private providers.

Student Performance Standards

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

1) ROCS expects students to graduate the school having grown in all capacities (head, hands and heart) as stated in the mission. In addition to meeting Common Core Standards, ROCS will encourage students to become independent thinkers, problem solvers, team players and upstanding citizens who contribute to the greater good in society. We will measure students not only by their academic achievement but also their social-emotional development, resiliency, and overall character. The Education Director and grade-level teams will work together to develop assessment rubrics in all content areas using the Common Core standards, North Carolina Essential Standards, and Public Waldorf principles. These assessments will be conducted in conjunction with state and federally mandated testing in order to ensure that student progress is accurately monitored, and to identify students who need additional tutoring and/or remediation.

Our five year academic goal is as follows:

By year 2, 95% of students demonstrate a years worth of growth leading to promotion to the next grade level.

NC EOG Scores: 75% of ROCS students will achieve 4 or above in Math and Reading in year 1. 80% will achieve 3 or above in Math and Reading in year 1. By year 5, 85% will achieve 4 or above and 90% will achieve 3 or above.

To study social and emotional learning, ROCS will administer pre- and post-surveys to all students with items specifically designed to measure students' emotional and social learning growth in areas deemed most valuable for example, students emotional, cognitive, and behavioral engagement, as well as students confidence, self-efficacy, or locus of control. Survey items will be pulled directly from reliable and validated existing instruments, adapted from existing instruments, or designed specifically for Raleigh Oak Charter by educational researchers at NCSUs Friday Institute for Educational Innovation (who have extensive experience and strong theoretical backgrounds in survey design methodology and educational psychology).

Our five year social emotional goals are to achieve a consistent increase in measured indices indicated above.

2. The assessment tools and strategies mentioned above will drive individual instruction for all students, ensuring a personalized and differentiated approach. Specific in-class tools are student portfolios, teacher

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observations, feedback from in-class assignments, and results from summative and formative assessments. Students will also be invited to self-evaluate as developmentally appropriate. Social-emotional development will be monitored using teacher observations, conference notes, and surveys mentioned above. A year-end narrative report produced by the teacher will outline the data collected and include the students growth throughout the year (see Appendix O). This report will be presented to the student and parents at a conference to provide for a culture of clear understanding, collaboration, and communication. Teaching staff will communicate across grades regarding assessment data to support student transition between grades or subjects (in grades 6-8). Administration will use this data to make larger curricular and programmatic decisions that will enhance student learning and development. ROCS will regularly assess and evaluate our programs, policies, teachers, and staff to ensure compliance with the vision and mission of our school and connection to North Carolina State public school standards.

3) Students promoted to the next grade level must show a year's worth of growth and proficiency in all subjects. We will use the same policies and standards for promoting students with special needs unless the student's IEP team has determined that alternative criteria need to be used. In these instances, we will follow the alternative grading criteria in the student's IEP to make decisions about the student's promotion to the next grade level with a focus on the student meeting their IEP goals rather than the results of grade level assignments and/or standardized tests. Ultimately, promotion will be recommended in the annual report prepared by the classroom teacher with final decisions held by the administration.

4) Students of ROCS will exhibit the highest standards of high school readiness in 8th grade in accordance with the NC Student Accountability Standards. To graduate, all students will perform at or above grade level on state exams. In addition, classroom teachers will evaluate students to ensure that all rising 9th graders show competence in each academic area as well as demonstrate proficiency in communication, perseverance, social skills and the ability to work collaboratively with peers and educators. Students who are "at risk" will be identified and coached by the Child Study Team to provide appropriate supports that ensure academic success.

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.*

Student conduct will focus on the social-emotional development of children by honoring each child's individuality within a supportive environment. Teachers will focus on positive guidance techniques, modeling and teaching appropriate behaviors and providing opportunities for children to express themselves clearly and respectfully. Conflicts will be used as teaching opportunities. With adult guidance, children practice and learn social-emotional skills such as: cooperation, emotional literacy, conflict resolution, empathy, compassion, communication, and self-regulation. Limits and consequences will be made clear and reasonable with focus on teaching appropriate social interactions and helping students find appropriate outlets to express emotions. Teacher looping and strong parental involvement will provide a relationship-based approach. Students will actively engage in forming rules that govern how they will behave. Initial levels of correction include: Positive Guidance Techniques, Teacher Modeling, Time-in with Teacher, Interruption and/or Redirection, Reminding of Expectations/Consequences, Restrictions or Removal of privileges/opportunities, Visit with Administrator, Contact Parents, Parent/Teacher and Child Conference. If a concerning behavior continues, teacher or parent may refer the child to the Child Study Team for support and creation of a behavior contract. Once all levels of support are exhausted, a referral for special education eligibility and services may be necessary.

For more significant incidents such as theft, discrimination, verbal harassment, fighting or physical attack, communicating threats, intentional property damage, possession of controlled substances or false fire alarm/report, teachers may utilize rest of day suspension as a consequence in addition to parent conference, behavior plans, or longer suspensions. Offenses that are more severe (examples: physical assault/aggression; bullying on the basis of race, ethnicity or gender; extortion; violent assault; possession and/or use of firearms; threatening use a weapon; bomb threat; defacing school property; arson) shall be reported to the BOD as soon as possible (by the end of the school day). The Lead Administrator, in consultation with teacher, will determine additional discipline which may range from suspension to long-term suspension to expulsion.

Regarding consequences of behavioral offenses, consideration will be given to the students behavioral history, whether the action was one of self-defense and if the student has a disability. If a parent disagrees, due process can be filed. (See Governance #9) ROCS will provide the same services to all children if suspended. If a child is removed for more than 10 school days, ROCS will ensure that educational services are provided so s/he can continue work in all classes, continue to make progress on IEP annual goals (if applicable), and if appropriate, have his/her behavior assessed and receive services and modifications to prevent the behavior from repeating.

If the behavior is a manifestation of the child's disability, the behavior must be assessed and the IEP Team must develop a behavioral intervention plan (BIP). If the child already has a BIP, then the IEP Team must review and change it to address the specific behavior. Parents can request an expedited due process hearing to appeal any placement decision made because of behavior or the results of the manifestation determination meeting. ROCS can ask for an expedited due process hearing if it believes keeping the child in his/her current placement is very likely to cause injury to anyone. ROCS will abide by all appeal procedures and policies in NC Procedures Governing Programs and Services for Children with Disabilities.

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Section III: Education Plan Concerns and Additional Questions		
What achievement data will show students' progress in mastering the North Carolina standards?	Jennifer Gnann	Instructiona
Please clarify what specific data/measurement tools will be utilized to show evidence of mastery.	Jessica Kelly	Instructiona
Is there documented evidence of Waldorf success in other 46 schools? Discuss pros and cons of multi year looping! ROCS will practice teacher looping wherein one teacher follows a cohort of students from grades 1-5. Teachers achieve a deeper understanding of students' strengths and areas for growth to more effectively individualize instruction and ensure academic success. Looping fosters respect, develops long-term relationships between faculty and students' families, and models conflict resolution and diplomacy techniques (Brown University, 1997).	Joe Maimone	Instructiona
What assessments will be used to show improvement on NC standards?	Shannon Sellers	Instructiona
How will A+ be integrated into the curriculum and instructional design?	Brian Smith	Instructiona
Why was it decided to loop so many grades? What will happen if parents are unsatisfied with the teacher? Applicant needs to clarify the following statements: ROCS shares the North Carolina READY Initiative's focus on preparing students for life, not simply for success at each grade level in school. The calendar will follow a rhythm of seasonal flow, as informed by Waldorf philosophy, allowing for rest at each seasonal change throughout the calendar year.	Brian Smith	Curriculum a
What does Waldorf look like in a typical day? Where is it used successfully? Data?	Joe Maimone	Curriculum a
Looping from grades 1-5 poses several concerns: what if there is dissatisfaction with the teacher? Will the TA also loop with the teacher? What challenges will it cause for that teacher to master standards in a new grade each year? What research was conducted on the effectiveness of looping this many grades? The interest survey did not indicate anything about ROCS implementing a year round calendar. What effect do you think this could have on your interest especially if the majority or all of the other area schools are on a traditional calendar?	Jessica Kelly	Curriculum a
How will teachers master all of the content area needed in grades 1-5? What knowledge will students demonstrate that will allow them to move from one grade to the next? What will 8th graders be able to do specifically to move to High School? How is A+ a part of your curriculum? How do these two statements work together? "At ROCS, the belief is that every student unfolds in his/her own time." and " ROCS' mix of academic, creative, and developmental education will help students reach their fullest potentials and be ready for the North Carolina READY End of Grade exams ."	Jennifer Gnann	Curriculum a
How did you decide to loop K-5? What happens if there is a teacher/student conflict? Is there research to show that this is effective? How will students be promoted or retained?	Shannon Sellers	Curriculum a
What AIG support will the students receive other than in-class differentiation?	Jennifer Gnann	Special Prog
THE IEP team would determine if a child meets eligibility criteria after a referral is given to the IEP Team to consider whether or not testing is needed not the testing psychologist or the CST Team. The wording is a little unclear in your process.	Glenn Allen	Exceptional
How will the weighted lottery system as indicated earlier in the application impact exceptional children?	Jessica Kelly	Exceptional
The applicant should expand upon their understanding of 504's.	Jennifer Gnann	Exceptional
Applicant should expand on 504 meetings and the statement, "after the specified time." 504's must be reviewed yearly.	Shannon Sellers	Exceptional

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There are goals for years 1, 2, and 5. What are the goals for 3 and 4 in this section? In your explanation, "Specific in-class tools are student portfolios, teacher observations, feedback from in-class assignments, and results from summative and formative assessments," how will you measure the benchmark progress being made overall?	Brian Smith	Student Perf
What type of coaching will the CST provide? If a student begins a school year behind and makes a year's worth of growth, will they still be promoted as stated? It appears that none of the proposed rubrics or surveys have been created yet. What is the timeline for that? If they are not ready by the time school opens, how will students be assessed?	Jennifer Gnann	Student Perf
Will the assessments indicated be in addition to standardized tests? What impact of the social/emotional surveys will it have on the school instructional planning? How will ROCS ensure that students are prepared for high school?	Jessica Kelly	Student Perf
AGGRESSIVE! By year 2, 95% of students demonstrate a years worth of growth leading to promotion to the next grade level. NC EOG Scores: 75% of ROCS students will achieve 4 or above in Math and Reading in year 1. 80% will achieve 3 or above in Math and Reading in year 1. By year 5, 85% will achieve 4 or above and 90% will achieve 3 or above	Joe Maimone	Student Perf
How will a year's growth be measured for promotion? What will be considered proficient for promotion? How will student retention be determined? Have the surveys been developed?	Shannon Sellers	Student Perf
How does a behavioral issue become a referral for exceptional children services?	Shannon Sellers	Student Cond
Why is the conclusion that a behavioral problem leads to special education referral? Why are the teachers assigning rest of day suspensions? Why is the BOD working in the day to day operations of the school?	Brian Smith	Student Cond
How can teacher looping negatively impact a student with behavioral issues?	Jessica Kelly	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Joe Maimone	Pass
Cheryl Turner	Pass
Brian Smith	Pass
Shannon Sellers	Pass
Alan Hawkes	
Steven Walker	
Walter Finnigan	Pass
Eric Sanchez	
Mike McLaughlin	
Robert McOuat	
Jennifer Gnann	Pass
Glenn Allen	Pass
Jessica Kelly	Pass
Hilda Parlér	Pass
Alex Quigley	

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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: Raleigh Oak Charter, INC

Mailing Address: 216 Brandon Court

City/State/Zip: Raleigh NC 27609

Street Address: 216 Brandon Court

Phone: 919-266-5099

Fax: 919-782-3867

Name of registered agent and address: Melissa Stansbury 216 Brandon Court Raleigh, NC 27609

FEDERAL TAX ID: 81-3256305

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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Dennis Hagerman	Board Member	ORANGE	Retired Waldorf Teacher		
Melissa Stansbury	Board Chair	WAKE	Research Manager		
Alejandro Sanchez	Board Member	WAKE	Bilingual Customer Service Representative		
Lucy Chartier	Secretary	WAKE	Psychiatric Nurse Practitioner, Business Owner		
Suzanne Branon	Board Member	WAKE	Project Manager and Research Associate		
David Serette	Treasurer	WAKE	Inventory Control Specialist		
Lauren Scott	Vice Chair	WAKE	Doctor of Chiropractic, Business Owner		

Please provide the following in this location of the APPLICATION:

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

The board of the Raleigh Oak Charter will serve as the governing body of the school, specifically hiring, advising and supporting the school's administration in the following areas: *Hire, support and evaluate Lead Administrator *Determine compensation for Lead Administrator, administration and original faculty *Support Lead Administrator in carrying out school's mission *Vote on/approve all personnel decisions *Develop, understand, and abide by charter's bylaws *Determine and develop the Board's governing structure of school personnel *Develop and provide guidance around school decisions and policies *Work with administration to develop short and long term strategic plans for school growth, success, and sustainability *Monitor and adhere to the charter's financial responsibilities *Monitor the charter school's programs and services *Ensure adequate resources and manage them effectively *Set goals, develop strategic plans, and reflect upon and evaluate the board's performance in meeting goals *Fulfill elected roles within Board *Be well informed about relevant Charter School Laws and NCDPI policies and conduct all Board business and manage meetings in accordance with those policies *Ensure compliance with NC Open Board Meeting Laws (NC

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Statutes: Chapter 143, Article 33C; G.S., 143:318) *Avoid conflicts of interest and put welfare of organization before personal benefit.

Roles of board members will include: Board Chair, Vice Chair, Secretary, and Treasurer. Additionally, board members will participate in at least one sub-committee such as Budget and Audit, Development, Community Engagement, and Facilities to be voted on in accordance with bylaws.

The Board will serve as a task force to identify a Lead Administrator. They may recruit candidates through contacts in the local community and post on national and higher education recruiting sites including the Alliance for Public Waldorf Education. Interested candidates will participate in a behavioral based interview that includes a range of questions from diverse perspectives, role-playing scenarios designed to elicit examples of previous experience and behavior, and providing a writing sample. The Board will focus its search on applicants with prior school leadership experience, particularly in the areas of new school design and start-up, Waldorf education methods, developmentally appropriate instructional practices, arts integration and managing significant external partnerships. Candidates with experience working with diverse populations will also be a priority. The best candidate will be selected utilizing this rubric. The Lead Administrator will build consensus and inspire passion within teachers to teach, students to learn, and parents to engage in their child's development and learning while following the mission of the school. The Lead Administrator will be responsible for the overall school operation, working with parents, students, support staff and teachers. The Board will receive monthly reports from the Lead Administrator and his/her team as to all major functions of the school. The Lead Administrator will serve as a non-voting member of the board.

The Board will review the Lead Administrator's performance three times throughout each school year. The first meeting will be during late summer and will include goal-setting for the coming year, a discussion of his/her specific, written plan for achieving those goals and the interim benchmarks for assessing and monitoring progress, and reviewing a detailed plan for relevant professional development. The second meeting during mid-year will include a progress update on collaboratively determined goals; adjustments will be made based on emerging priorities. The third and final meeting will include discussion of the following topics: goals met, various data including teacher and family feedback survey, teacher retention, student attendance, application numbers, safety and discipline data, and goals for the coming year.

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

Guided by the NCDPI "Elements of a High Functioning Public Charter School Board," the Raleigh Oak Charter School Board will include a range of 7-11 members, preferably an odd number, and will seek to represent diverse skills, experiences, constituents, and areas of expertise. The current board includes members with expertise in public and Waldorf teaching and learning, curriculum planning and design, child development, marketing, development, fundraising, business, strategic planning, community engagement, human resources/diversity, social inclusion, finance, research, non-profit

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management, project management, public relations, grant writing and business management. Several board members are also parents of potential students. Current Raleigh Oak Charter Board members are well connected with diverse Raleigh communities, business leaders, cultural institutions, higher education institutions, and have connections with educators in both private and public schools. Additionally, relationships have been forged with the Alliance for Public Waldorf Education and leaders in other Public Waldorf schools around the country. We have identified key individuals to serve as an advisory council to the board of directors with experience in starting public charters, Waldorf education, charter school administration, library science, technology, law, finance, public school administration, school district administration, research, early childhood education, special education and counseling.

Raleigh Oak Charter Board members will provide governance and support to ensure that the vision and mission of Raleigh Oak Charter School are fulfilled, keeping students creative, intellectual, emotional, physical and social capabilities at the core of all decision-making. The Raleigh Oak Charter Board will hire, supervise, and evaluate the Lead Administrator and will approve all personnel decisions made by the Lead Administrator through a vote. The Raleigh Oak Charter Board will ensure success of Raleigh Oak Charter School by a) Development of clear short and long-term SMART goals and related strategic plans and benchmarks; b) Quarterly review and evaluation of operational, financial, and academic progress by school and Lead Administrator; c) Supervision of the Lead Administrator through Board meetings and reports; and d) Ongoing opportunities for professional development of Board members. The Raleigh Oak Charter Board will announce and post all activities, opportunities, and meeting dates on the Raleigh Oak Charter website, in accordance with NC Open Meeting Laws. To manage its own effectiveness, the Raleigh Oak Charter Board will review its roles and responsibilities on an annual basis to ensure ongoing support and successful implementation of the school's mission and vision. Several tools will inform the development of the Board's self-assessment rubric, including a National Council Nonprofit Board Self-Assessment Tool and various tools from BoardSource. The Raleigh Oak Charter Board will also abide by all laws, rules, and best practices regarding conflict of interest to always ensure stewardship of the Raleigh Oak Charter organization.

As Raleigh Oak Charter Board members complete their term(s), as outlined in the bylaws, they will be involved in the recruitment and training of replacement Board members. The diversity of background and expertise, as well as representation from parents and community members, will remain a priority.

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

Founding Raleigh Oak Charter Board members were recruited through an informal series of informational discussions, the sharing of the Raleigh Oak Charter vision, and an evaluation of skill-sets to drive the strategy for recruitment of a diverse and representative board. Board members were ultimately selected based on their interest in and commitment to the vision and mission of the Raleigh Oak Charter School and their commitment to providing additional school options to all students in the Raleigh and Triangle area. Currently, the Raleigh Oak Charter School Board is staffed with directors committed to serving a minimum two-year term, which will take the school through its opening months. Members will be eligible for re-

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election. ROCS may recruit members between now and school opening in an effort to bring additional expertise in the areas of Waldorf Education, Real Estate, Experience with Founding a school, or a newly identified area of potential need.

According to the Raleigh Oak Charter Bylaws (Article VI, #3), "All officers may serve no more than two (2) consecutive two-year terms. Former officers, after a break in service of one (1) year, may be elected to another term as an officer." At time of re-election, Board members must be in good standing, according to the Boards self-evaluation system. According to Raleigh Oak Charter Bylaws (Article V, #6), "Vacancies on the Board of Directors shall be filled by election at the Board meeting immediately prior to the end of the expiring directors term. Vacancies occurring mid-term shall be filled by election at the next Board meeting. Nothing herein shall be construed to prevent an individual director from being reelected to office." As described earlier, all outgoing Board members are expected to identify potential replacement Board members and to present those names and initiate that contact prior to resignation. In the event that a Board member must resign unexpectedly or is dismissed, Board members will be asked to identify potential candidates for discussion at the next Board meeting, with the goal of finalizing election within two subsequent Board meetings. In order to most proactively anticipate and plan for vacancies, the Board Chair will conduct quarterly check-ins with all Board members to assess ongoing interest and ability to commit to the position.

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

The Raleigh Oak Charter Board will meet at least 10 times per year, in accordance with the bylaws for 2-3 hours and hold committee work sessions regularly. An annual board retreat will be held once per year for planning.

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.

Professional Development for Raleigh Oak Charter Board members will include the following activities and schedule. Board members are required to participate in a minimum of three (3) professional development opportunities each year in addition to the yearly "retreat" sessions.

Jan 2016-Jan 2018: Visits to existing charter and Waldorf schools: Seaside Charter School (Public Waldorf Methods Charter), Journey School (Public Waldorf Methods Charter), Mountain Phoenix School (Public Waldorf Methods Charter), Magellan Charter School, Quest Academy, Circle of Seasons, Artspace Charter School, Arts Based Charter School, Evergreen Charter School, Emerson Waldorf, HOPE Elementary, Sterling, Casa Esperanza, Exploris, Endeavor and any others deemed fit for research purposes.

July 2016: Board Member Orientation: What it means to be a charter school board member - overview of responsibilities, guest speaker from existing charter school board member, policy review.

August 2016: Charter School Law 101: The Board held a training with Catherine Phelps on important legal issues associated with NC charter school governance. Her presentation was videoed and will be presented to new board members.

January 2017-June 2018: Additional visits to existing charter schools and

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other Waldorf school models; some Board members will attend various conferences on Waldorf teaching and learning, effective arts integration, curriculum and planning, including Alliance for Public Waldorf Education Annual Conference, NC Public Charter Schools Association Conference, A+ Schools Conference, Steam and Arts Integration Online Conference; after each school visit or conference, participating board members will present new learning and implications for the Raleigh Oak Charter School to the entire board.

Yearly: The Board will meet with the school faculty for a verbal feedback session to gauge the success of goals and mission in the classroom. This feedback will be utilized for the yearly review process of Raleigh Oak Charter.

Yearly: The Board will meet for a retreat session where they will review progress of the school and board, review data, including the teacher feedback, to drive discussion and decision-making, provide feedback to the Lead Administrator, and adjust strategic plans as needed to ensure that Raleigh Oak Charter is successful and on-track to achieve goals. During these meetings, the Board will also assess its own effectiveness as a collaborative team through the administration and review of feedback surveys.

As the board develops its orientation program in 2016/2017, best practices and critical information will be captured and compiled into an Raleigh Oak Charter Board Member handbook. When new Board members join, they will be given a copy of the handbook and the outgoing Board member will provide an orientation during the transition. Each summer during the Board retreat, the entire Board will review bylaws, Raleigh Oak Charter mission and vision, Board policies, etc., providing new members with a complete orientation.

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

The Raleigh Oak Charter Board bylaws discuss expectations for board members' ethical behavior in Article VII. Raleigh Oak Charter Board members will commit to avoiding potential conflicts of interest, always exercising their positional authority for the express benefit of the Raleigh Oak Charter School as a whole. Potential areas of conflict include a) inside and confidential information regarding employees and students; b) acceptance of gifts and favors; c) preferential treatment of their own children who may be Raleigh Oak Charter students; d) financial benefit to their represented organization; and e) any financial, or other interest from which they might benefit. The Raleigh Oak Charter Board bylaws specify that any individual(s) identified to have a potential conflict shall be excused from relevant decisions and voting, and excluded from quorum requirements for that particular meeting.

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

The Raleigh Oak Charter Board recognizes the importance of ensuring that the school abides by all North Carolina State Laws for Charter Schools. The Board will oversee the development of all policies related to teacher licensure, student admissions, charter renewal, and employee and relevant Board member screening.

For most school policies, however, the Raleigh Oak Charter Board will serve as a governance board, delegating day-to-day decision-making power to the Lead Administrator. The Board will focus on developing and voting on school-

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wide policies to support the big picture - the vision, mission, and achievement of school goals. The Lead Administrator and his/her designated team will develop policies to be outlined each year in faculty and family handbooks. Each year, the Board will vote on and approve those policies. The Board will also vote on addendum or changes to those policy handbooks as needed throughout the year. The implementation of those policies will be delegated to the Lead Administrator. Policies that affect school outcomes, students and families experiences related to the achievement of desired outcomes, and/or the resources/finances required to achieve those outcomes will remain the focus of Board policy-making.

When initiating and approving school policies, the board will take the following steps:

-Data collection: Board members will closely review the issues related to the policy. What are the different perspectives? What are the current issues? What are the needs? What does the data reveal? What is the potential impact/consequences? What is the cost (real and otherwise)? This data collection period may include informal discussions and data gathering (including the use of surveys) from various stakeholders and input and reporting from the Lead Administrator and his/her team.

-Discussion: After a collection and review of available data and perspectives, Board members will share opinions, brainstorm solutions, and propose alternatives.

-Consensus-building: After deliberation and discussion, Board members will work to compromise in areas of disagreement, by keeping the focus on the needs of students. While only a majority vote is required for the adoption of a policy, the Board will make all efforts to reach consensus to increase buy in and support for all school policies, in the best interests, harmony, and ongoing collaboration of the larger school community.

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.*

In addition to the Raleigh Oak Charter Board subcommittees listed earlier (Budget and Audit, Development, and Community Engagement and Facilities), Raleigh Oak Charter School will establish an Advisory Council. The Council advises board members and the Lead Administrator and is made up of experienced community members that are dedicated to the success of Raleigh Oak Charter School. The purpose of this Council is to act as a sounding board and to provide multiple perspectives when the Board of Directors is gathering data for decisions and the Lead Administrator is making decisions in daily operations. The Advisory Council has no formal authority and does not play a role in the evaluation of the Lead Administrator. The Council may, when necessary, bring issues to the attention of the Raleigh Oak Charter Board, but does not play a formal role in the Raleigh Oak Charter Board.

A Parent Association, referred to as The Parent Circle, will be formed for the Raleigh Oak Charter School as a way for parents to become more actively involved in supporting the school and ensuring our policies and practices are family centered. The Parent Circle will be responsible for coordinating volunteers, fundraising, planning and running school-wide and community events, supporting new families, and may offer parent workshops and special programs. The Parent Circle has no formal authority and no direct reporting to the Raleigh Oak Charter Board. The Parent Circle plays no role in the evaluation of the Lead Administrator or any other faculty/staff. The Parent

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Circle will provide the Board quarterly reports at scheduled board meetings and a representative from the Parent Circle will attend each meeting.

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

The following steps outline Raleigh Oak Charter's grievance process for parents and staff members:

Step 1: A parent or employee who wishes to file a grievance must first provide a request in writing to the Lead Administrator or other appropriate member of the administrative team. A meeting will be scheduled and the matter may be resolved at that time.

Step 2: If a grievance cannot be resolved directly with the Lead Administrator, the parent or employee may request, within 15 days of the action or incident, a hearing with the Board. The Board has 30 days from receipt of that written notification to schedule and hold the requested hearing or deny the request for a hearing, with or without cause. The Board will provide written notice of the time and place to the parent or employee who filed the grievance, as well as the Lead Administrator and any other relevant personnel.

Step 3: The Board will communicate its final decision to all involved parties within 30 days of the hearing. The Board's final decision is the final step for all grievances.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

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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.

Lead Administrator (Operations Director) (1 position, full-time year 1 and thereafter)

Education Director (1 position, full-time year 1 and thereafter)

Finance Officer (Business Manager) (1 position, full-time year 1 and thereafter)

Office Manager (1 position, full-time year 1; 2 position full-time year 2 thereafter)

Teachers (7 positions, full-time year 1, adding 2 positions every year from years 2-7, then maintaining 19 full-time positions thereafter)

ECE Coordinator/Teacher (1 position, full-time years 1-3, adding additional full-time ECE teacher position year 4, maintaining 2 full-time positions thereafter)

Teacher Assistants (4 positions, full-time year 1 and 5 year 2 and thereafter)

Specialty Teachers (2 positions, part-time, 10 hours/week, adding 2 (total 4) in year 2, adding 1 part-time and one full-time year 3 (total 6), adding 1 part-time in year 4 (total 7), then transferring to 3 part-time and 4 full-time positions in year 5 and gradually securing 7 full time specialty teachers in years beyond.)

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

ROCS recognizes that recruiting and retaining high-performing teachers is essential to school success and therefore will be a high priority for Board members and staff.

The Lead Administrator along with the Education Director, hired and supported by the board, will have the primary responsibility for recruiting and retaining high-performing teachers. The recruitment process will involve posting open positions on internet job sites, professional association websites, Waldorf organization websites, social media, and at Waldorf Education training programs and the area's colleges and universities. An apprenticeship program will be developed in which graduates of Waldorf Education training programs and area universities/colleges are recruited as teacher assistants or during their student teaching with the goal of hiring them as classroom teachers in future years. While consideration will be given to teachers who have Waldorf experience or training, ROCS belief in lifelong learning, celebrating diversity and creating a learning community will leave space to consider teachers from various background. Professional development sessions will provide opportunities for teachers to share knowledge and collaborate to improve both curriculum and instruction. ROCS board and administrative staff will lead the school community in creating an atmosphere of collaboration and accountability among professional educators who are both motivated to improve their own learning and committed to the school, students, and ROCS mission. By creating a collaborative environment where teachers inform the trajectory of the school curriculum along with the

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Education Director, teachers will have an investment in the success of the school and its students.

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

The recruitment, hiring, coaching, evaluation, and recommendation for termination of employees are all responsibilities of the Lead Administrator along with the Education Director. The Board will provide final approval, via majority vote, for all decisions regarding hiring and dismissals.

Employees of Raleigh Oak Charter School will have the following opportunities for direct interaction with the Board:

*Faculty members may raise concerns officially to the Board via email to any Board Member.

*Faculty members may submit to the Board grievances, in writing, regarding dismissals.

*Faculty members will provide direct feedback to the board as a group once per year in an open forum with the Board of Directors.

*Employees may be asked to participate in various Board events, fundraisers, etc.

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

ROCS success will be directly related to the recruitment of exceptional teachers and staff who embrace the mission of ROCS. If teachers are not formally trained in Waldorf, they will have an understanding of the principles of Public Waldorf education and be willing to participate in professional development to learn more. Each candidate will:

*Submit resume
*Submit writing sample (if applicable)
*Submit teaching portfolio (if applicable)
*Participate in phone screening
*Participate in interview

*Facilitate model lesson (if applicable)
At least two professional references will be contacted and a criminal background check and a review of citizenship or eligible status will be completed. Pending the results, the Lead Administrator will seek Board approval for hiring. ROCS will utilize a rubric to evaluate candidates on these qualities:

*Impact and influence: Does candidate value whole child teaching philosophy, incorporating intellectual, creative, social, emotional and physical development?

*Collaboration: Will candidate be comfortable teaching in an atmosphere of ongoing collaboration, coaching and feedback?

*Innovation: Does candidate offer unique ways to think about learning?

*Initiative and persistence: Will candidate seek professional development to strengthen presence in the classroom?

*Pedagogical Experience: Does candidate understand principles of Public Waldorf and core curriculum content? Does candidate have special skills that contribute to Public Waldorf education?

Violation of any employee policy pursuant to the ROCS Staff Handbook is grounds for dismissal. Unsatisfactory job performance can lead to dismissal; the Lead Administrator will make every effort to resolve the issues prior to dismissal, but if not resolved, the employee will receive a two week's notice.

The hiring and dismissal of all ROCS employees (except Lead Administrator) is ultimately the responsibility of the Lead Administrator, with the Board providing final approval.

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

Lead Administrator (Operations Director): \$60,000-\$80,000

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Education Director: \$50,000 - \$70,000

Finance Officer (Business Manager): \$40,000 - \$60,000

Office Manager: \$30,000-\$45,000

Teachers: \$38,000 - \$50,000

EC Teachers: \$43,000 - \$50,000

Teacher Assistants: \$25,000-\$35,000

Contract Specialty Teachers: \$25/hour (no benefits)

All positions, other than Contract/Hourly Specialty Teachers, will receive health insurance and enrollment in the NC State Employees Retirement plan starting in year one. An average 2.5% salary raise will be awarded by each year based upon individual performance review.

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

Grievance procedures at ROCS:

Step 1: An employee who wishes to file a grievance must first provide a request in writing to the Lead Administrator or other appropriate member of the leadership team (Education Director, Assistant Admin). A meeting will be scheduled and the matter may be resolved at that time.

Step 2: If a grievance cannot be resolved directly with the Lead Administrator, the employee may request, within 15 days of the action or incident, a hearing with the Board. The Board has 30 days from receipt of that written notification to schedule and hold the requested hearing or deny the request for a hearing, with or without cause. The Board will provide written notice of the time and place to the employee who filed the grievance, as well as to the Lead Administrator and any other relevant personnel.

Step 3: The Board will communicate its final decision to all involved parties within 30 days of the hearing. The Board's final decision is the final step for all grievances.

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

The funding source for all positions are allotments from state, federal and local sources.

The Office Manager will serve as both a front office receptionist and an assistant to the Lead Administrator.

The Lead Administrator will serve as the 504 Coordinator.

The Education Director will serve as our Homeless coordinator.

Child Study Team coordinator and English Language Learners Coordinator roles will be filled by one of our classroom teachers who has appropriate experience and education/training. Based on the ROCS student population, a teacher with an add-on endorsement in AIG may be recruited.

ROCS will contract with related service providers (i.e. SLP, PT, OT, etc.), counselors, social workers, and school psychologists as required. Staff, parents, and volunteers may also teach our extracurricular classes (handwork, foreign language, etc.) if qualified.

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.

ROCS will hire a highly qualified special education teacher to fill the ECE coordinator role. Because ROCS will be an inclusive school, efforts will be made to recruit and hire classroom teachers who are dually certified in general and special education. Additional ECE staff will be added as needed (see budget year 4). ROCS will meet the needs of students who are ELL by making efforts to recruit and hire a teacher who is dually certified in ESL to be the ELL coordinator. ROCS will meet the needs of students who are

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identified as gifted by making efforts to recruit and hire a teacher who is holds a NC certification in AIG or has additional coursework in educating AIG students. If ROCS is unable to recruit and hire adequately certified/trained staff, staff will be given a reasonable amount of time to complete the required credentials while the school contracts with educators who can fill these roles by partnering with the LEA, other schools, and/or community programs as as necessary.

- 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).*

Lead Administrator: Master's degree or higher, hold or obtain a NC Principal Certification, previous leadership/supervisory and teaching experience. Responsibilities: *Recruit, Hire, Supervise, Support and Evaluate staff *Monitor progress towards SMART goals and goals in strategic plan; develop plans to address areas of need *Plan for and organize staff professional development *Ensure safety of students and staff *Lead efforts to recruit and admit students *Develop and monitor all programs *Oversee daily operations of the school *Communicate and collaborate with, and report to the School's Board and other stakeholders *Make and maintain positive community relationships *Oversee disciplinary actions of students *Ensure compliance with all federal and state charter and public school laws and policies *Attend Child Study Team and IEP meetings *Act as 504 Coordinator

Education Director & Curriculum Coordinator: Master's degree or higher, previous Waldorf experience required and Waldorf certification preferred. Background in grant writing and support, previous leadership and supervisory experience in school setting, and teaching experience. Responsibilities: *Develop curriculum with colleagues; integrate arts, movement and nature activities into lessons; and assess students based on ROCS policies/programs. *Provide training on the principles of Public Waldorf. *Act as testing coordinator *Participate in ongoing professional development and teacher evaluation *Monitor and ensure school curriculum complies with all federal and state charter and public school laws and policies *Act as Homeless Education Coordinator *Assist Lead Administrator in supervising, supporting and evaluating staff *Identify and write grants, *Interface with schools financial officer *Assist in monitoring progress towards SMART goals and goals in strategic plan *Develop plans to address areas of need *Make and maintain positive community relationships *Oversee disciplinary actions of students *Assist in ensuring compliance with all federal, state charter and public school laws and policies

Finance Officer: BA degree or higher in fields of Finance, Business, or Operational Management *Must have working knowledge of accounting and accounting software *Must be proficient with Microsoft Office *Great written and verbal skills *Ability to create working cashflow projections throughout the school year *Oversee/manage school personnel *Develop reporting systems and operational framework for various tasks and train staff to implement. Responsibilities include: Maintain financial records and work with CPA to file appropriate paperwork and answer any questions; Process payroll; Create bi-monthly financial snapshots for head of school and board of directors; Manage Accounts Payable/Accounts Receivable, deposits, and work with appropriate vendors; Publish reports, records, and other data related to school's finances and operations.

Exceptional Children Coordinator: Master's in Special Education and holds a North Carolina Special Education teaching license. Committed to educating a diverse student population in an inclusive environment, experience meeting

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children's special needs in inclusive environment, knowledge of special education law(federal and NC state). Effectively communicate and collaborate with with families, faculty, administrators, and related service providers. Organized. Responsibilities include: *Ensure students with disabilities have all their educational needs addressed and related services provided as documented in their IEPs *Monitor and assess eligible students' progress towards their IEP goals; report quarterly to parents *Ensure related service providers document services and report student progress quarterly *Ensure compliance with all federal and NC special education laws and policies *Plan, Organize, and Head IEP team meetings *Provide 1:1 instruction to students with disabilities as needed

*Provide support and training to school staff to promote and nurture an inclusive program *Ensure all needed modifications, accommodations, and adaptive equipment are in place so all students have access to and may participate in ROCS curriculum, facilities, activities and state required testing *Train, supervise, support, and evaluate any ECE teacher assistants *Ensure that parent and child rights are protected

Teachers: BA degree or higher, demonstrate the qualities outlined in question 4. Preferred: Highly qualified teachers, those that are fully licensed by the State of NC. Teachers may have previous Waldorf experience and special consideration will be made for those with Waldorf certification. Consideration for experience in inclusive education, dual licensure in ESL, AGI, ECE, or Multi-Tiered System of Support . Content area teachers: hold a Bachelor's or higher in subject area, hold or obtain specific content area licensure. Responsibilities: *Develop curriculum collaboratively with colleagues integrating arts, movement and nature activities*Facilitate cross curricula instruction*Assess student learning and development based on ROCS policy *Communicate regularly with families of students*Participate in ongoing professional development and faculty evaluation process*Supervise students*Maintain nurturing, peaceful, safe, and positive learning environment

Teacher Assistants: Associate's Degree or 2 years of higher education. Experience working with elementary age students. Responsibilities: Plan and work with teachers to reinforce skills and concepts*Assist in instruction of individual or groups*Participate actively in professional development and the ROCS faculty evaluation process*Assist with daily record-keeping and tasks as assigned by teacher*Assist in supervising students and maintaining a nurturing, peaceful, safe, and positive learning environment

Specialty teachers: Willingness to collaborate with teachers and staff to integrate specialty lessons into larger curriculum. Consideration given for comfort with arts integration and strong interpersonal skills.

Movement: Experience in teaching a wide variety of movement, knowledgeable about child motor development. Bachelors Degree in movement and/or physical education. Responsibilities: Teach developmentally appropriate movement classes to students Communicate and collaborate with staff.

Music Teacher: Experience in music instruction; experience teaching children; Experience in Public Waldorf Music Instruction preferred. Responsibilities: Teach developmentally appropriate lessons to students*Collaborate and communicate with staff

Spanish Language Teacher: Bachelor's degree. Consideration will be given to those with advanced degrees, Waldorf experience/certification or native fluency. Responsibilities: Teach developmentally appropriate Spanish language classes to students*Communicate and collaborate with staff.

Office Manager: High school diploma, secretarial and bookkeeping experience.

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Receptionist and assistant to Lead Administrator. Proficient in Microsoft Office, QuickBooks, office practices, written and verbal communication skills, and strong interpersonal skills. Bilingual preferred. Able to meet deadlines and maintain flexibility. Responsibilities: Greet visitors*Answer phones*Take messages*Make copies, file, and organize*Maintain school calendar and student/teacher attendance*Purchase supplies

ALL POSITIONS: Mission-aligned and place value on whole child education: creative, intellectual, social, emotional and physical. ALL Education faculty/staff: Committed to educating a diverse student population in an inclusive environment. Familiar with common core standards and testing practices. Consideration given to previous Waldorf experience, leadership potential, comfort with arts integration, and strong interpersonal skills.

Staff Evaluation and Professional Development

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

The Lead Administrator will be responsible for maintaining teacher records and licensure requirements. Professional development will be coordinated between the Lead Administrator and the Education Director.

- 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.*

Faculty development is at the core of ROCS mission. It is crucial that educators at ROCS embody the spirit of the life-long learner and show a passion for their craft. Faculty will be expected to continually improve instructional techniques and contribute to the learning community through the sharing of knowledge and pedagogical ideas. The administration will support this through a coaching evaluation approach and through rigorous and meaningful professional development programs. ROCS will follow all NC guidelines regarding teacher licensure requirements as stated by state law and No Child Left Behind.

The coaching evaluation approach fosters respect between administration and faculty through a series of personal, qualitative assessments. All Administrators responsible for evaluation will be present in classrooms on a regular basis (at least once a week), and provide continuous feedback in an open dialogue with the classroom teachers. Once a year, administrators will conduct a formal observation with a pre and post meeting, and summarize a year of observational data as well in a year-end conference with the teacher. To accomplish this in a professional and meaningful way, each administrator (Lead Administrator and Education Director) must be well versed in Public Waldorf methods and have an excellent grasp of what an effective use of those techniques looks like in the classroom at every grade level. This understanding will be shared with faculty on a regular basis through monthly faculty meetings/workshops. At the request of a faculty member, administrators must also be available on a regular basis to provide feedback on specific instructional techniques that are being practiced in the classroom.

To ensure a close relationship between the evaluators and the environment where teachers are exposed, administrators will be encouraged to teach in the classroom part-time (as an assistant teacher or extra-curricular teacher) on a rotating basis every 3-5 years.

Retention of highly qualified, excellent, staff will be achieved by

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cultivating a culture of respect and professionalism at every level within the governance model. While expectations of all staff members will be high, it is equally important that every member of the school acknowledges and shows reverence for the deep transformative work that is educating the whole child.

When available, ROCS will support an apprenticeship program. Recent Waldorf education graduates will be hired as assistants in the classroom, giving them a year of practical experience with the goal of bringing them on as classroom teachers in the future. These assistants will have the benefit of coaching and mentoring from the administration as well as the paired classroom teacher.

- 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.*

Professional development will be approached at ROCS using several methodologies:

Internally, teachers will continually improve technique through mentoring and coaching from administration, monthly faculty meetings/master classes that focus on pedagogy, and time given to collaborate and plan with peer teaching groups. Teachers and administrators will participate in at least one book study a year that will be relevant to ongoing instructional endeavors. All of these opportunities will support the goal of a vibrant learning community that does not end with the student, but is shared by the entire school.

Externally, partnerships with Emerson Waldorf School, local universities, Waldorf training centers (such as the Sunbridge Institute or Rudolf Steiner College), A+ schools, the NC Arts Council, the local LEA, local museums, and nation-wide programs such as the Center for Teaching and Learning, CedarSong Nature School, and the Edible Schoolyard Academy, are anticipated for high quality programming that will enrich the faculty experience. Teachers will participate in workshops revolving around Public Waldorf pedagogy, child development research, brain and education research, relevant literature, instructional techniques, and enrichment through the visual and performing arts, handwork, woodwork, and outdoor education.

Teachers are expected and encouraged to pursue personal growth in areas of their interest. At ROCS teachers will be supported in these endeavors and encouraged to share their experience with students, faculty, and the community.

- 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.*

Prior to school opening, school staff will participate in a 2 week-long orientation period with large-group sessions and break-out workshops. Topics will include:

Week One - Introductions, employee information, team building exercises, collegial model governance, operational structure, facilities tour (including outdoor areas), classroom design, and a pedagogical overview.

Week Two - Expected instructional techniques, art instruction, nature instruction, assessment methods, professional development plans, individual goal-setting, and collaborative planning. During this orientation, a consultant will visit ROCS to provide hands-on instruction and coaching as

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it relates to the educational curriculum used at ROCS. The budget provides for two days of this type of training and additional training throughout the school year.

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.

In addition to state mandated requirements of teachers to maintain their professional teaching license (when applicable), teachers and administration will participate in the following professional development schedule:

1. One whole-group faculty meeting centered on instructional techniques once a month (approximately 1-2 hours each for 10 months)
2. Small peer group discussions and planning sessions held at least 2 times per month (approximately 1-2 hours each)
3. A book study group consisting of faculty and one administrator once a year; this will consist of between 5-9 discussion sessions, depending on the length of the book. (5-9 discussions lasting approximately 1 hour)

All regularly scheduled professional development meetings will take place on early release days or at the end of the school day. We have 12 early release in our school calendar.

All staff will be encouraged to participate in workshops focused on their areas of interest and study (as appropriate). When available, substitutes will be provided. The ROCS budget includes funds for some staff members (administrators and teachers) to attend national conferences and regional trainings each year.

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)).

Raleigh Oak Charter Schools board members understand the importance of a well designed marketing plan to ensure full capacity for enrollment. Financial resources are vital to the school's success. ROCS is dedicated to ensuring that every opportunity to market the school is done with tactics that remain consistent with efforts to make a Public Waldorf Education accessible to all and to ensure a diverse school community. The board has identified a core group of volunteers willing to help the implement the marketing plan detailed below.

Now - July 2017 Continue to Engage Community through Facebook Page which now has over 300 members. Promote Website and Mailing List. Market translated "Intent to Enroll" Survey. Continue to meet with and identify community leaders to gain school support and develop relationships, including the faith community. Coordinate Strategic Outreach Efforts to Latino Community in collaboration with El Pueblo. Continue to foster relationships with area

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charter schools, Emerson Waldorf School and the Triangle Home Nursery Association. Continue to host tabling events at Local Farmers Markets. Host a free Puppet Show. Contact Volunteers who expressed an interest in committee work in the "Interest in Enrollment Survey." Begin meeting with individuals to form working groups and offer volunteer training. Develop a photo album or montage of Public Waldorf activities. Develop media kit and marketing materials for tabling events and festivals. Implement poster campaign.

August 2017 - May 2018 Keep community updated through social media, website and email; In September, announce open enrollment process on Facebook, Website and via Email to all interested parties; Ensure Website is available in both English and Spanish; Develop additional marketing and branding materials; Engage volunteers in community outreach efforts; Expand tabling efforts to include community churches, area businesses, flea markets, events and festivals such as Fiesta del Pueblo, African American Cultural Festival and International Festival. Bilingual volunteers will host tabling events where a large number of Spanish speakers are expected. Hang flyers at area preschools; Host at least one community fundraiser with the goal of raising \$5000 and school publicity; Host additional puppet show awareness event; Continue to foster and develop relationships with community members; Research and compare advertising options through outlets such as social media, print ads, online, billboards and radio. Implement an advertising plan using the funds raised from our community fundraisers. Host family orientation for potential new students; Collaborate with Raelee Peirce, Parent Coach, to host Simplicity Parenting workshops in Wake County; Host at least one school festival; Mount school sign at facility!

June 2018 - July 2018 If enrollment is not at capacity: Continue efforts to engage community through focused efforts on social media; Target neighborhoods closest to the school for outreach efforts such as tabling, puppet shows, and other community wide events; Identify volunteers living in neighborhoods surrounding the school and ask for word of mouth support

Remainder of School Year: Host Open House; Host festivals celebrating the seasons, Host parent education workshops at least two times per year; Maintain School Calendar Visible on Website; Continue to engage community through social media and website. Continue to develop and foster relationships with community partners; Host puppet show; Engage parent volunteers from Parent Circle in marketing strategy.

The board will evaluate effectiveness of the marketing plan and make adjustments as needed. All families who complete enrollment packets will be asked how they heard about the school to optimize the marketing plan in future years.

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.*

ROCS will encourage the commitment and involvement of parents and community members. From charter application approval through opening, ROCS will focus on engaging parents and the community through the implementation of our strategic marketing plan. In addition to the numerous activities in the

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marketing plan, the board will organize planning meetings with parents who expressed an interest in committee work in the "Interest in Enrollment Survey." Parents showed a strong interest in volunteering with more than 50% of the respondents expressing interest.

During the enrollment period, parents will be invited to attend an informational meeting where they will learn about the curriculum and educational methods used at ROCS. The school will include a volunteer packet in the enrollment materials so parents can indicate in which volunteer capacity they would be willing to serve. This information will be maintained in a database so that faculty members may reference it to access expertise in the parent community as appropriate.

Once the school opens, ROCS will develop a Parent Circle (PC) which provides opportunities for parent service and encourages all parents to participate. The Parent Circle will build community and serve as the vehicle for full parent involvement in the life and development of the school community. The responsibilities of the Parent Circle will be to promote parent participation in school life, build a trusting relationship between parents and the school, provide feedback to the Board of Directors on school operations and strategic goals, and work collaboratively so that everyone feels respected within the school organization. Each classroom will identify at least one official Parent Representative who will attend regular Parent Circle meetings and coordinate activities, but all parents and immediate family members such as grandparents will be encouraged to participate. The Parent Circle leadership team will provide the ROCS board of directors with reports on progress and will host a yearly community-wide meeting to discuss school related matters with the staff and board.

The Parent Circle leadership team of parents, in collaboration with faculty and administration, shares responsibilities in the following areas: Assisting in promotion and support of volunteerism at ROCS Organizing volunteers for our Seasonal Festivals and other community projects, events, and programs; assisting in the support and promotion of fund raising activities; supporting new families and providing "social warmth" at events; providing a forum for information; consultation and feedback on matters affecting the school, such as parent education or policy issues; enhancing communications between ROCS parents and all other members of the ROCS Community.

The Parent Circle will seek to be a channel through which parents can direct their ideas and skills, nurture their self-development, and constructively communicate any concerns. Additionally, all parents will have the opportunity to engage with the school faculty and staff throughout the year via seasonal festivals, parent education workshops, community work days, the school website and parent- teacher conferences. Teachers will also send out informational leaflets to all parents at the beginning of each new block of study describing the content to be covered and offering suggestions on how parents can support the students learning. Teachers and staff at ROCS will maintain open and on-going communication with the families by responding to emails, offering greetings at drop off or pick up and keeping families informed about school activities.

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.*

ROCS open enrollment period will run from Oct. 1st - Jan. 31st each year. On Jan 31st, the BOD will determine the number of spaces available for each grade, then determine the number of seats to be reserved for weighted lottery participants, defined as students who qualify for free and reduced lunch under the National School Lunch Program (Qualifying Students). The number of seats reserved for Qualifying Students will be 15% in year 1, increasing by 5% each year until 35% is reached.

If the number of registrants exceeds the number of spaces available, a computerized lottery will be held in March, in accordance with all NC charter school laws, to determine which students are eligible to enroll. The available lottery seats will be reduced by the number of seats reserved for Qualifying Students. ROCS enrollment application will include an optional disclosure of whether the applicant is a Qualifying Student. ROCS will admit, and/or place in the lottery, any student who completes the application prior to the deadline.

ROCS will notify applicants and the public of the date, time, and location of the lottery. Applications will be reviewed for completeness and verified for valid NC address. Multi-birth siblings will be grouped on a single lottery registration for the grade level the parent chooses. Additional siblings, at the familys discretion, may also be grouped together. ROCS will obtain a computer program designed to randomly assign the list of registrants at each grade level to a selection order. At the videotaped lottery meeting, a computerized lottery program will be run to assign registrants their selection order at each grade level. Registrants assigned a placement number within the number of openings at the applicable grade level will be designated as "Admitted." Registrants assigned a placement number outside the number of openings will be designated as "waitlist" in the order of assigned placement numbers. ROCS will then admit from the waitlist a number of Qualifying Students (in order on waitlist) equal to the number of openings reserved by the BOD at each grade level. Any application submitted after Jan. 31st will be added to the end of the waitlist according to the date and time submitted. ROCS will notify families of admitted registrants using contact information on the registration form.

Families offered enrollment will be invited to attend a school information session; attendance is not required for enrollment. The session will inform parents about instructional methods and parent involvement. All families must return the registration packet by April 1; the enrollment process is then complete. If a family does not complete the registration process prior to April 1st, their seat may be forfeited without notice and the next applicant on the waitlist will be accepted. Applicants will be reminded of the due date.

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Notwithstanding any recent law to the contrary, ROCS may refuse admission to any student who has been expelled or suspended from the public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Per State rules, ROCS will give admission preference to children of current employees, Board members and to current students' siblings. If the number of applicants in these groups exceeds the available seats, a separate preference group lottery will be held. Once a student is enrolled, he/she does not have to re-enroll each year; however students must submit an "Intent to Return" form so administrators can plan accordingly. Any applicant on the waitlist from the previous year, must re-submit an application.

Families wishing to withdraw a student must notify ROCS in writing at least three days prior to withdrawal. Upon completing a required withdrawal form and receiving a transfer form from the student's new school, ROCS will provide all required records. If the family chooses to later re-apply, they must complete a new application.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes: x

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.*

ROCS is dedicated to nurturing each individual's innate creative, intellectual, emotional, physical, and social capacities. The unique gift of Public Waldorf Education is fostering a whole child education. To this end, the school will need to ensure economic diversity. An economically diverse school will provide the optimum learning environment for social emotional growth, a key component of the ROCS mission. Economically diverse learning communities lead not only to better social and emotional outcomes, but better cognitive outcomes for all students. As such, the Board is dedicated to creating an economically diverse student body that reflects Wake County's

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diversity and positively impacts our students by offering each of them an improved education and preparation for the twenty-first century.

Each year the Board will ensure economic diversity of the student body based on the percentage of students who qualify for free or reduced lunch under the National School Lunch Program (Qualifying Students). The Board has set the following enrollment targets for Qualifying Students to achieve its economic diversity goals:

Year 1	15%
Year 2	20%
Year 3	25%
Year 4	30%
Year 5+	35%

2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

ROCS open enrollment will run from Oct 1st - Jan 31st annually. On Jan 31st, the BOD will determine the number of spaces available for each grade level. If the number of registrations exceeds the number of spaces available, a lottery will be held. Each year the BOD will determine the economic diversity of the student body based on the percentage of students who qualify for free or reduced lunch under the National School Lunch Program (Qualifying Students). The BOD has set the following enrollment targets for Qualifying Students to achieve economic diversity goals: 15% in year 1 increasing 5% each year until 35%. Before any enrollment lottery, the BOD determines the number of seats in each grade that will be reserved for Qualifying Students, then reduces the available seats by that number. The enrollment application will include an optional disclosure of whether the applicant is a Qualifying Student. Should insufficient Qualifying Students register for enrollment, the BOD will release those seats two months prior to the start of each school year.

A computerized lottery will be held for each grade when the number of registrants exceeds number of openings. At the lottery meeting, the program will be run to assign the registrants their selection order. At each grade level: Registrants assigned a placement number will be designated as "Admitted"; registrants assigned a placement number outside the number of openings will be designated as "Waitlist" in the order of such assigned placement numbers. After completing the lottery and determining the admissions, ROCS will also admit from the WaitList a number of Qualifying Students (in order on the Waitlist) equal to the number of openings reserved by the BOD. A Qualifying Student admitted through the normal lottery procedure will not be counted in determining the number of Qualifying Students to be admitted from the Waitlist.

Multiple births in the lottery process shall be entered under a single surname. If they register for different grade levels, they must elect a grade level for their single surname. The placement number assigned for that surname will be assigned to all the multiple birth siblings. If their placement number is admitted, they shall be admitted. Other siblings who

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register for admission in the same year shall be given the option to be placed in the lottery under a single surname. In such event, the procedure shall follow that of birth siblings. If the registrant elects for all siblings to be placed in the lottery under a single surname, and the placement number assigned to that surname is admitted, the student at that grade level shall be admitted and all his/her grouped siblings shall be advanced to a priority position on the waitlist at their respective grade levels. If siblings elect not to be placed in the lottery under a single surname, each individual sibling will be registered at his/her grade level.

Upon lottery completion at each grade level where required, the Waitlist order will be determined in accordance with the enrollment priorities described above. Thereafter, a student will be admitted from a Waitlist in order of priority, upon an opening becoming available.

All registrations received after the deadline for registration will be date stamped with the date and time received. Registrants will be admitted on a "first come, first served" basis for any grade levels that have openings after the registration deadline. For grades without openings, registrants will be added to the waitlist in the order received.

ROCS will notify registrants of the lottery results using contact information on the registration form. Upon making the notification, if the registrant does not return the enrollment packet by April 1st or declines enrollment, the registrant with the next placement number may be admitted. Registrants who are admitted from the Waitlist as Qualifying Students will be required to provide proof of qualification during to accept enrollment.

3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

ROCS researched various weighted lottery models with a focus on the models currently used in NC. There are more than 20 charter schools nationwide using some form of a weighted lottery based on socio-economics with optimal economic diversity reached when 30-40% of the seats are reserved for low income families (Baum, 2015); therefore, ROCS will increase our percentage of qualifying students by 5% each year until 35% of is achieved.

Research has shown that children thrive best in economically diverse environments. (Potter 2013). Despite this evidence, education policy and philanthropy communities have placed an emphasis on funding charter schools that have high concentrations of poverty and large numbers of minority students. There is a large body of evidence suggesting that socioeconomic and racial integration provide educational benefits for all students, especially at-risk students (Wells, Fox, & Cordova-Cobo, 2016). This research demonstrates the important educational benefits cognitive, social, and emotional for all students who interact with classmates from different backgrounds, cultures, and orientations to the world. (Kahelberg & Potter, 2012)

Economically diverse school populations often have greater racial and ethnic diversity than their counterparts. At the core of the ROCS mission is fostering community and nurturing a whole child education, which are most effectively accomplished when the school maintains a diverse student population. Research has shown that the more homogeneous a school is, the more challenging it is to encourage tolerance and cross-racial friendships

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among all students. It also becomes more difficult for minority children to achieve a sense of belonging (Potter, Quick, & Davies, 2016)

ROCS, in accordance with the school mission and NC Law, seeks to obtain a weighted lottery based on qualifying low income as defined above.

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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 Durham Public Schools
- LEA #3 Johnston County Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 320	LEA 510	LEA 920	LEA 320	LEA 510	LEA 920	LEA 320	LEA 510	LEA 920	LEA 320	LEA 510	LEA 920	LEA 320	LEA 510
Kindergarten	38	10	3	38	10	3	31	8	2	34	9	2	36	10	2
Grade 01	37	10	3	37	10	3	37	10	3	32	9	3	35	10	3
Grade 02	19	5	1	38	10	2	38	10	2	38	10	2	38	10	2
Grade 03	19	5	1	19	5	1	38	10	2	38	10	2	38	10	2
Grade 04	0	0	0	19	5	1	19	5	1	38	10	2	38	10	2
Grade 05	0	0	0	0	0	0	19	5	1	19	5	1	38	10	2
Grade 06	0	0	0	0	0	0	0	0	0	19	5	1	19	5	1
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	19	5	1
	113	30	8	151	40	10	182	48	11	218	58	13	261	70	15
	151			201			241			289			346		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
With the required training for the board of attending already established schools who will pay for the travel expenses? How many members of the board are allowed to be parents?	Walter Finnigan	Governance a
Why will employees have direct access to the board without going through the administrator? Will an understanding of Waldorf be enough along with willingness to participate in Professional Development be enough for a teacher to be qualified to teach in this curriculum? What if they don't want to participate in the professional development? What is the job description of the Education Director?	Shannon Sellers	Staffing Pla
It is concerning to have direct lines of communication between all faculty members and the BOD. The Lead Administrator should be the one disseminating information to the staff from the board. If in the case of grievance, a direct line is permissible if in regards to a grievance regarding the Lead Administrator. What is your rationale behind having the Lead Administrator manage 504's? How will qualified Waldorf-certified teachers be recruited when, as stated, there are very few Waldorf schools in NC?	Jennifer Gnann	Staffing Pla
Please clarify role of education director. Is a homelessness coordinator needed; where was evidence for this collected from? Where will the funding come from for the administration, board, and teaching staff to be fully trained at Waldorf Education training programs? Why are faculty members raising questions directly to the board and/or board member and not following the grievance procedure? What financial burden does participating in the state employees retirement plan put on the applying institution?	Jessica Kelly	Staffing Pla
Since the school plans to participate in the NC Retirement program, what are its plans to obtain and secure the \$50,000 closure funding per statute requirement of HB 334 if approved?	Brian Smith	Staffing Pla
What evaluation instrument will be used to evaluate teachers?	Shannon Sellers	Staff Evalua
"All staff are encouraged to participate" in PD; what will be the contingency plan for staff that do not participate in PD?	Jessica Kelly	Staff Evalua
What evaluation tool will be used for teacher performance?		
How will the PD plan be impacted should partnerships with "Emerson Waldorf School, local universities, Waldorf training centers (such as the Sunbridge Institute or Rudolf Steiner College), A+ schools, the NC Arts Council, the local LEA, local museums, and nation-wide programs such as the Center for Teaching and Learning, Cedarsong Nature School, and the Edible Schoolyard Academy" are not achieved?	Brian Smith	Staff Evalua
What consequence is there if a family doesn't give 3 days' notice of withdrawal?	Jennifer Gnann	Admissions P
Enrollment period too early?	Joe Maimone	Admissions P
Contradiction of projected K-7 enrollment in comparison to mission which states K-8 enrollment.	Jessica Kelly	Projected St
extend to 8th grade year 6?	Joe Maimone	Projected St
Projected enrollment does not match mission statement. Mission statement states the school will be K-8 and projected numbers through year 5 show K-7.	Shannon Sellers	Projected St

Reviewer	Score
Walter Finnigan	Pass

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Alan Hawkes	
Jessica Kelly	Pass
Steven Walker	
Mike McLaughlin	
Deanna Townsend-Smith	
Glenn Allen	
Cheryl Turner	Pass
Alex Quigley	
Brian Smith	Pass
Hilda Parlér	Pass
Jennifer Gnann	Pass
Robert McOuat	
Shannon Sellers	Pass
Joe Maimone	Pass
Eric Sanchez	

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.

Raleigh Oak Charter will provide all families with a transportation survey in their enrollment packets in order to better understand their transportation needs, as well as to ensure that no child is denied access to ROCS due to lack of transportation. We will offer families 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. Carpooling: Based on responses about the importance of environmental stewardship in the Interest in Enrollment Survey, the school believes that many families will use carpooling to meet their transportation needs. To address this need, ROCS plans to implement the use of an online tool such as RideFinder that matches parents interested in carpooling based on location. In programs such as these, parents would 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. Training on the use of any implemented program will be provided by the school to all families of enrolling students.

ROCS classroom teachers will greet each individual student every morning. This personal greeting gives insight into the child's world. When parents are able to collaborate with the school to offer transportation it extends this opportunity to connect not only with the student, but the family. This connection builds relationship between the school and the greater community, and offers staff a better understanding of the child's individual needs.

Additionally, ROCS will also offer after school programming in an effort to minimize transportation needs for parents who work past the end of the school day.

ROCS recognizes that this transportation strategy may not prove to be a viable option for every family, so in addition to the carpooling program, school staff will work to identify other public and private transportation options that are available. The school's budget has built in \$16,036 in year one to cover the cost of such transportation needs. Budgeted funds increase each operating year with the goal of funding transportation for 35% of projected enrollment. If the need exceeds the amount budgeted, ATO will use funds from the after school program to supplement the budget to ensure all interested children do not have transportation barriers.

Once a location has been determined for ROCS, we will explore options to expand our transportation program. We hope to collaborate with the public transit system to offer discounts on rider passes, as well as partner with the local LEA to provide transportation in future years. By offering various options we are better able to meet the needs of each individual family. As the school and finances grow, we will develop a more robust transportation plan that best suits the needs of our student body.

School Lunch Plan:

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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.

ROCS researched existing charter lunch programs and will implement a free/reduced lunch program modeled after Francine Delany New School (FDNS) where qualifying families receive grocery gift cards to purchase food for packed lunches. Ms. Fowler, Lead Administrator at FDNS, described the program's success, "I feel this has been an amazing program. Weve only had about 4 families that were not able to follow through on providing a healthy lunch" (B. Fowler, personal communication, Aug. 17, 2015). Families who qualify for free/reduced lunch will be able to sign up for the program using forms included in the enrollment packet. ROCS will partner with a grocery that is accessible to our highest percentage of students. Kroger is under consideration as they offer a program where consumers can have Kroger donate a percentage of their purchase to the school. Any money earned from such reward programs will be used to supplement the free/reduced lunch program. The program is in line with ROCS' mission and will support the school in the early years until a more robust lunch program, such as an edible schoolyard model, is developed.

ROCS will mail gift cards on the last Monday of the month to all enrolled families. No one will know who receives the gift cards outside of required accounting purposes; there will be no stigma. If a family is not providing an adequate lunch, ROCS will request a conference to assist the family in developing a plan for success. If there is no improvement within one month, ROCS will stop sending the gift cards and buy items for the child to be kept in the school pantry. The pantry will be available to any student who forgets his/her lunch and needs to purchase one.

ROCS will support parents by offering information about whole foods, nutrition, lunch ideas, eating healthy on a budget. ROCS budgeted \$10,023 for this program in year one to cover 15% of projected enrollment, scaling in future years to accommodate increased enrollment up to 35%.

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$1,030.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$1,650.00
Property Insurance	\$150,000	\$530.00
Motor Vehicle Liability	\$0	\$.00

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Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,631.00
Other		\$570,500	\$2,703.00
Total Cost			\$7,544.00

*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.

raleighoakcharter 09/19/2016

(Board Chair Signature) (Date)

Facility:

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

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

ROCS will seek to secure space in South-Eastern Wake County. Ideally, the school will be located in an area that is both convenient to the survey respondents and with access to nature. Spending time outdoors is an important aspect of Public Waldorf education: it helps to nurture students in the rhythm of our world, fosters a greater appreciation for nature and enhances our efforts in the education of good environmental stewardship. Additionally, having an adequate area to garden will strengthen the overall curriculum. ROCS facility committee is working with a commercial realtor and individuals from the City of Raleigh office of economic development to secure the ideal space with possible shared green space and/or partnership from a public park or nature center.

We anticipate a need for 15,000 square feet of space for our year 5 projected enrollment of 346 students. The steps we will take to secure a space will include:

January-March 2017: The Facilities Committee will continue researching the options available. Continue to compile a list of grants and loans available for developing charter schools. The Committee will continue touring school facilities, including Emerson Waldorf, Public Waldorf Charters, and other environmentally conscious schools. The Facilities Committee will identify area organizations that support and promote eco-friendly designs, charter schools, and Public Waldorf education; the Committee Chair will set up

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meetings as appropriate. Explore spaces used by previous charter schools.

April 2017: Develop a facilities requirements document to determine actual space needs, including total space, classrooms, restrooms, common learning areas, recreation areas, teacher planning spaces, administrative offices, reception area, multi-purpose spaces, power, and technical infrastructure needs.

May-July 2017: The Facilities Committee will have identified funders and all other specific requirements. Committee will continue touring potential sites.

August-September 2017: Committee will select property and if applicable, determine the types of renovations needed. If needed, service contracts will be negotiated.

October 2017-February 2018: Facilities Committee will monitor renovation process and begin to focus on internal set-up and design, furniture and use of space. Vendors and suppliers will be selected for furniture, school equipment, and IT infrastructure. The committee will ensure the facility meets all applicable fire, safety and sanitation standards.

March-April 2018: Open portion of space in order to conduct open houses for prospective families, Board meetings, and faculty information sessions and interviews.

May 2018: Facility is ready and Certificate of Occupancy issued.

July 1, 2018: Facility is ready for move-in. Installation and set-up of furniture and equipment is finalized.

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.

ROCS budgeted \$14/ft². Commercial real estate website LoopNet.com shows Raleigh at avg \$/ft² on 8/15 of \$18.38 office, \$16.51 retail and \$8.55 industrial. A 9/15 LoopNet search found 13 Wake commercial properties of 10 - 20,000 ft² @ \$8 - \$18/ft².

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.*

Raleigh Oak Charter Schools commercial realtor is compiling a list of possible locations including 5 facilities that have previously housed charter schools. Additionally, properties are being included in the search that could house modular units. All facilities will need to be on a leased or donated basis in the initial years. A standard lease will be considered on a graduated basis over 5 years in order to budget appropriately for start-up costs. The lease will be evaluated by our commercial agent and attorney prior to being entered into.

ROCS' preferred facility plan is to lease a pre-existing school building to minimize the leasehold improvement required to prepare a building for students. The secondary facility plan would be to lease and renovate a non-school building at a lower than market rate due to the tax benefit afforded the landlord for real property wholly and exclusively used for educational purposes. The tertiary plan is to acquire land within the community and lease modular educational units or build a new school building. All plans will fall in or under our existing budgeted funds.

Initial spatial needs include approximately 8,000 square feet in year one

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growing by around 750 s.f. or more each year. Programming should not be affected with a reduction in space, however creative use of space may be employed. While limited outdoor green space is not desirable, the BOD has toured schools that make efficient use of space and work creatively to successfully maintain continuity between indoor and outdoor classes.

If we are unable to lease a pre-existing school building we will:

1. Continue to engage a realtor familiar with the target community and with the occupancy requirements for education use to identify potential commercial properties.
2. Contact private schools, churches, pre-schools, and community centers serving the targeted area to identify available and suitable facilities.
3. Explore feasibility of mobile classrooms on open land.
4. Determine cost of renovation to comply with all building code requirements and obtain Certificate of Occupancy for Educational Use for each identified option.
5. Perform a feasibility study on each option to determine economic viability and ability to execute its mission and associated programming for the targeted community.
6. Execute contingent facility option that is economically viable and best services the ROCS mission.
7. Pass all required inspections and ensure no outstanding building code violations for educational occupancy.
8. Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to beginning the first day of school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Applicant must expand upon knowledge around transportation needs for some students with disabilities.	Jennifer Gnann	Transportati
What provisions will be made for families interested in carpooling but have no access to computers?		
Will the school be providing transportation for those students who do not have access to transportation or are unable to car pool due to location?	Jessica Kelly	Transportati
What plans do you have in place for students with disabilities that require transportation as part of the IEP?	Shannon Sellers	Transportati
What will you do for students that do not qualify for free/reduced lunch? How will you ensure they have lunch?	Shannon Sellers	School Lunch
Promoting a weighted lottery for economically disadvantaged children but not providing free and reduced lunch for economically disadvantaged children this is a concern. Why Is the applicant not willing to be a part of the federal lunch program?	Walter Finnigan	School Lunch
Proposed coverage not signed	Walter Finnigan	Civil Liabil
Applicant should clarify the differences between the insurance amount quoted and information presented in the budget.	Brian Smith	Civil Liabil
No figure for motor vehicle liability	Hilda Parlér	Civil Liabil
not signed by board chair	Jennifer Gnann	Healthy and

Reviewer	Score
Steven Walker	
Alan Hawkes	
Shannon Sellers	Pass
Brian Smith	Pass

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Cheryl Turner	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	
Alex Quigley	
Hilda Parlér	Pass
Jessica Kelly	Pass
Glenn Allen	
Jennifer Gnann	Pass
Robert McOuat	
Mike McLaughlin	
Eric Sanchez	
Walter Finnigan	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	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	113	\$550,674.99
	Local Funds	\$2,069.00	113	\$233,797.00
	Federal EC Funds	\$3,579.70	11	\$39,376.70
	Totals			\$823,848.69
	LEA #2 320 - Durham Public Schools			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,095.09	30	\$152,852.70
Local Funds	\$3,037.64	30	\$91,129.20	
Federal EC Funds	\$3,579.70	3	\$10,739.10	
Totals			\$254,721.00	
LEA #3 510 - Johnston County Schools				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$5,159.62	8	\$41,276.96	
Local Funds	\$1,511.00	8	\$12,088.00	
Federal EC Funds	\$3,225.14	1	\$3,225.14	
Totals			\$56,590.10	

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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	\$744,805	\$979,519	\$1,174,448	\$1,408,363	\$1,686,138
-Local Per Pupil Funds	\$337,014	\$415,869	\$498,629	\$597,941	\$715,874
-Exceptional Children Federal Funds	\$53,341	\$98,645	\$98,645	\$118,292	\$141,623
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$11,570	\$33,985	\$16,482	\$28,076
Z - TOTAL REVENUE	\$1,135,160	\$1,505,603	\$1,805,707	\$2,141,078	\$2,571,711

***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:															
Lead Administrator	1	\$60,000	\$60,000	1	\$61,500	\$61,500	1	\$63,038	\$63,038	1	\$64,614	\$64,614	1	\$66,229	\$66,229
Assistant Administrator	1	\$50,000	\$50,000	1	\$51,250	\$51,250	1	\$52,531	\$52,531	1	\$53,844	\$53,844	1	\$55,190	\$55,190
Finance Officer	1	\$40,000	\$40,000	1	\$41,000	\$41,000	1	\$42,025	\$42,025	1	\$43,076	\$43,076	1	\$44,153	\$44,153
Clerical	1	\$30,000	\$30,000	2	\$30,750	\$61,500	2	\$31,519	\$63,038	2	\$32,307	\$64,614	2	\$33,115	\$66,230
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	4		\$180,000	5		\$215,250	5		\$220,632	5		\$226,148	5		\$231,802
Instructional Personnel:															
Core Content Teacher(s)	7	\$38,000	\$266,000	9	\$38,950	\$350,550	11	\$39,924	\$439,164	13	\$40,922	\$531,986	15	\$41,945	\$629,175
Electives/Specialty Teacher(s)	0	\$38,000	\$0	0	\$38,950	\$0	1	\$39,924	\$39,924	1	\$40,922	\$40,922	4	\$41,945	\$167,780
Exceptional Children Teacher(s)	1	\$43,000	\$43,000	1	\$44,075	\$44,075	1	\$45,177	\$45,177	2	\$46,306	\$92,612	2	\$47,464	\$94,928
Instructional Support	2	\$9,000	\$18,000	4	\$9,225	\$36,900	5	\$9,456	\$47,280	6	\$9,692	\$58,152	3	\$9,934	\$29,802
Teacher Assistants	4	\$25,000	\$100,000	5	\$25,625	\$128,125	5	\$26,266	\$131,330	5	\$26,923	\$134,615	5	\$27,596	\$137,980

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B - Total Instructional Personnel:	14		\$427,000	19		\$559,650	23		\$702,875	27		\$858,287	29		\$1,059,665
A+B = C - Total Admin, Support and Instructional Personnel:	18		\$607,000	24		\$774,900	28		\$923,507	32		\$1,084,435	34		\$1,291,467
Administrative & Support Benefits															
Health Insurance	4	\$6,000	\$24,000	5	\$6,150	\$30,750	5	\$6,304	\$31,520	5	\$6,462	\$32,310	5	\$6,624	\$33,120
Retirement Plan--NC State	4	\$6,845	\$27,380	5	\$7,016	\$35,080	5	\$7,191	\$35,955	5	\$7,371	\$36,855	5	\$7,555	\$37,775
Retirement Plan--Other	4	\$0	\$0	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0
Life Insurance	4	\$0	\$0	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0
Disability	4	\$0	\$0	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0	5	\$0	\$0
Medicare	4	\$653	\$2,612	5	\$669	\$3,345	5	\$686	\$3,430	5	\$703	\$3,515	5	\$721	\$3,605
Social Security	4	\$2,880	\$11,520	5	\$2,952	\$14,760	5	\$3,026	\$15,130	5	\$3,102	\$15,510	5	\$3,180	\$15,900
D - Total Admin and Support Benefits:	28		\$65,512	35		\$83,935	35		\$86,035	35		\$88,190	35		\$90,400
Instructional Personnel Benefits:															
Health Insurance	12	\$6,000	\$72,000	15	\$6,150	\$92,250	18	\$6,304	\$113,472	21	\$6,462	\$135,702	26	\$6,624	\$172,224
Retirement Plan--NC State	12	\$5,412	\$64,944	15	\$5,548	\$83,220	18	\$5,687	\$102,366	21	\$5,829	\$122,409	26	\$5,975	\$155,350
Retirement Plan--Other	12	\$0	\$0	15	\$0	\$0	18	\$0	\$0	21	\$0	\$0	26	\$0	\$0
Social Security	12	\$0	\$0	15	\$0	\$0	18	\$0	\$0	21	\$0	\$0	26	\$0	\$0
Disability	12	\$0	\$0	15	\$0	\$0	18	\$0	\$0	21	\$0	\$0	26	\$0	\$0
Medicare	12	\$516	\$6,192	15	\$529	\$7,935	18	\$542	\$9,756	21	\$556	\$11,676	26	\$570	\$14,820
Life Insurance	12	\$2,277	\$27,324	15	\$2,334	\$35,010	18	\$2,392	\$43,056	21	\$2,452	\$51,492	26	\$2,513	\$65,338
E - Total Instructional Personnel Benefits:	84		\$170,460	105		\$218,415	126		\$268,650	147		\$321,279	182		\$407,732
D+E = F - Total Personnel Benefits	112		\$235,972	140		\$302,350	161		\$354,685	182		\$409,469	217		\$498,132
A+D = G - Total Admin	32		\$245,512	40		\$299,185	40		\$306,667	40		\$314,338	40		\$322,202

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and Support Personnel (Salary & Benefits)														
B+E = H - Total Instructional Personnel (Salary & Benefits)	98		\$597,460	124		\$778,065	149		\$971,525	174		\$1,179,566	211	\$1,467,397
G+H = J - TOTAL PERSONNEL	130		\$842,972	164		\$1,077,250	189		\$1,278,192	214		\$1,493,904	251	\$1,789,599

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	\$2,000	\$2,050	\$2,101	\$2,154	\$2,207
	Paper	\$2,000	\$2,050	\$2,101	\$2,154	\$2,207
	Computers & Software	\$3,800	\$1,150	\$250	\$4,525	\$1,150
	Communications & Telephone	\$4,000	\$4,750	\$5,500	\$6,500	\$7,500
	Copier leases	\$6,000	\$1,500	\$1,538	\$1,576	\$1,616
Professional Contract	Legal Counsel	\$2,500	\$2,563	\$2,627	\$2,693	\$2,760
	Financial	\$14,000	\$14,350	\$14,709	\$15,077	\$15,454
	Other Professional	\$10,000	\$11,500	\$13,225	\$15,209	\$17,490
Facilities	Facility Lease/Mortgage	\$84,000	\$157,500	\$231,000	\$283,500	\$294,000
	Maintenance	\$40,000	\$20,000	\$30,000	\$40,000	\$50,000
	Custodial Supplies	\$3,000	\$3,075	\$3,152	\$3,231	\$3,312
	Custodial Contract	\$7,500	\$7,688	\$7,880	\$8,077	\$8,279
	Insurance (pg19)	\$8,165	\$8,573	\$9,002	\$9,452	\$9,925
	Other	\$14,000	\$9,600	\$11,200	\$12,800	\$14,400
Utilities	Electric	\$6,000	\$6,150	\$6,304	\$6,461	\$6,623
	Gas	\$4,800	\$4,920	\$5,043	\$5,169	\$5,298
	Water/Sewer	\$4,800	\$4,920	\$5,043	\$5,169	\$5,298
Transportation	Buses	\$16,036	\$28,462	\$42,657	\$61,384	\$85,739
Other	Marketing	\$4,000	\$4,100	\$4,203	\$4,308	\$4,415
	Child nutrition	\$10,023	\$17,789	\$26,661	\$38,365	\$53,587
	Membership On Professional Organizations	\$599	\$2,404	\$2,544	\$3,657	\$4,141
	Conferences And Training	\$5,700	\$6,500	\$7,700	\$8,900	\$10,900
	Fund Balance Contribution	\$11,199	\$14,570	\$17,715	\$20,921	\$49,357
	K - TOTAL Administrative & Support Operations	\$264,122	\$336,164	\$452,155	\$561,282	\$655,658
	Instructional:					
Classroom Technology	Computers	\$7,200	\$14,300	\$15,200	\$9,900	\$18,800
	Software	\$400	\$500	\$650	\$800	\$1,050
Instructional Contract	Staff Development	\$2,500	\$30,000	\$27,100	\$28,700	\$30,300
Books and Supplies	Instructional Materials	\$4,200	\$3,300	\$3,900	\$4,200	\$5,100
	Curriculum/Texts	\$4,725	\$3,450	\$4,050	\$4,650	\$5,250

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	Copy Paper	\$4,000	\$5,325	\$6,384	\$7,656	\$9,166
	Testing Supplies	\$1,000	\$1,331	\$1,596	\$1,914	\$2,291
	L - TOTAL Instructional Operations	\$24,025	\$58,206	\$58,880	\$57,820	\$71,957
	K+L = M - TOTAL OPERATIONS	\$288,147	\$394,370	\$511,035	\$619,102	\$727,615

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$842,972	\$1,077,250	\$1,278,192	\$1,493,904	\$1,789,599
M - TOTAL OPERATIONS	\$288,147	\$394,370	\$511,035	\$619,102	\$727,615
J+ M =N TOTAL EXPENDITURES	\$1,131,119	\$1,471,620	\$1,789,227	\$2,113,006	\$2,517,214
Z - TOTAL REVENUE	\$1,135,160	\$1,505,603	\$1,805,707	\$2,141,078	\$2,571,711
Z - N = SURPLUS / (DEFICIT)	\$4,041	\$33,983	\$16,480	\$28,072	\$54,497

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 project 151 first year enrollment based upon: 3 kindergarten classes x 17 students each (51) 2 first grade classes x 25 students each (50) 1 second grade class x 25 students (25) 1 third grade class x 25 students (25) TOTAL (151)

Since forming the initial interest group and starting to gauge interest from parents, ROCS has had a high level of interest from many community members. There are no Public Waldorf schools located in North Carolina and community members are excited and motivated to see the ROCS' dream become reality. Thus far 262 families have completed the Intent to Enroll survey representing 447 students and in less than a month 249 people have subscribed to our mailing list. Additionally, 49 individuals donated over \$3070 to support application fees and development. The break-even point for student enrollment is 151 students, which is well within the recommended 10% loss rate of interest and actual enrollment. We project increasing enrollment each year as we add classes and grade levels.

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

There is currently a 1% Fund Balance contribution built into the budget, which will increase in year to 2% in year 5. This Fund Balance will service as liquid assets to be used should any unforeseen emergency arise that is not directly budgeted for. It will be the schools savings account and rainy day fund. Also, ROCS will have a marketing and fundraising plan and will use parent volunteers to staff fundraising activities in addition submitting grant applications for appropriate funding opportunities.

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

Budget revenues are 100% state, county, and federal allotment funds.

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

K - 9:1 1st - 17:1 all other grades 25:1

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

ROCS will contract for financial auditing and custodial services. ROCS will contract with qualified diagnosticians (such as a school psychologist) to determine when students are eligible for special education services or AIG services as needed. ROCS will contract with counselors and social workers to meet our student's needs. ROCS will ensure that all related services documented in students' IEPs are provided. When possible ROCS will partner with the local LEA to provide related services (speech and language therapy, occupational therapy, physical therapy, counseling, etc).

Contractors and large purchases will be reviewed by the Board. When deciding on a large purchase or contract, three estimates or examples of goods will be provided and the Board will select the choice. After the Lead Administrator is hired s/he will make these decision within budgetary parameters set by the board (contract not to exceed budgeted amount, for example). ROCS will avoid conflict of interest by developing a conflict of interest policy for Board members and staff to prevent these individuals, their associates or family members from unduly profiting from contracts or other payments. See budget for allowances of each line item.

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

The school's budget allocates the appropriate funding for ROCS to create the space and the team to nurture our students through an integrated curriculum that cultivates each individual's innate creative, intellectual, emotional, physical, and social capacities. The ROCS curricular offerings will educate the whole child - head (academics, logic, intellectual development), heart (arts, community, social-emotional and creative development) and hand (crafts, building, service, physical development). The ROCS model includes specific instructional materials, often made of natural materials; therefore, the ROCS budget includes several line items specific to a Public Waldorf school. We budget \$600 for each new classroom and \$300 for each continuing classroom for instructional materials and musical instruments. We budget an additional \$675 for each new classroom and \$300 for each continuing classroom for student curriculum texts to include well stocked "libraries" in classrooms (fiction and nonfiction) and materials for developing main lesson books. We budget \$900 for computers for each administrative staff and each classroom. Computers will be replaced once every four years.

As part of the commitment to continuing education and training, ROCS includes budget funds for professional development for all staff. In year 1, funds are budgeted for administrative staff to attend one out of town conference and for all educators to attend a regional Waldorf training, and these funds increase in subsequent years. Instructional staff have professional development funds available for an expert consultant to visit ROCS for two days in year 1 (\$75/hour x 12 hours) and \$800 for offsite Waldorf teacher training for 2 teachers. In year 2, ROCS adds funds for 24 hours of on-site consultant professional development. Additionally, we budgeted for each teacher to attend an offsite training yearly. ROCS budgets funds for membership in professional development organizations as a way to

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connect with, support, and gain expertise from groups outside our organization. We have funds budgeted for NC Center for Nonprofits at a rate of \$85 for year 1, \$1200 thereafter, Alliance for Public Waldorf Education at a rate of \$250 for year 1, \$500 year 2, \$5/student thereafter and NC Public Charter Schools Association at a rate of \$1.75/student for year one, \$3.50/student thereafter.

In support of our arts integrated curriculum, beginning in year 2, we have budgeted \$20,000 annually in years 2-5 to cover the costs of implementing our A+ Schools certification and training program. We have budgeted \$5,000 in year 2, and \$500 every year after, to develop an Edible Schoolyard to enhance our free and reduced lunch program and further our mission of developing a reverence for nature and educating students in environmental stewardship.

Transportation needs are budgeted for 15% of projected enrollment, scaling up 5% each year as projected enrollments rise, \$4/day/student for 177 school days.

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.

ROCS will set aside 1% of expenses each year to create a general fund balance, with the goal of building reserves to cover three months of operations. By the end of year 5 we project a fund balance of \$113,763. If carryover funds are larger than budgeted projections, the ROCS board will increase the percentage of expenditures reserved for fund balance. In year 5, the contribution percent will be increased to 2 percent per year.

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

ROCS does not have plans to finance any large purchases. We plan to lease facility space and have budgeted a graduated 5 year lease for a 15000 sq foot building at \$14 per square foot. The graduated lease schedule is common in Wake County and will allow ROCS to get off the ground financially in beginning years. We budget paying 8% of the total lease cost in year 1, 15% in year 2, 22% in year 3, 27% in year 4, and 28% in year 5 to equal a total of 100% of lease costs paid over the 5-year period. ROCS will use existing transportation options, such as transportation services and public transportation, rather than purchasing vehicles. The budget includes costs for leasing a copier to include a larger amount year 1 for initial purchase, installation and service. Copier costs in years 2-5 will be for an ongoing service contract for the copier(s).

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*

ROCS has no assets from other sources at this time.

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?

ROCS Board members have drafted a set of Financial Management policies which include putting the following Internal controls in places: Physical controls: All cash, checks, bank account numbers, passwords, petty cash, credit card numbers will be kept in locked offices or safes. The Board will determine a policy on key management to be administered by ROCS staff. Passwords: ROCS administrative computers used to administer or monitor financial business will be password protected. Computers used for administration will be set to require a password for login after 5 minutes of no activity. All computer passwords will be changed at least quarterly and after any staff turnover. Purchasing: Board of Directors approval is required for expenditures over \$300. Staff or Board members will obtain 3 quotes, estimates or samples and include this documentation with each purchase request or explain in writing why this is not possible.

ROCS recognizes the importance of separation of duties in financial management and will do the following: Check preparation: The Financial Officer and/or Board Treasurer will prepare checks the Lead Administrator and/or Board Chair will sign checks. Bank statement review and reconciliation: The Financial Officer will review bank statements online or receive unopened bank statements from the bank and review these monthly. The Financial Officer supervised by the Board Treasurer will reconcile the bank statements monthly and report this and other prepared financial statements to the Board of Directors at least quarterly. Cash transactions: For amounts over \$100 cash received, two people will count the cash, agree on income amount and initial the deposit slip. Bookkeeping: The Financial Officer will record each credit and debit in general ledger. Copies of each receipt, check, deposit slip, etc. will be kept for each entry and organized in binders by month. Staff or Board members submitting requests for reimbursement must provide a receipt. The Financial Officer will prepare the general ledger for bank statement reconciliation by the 5th of the month for the previous month. Budget and reporting: The Financial Officer and Lead Administrator will prepare an annual budget each year. The Board of Directors will approve budgets and budget amendments. The Financial Officer will prepare a budget vs. actual statement for Board review each month.

ROCS strives to have a high degree of transparency and pledges the following: Conflict of interest: ROCS has developed a conflict of interest policy for Board members and staff to prevent these individuals, their associates or family members from unduly profiting from contracts or other payments. Audits and reports: An annual financial audit will be conducted by a contracted firm. Staff will prepare and Board members will review and approve all federally required financial reports and tax filings. Budgeting and financial management documents will be open and available for review by parents, teachers, and members of the public during public meetings and online via the ROCS website. ROCS financial management and bookkeeping will be conducted according to generally accepted accounting principles (GAAP).

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

There are no known related party transactions at this time. ROCS Board

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members and staff will agree to abide by a conflict of interest policy to prevent these individuals, their family members and/or business associates from profiting unduly from ROCS contracts or other expenditures.

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.

ROCS has selected the firm of Elliot Davis Decosimo to conduct the annual financial statement audit. Mailing address: 5410 Trinity Road, Suite 320, Raleigh, NC 27607. Telephone number: 919-783-7073. Fax number: (864) 232-7161.

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Applicant needs to clarify the working capital components provided in this section.	Brian Smith	Total Budget
Where does the "Working Capital" come from in years 2-5? How can you budget for it without commitment letters in Appendix M?	Jennifer Gnann	Total Budget
There is not an appendix M to support the Working Capital.	Shannon Sellers	Total Budget
Appendix M not included to support working capital.	Jessica Kelly	Total Budget
The salaries are on the lower side of the proposed salaries from the earlier information. In the specialty teacher section there is money but no position?	Brian Smith	Personnel Bu
Avg teacher salary too low	Joe Maimone	Personnel Bu
For only 151 students, this school is very administrative heavy. Money could be better allocated in some of the other areas of need instead.	Jennifer Gnann	Personnel Bu
The applicant has not budgeted for any custodial staff there is no description or explanation in the narrative about cleaning or maintaining the cleanliness of the facility. How is the applicant going to maintain the facility without any custodians from students getting sick during the day to mopping and waxing floors? The custodial contract is only \$7000 not realistic for daily needs.	Walter Finnigan	Personnel Bu
The budget is higher on administrative salary. Please clarify reasoning behind allocation of salary. No elective teachers indicated for first two years of operation. Will regular classroom teachers be expected to fill this role and be knowledgeable in elective standards as well? Instructional support salary of \$9000 a year for a full time person; please clarify how this amount was determined?	Jessica Kelly	Personnel Bu
There is no money budgeted for specialty teachers such as music as stated previously in the application. Will the regular education teacher be required to fill these positions?	Shannon Sellers	Personnel Bu
Have funds been budgeted to provide for the provision of related services as may be outlined on a child's IEP?	Glenn Allen	Operations B
Operations budget should be clarified. Projections do not seem accurate for a school which is enlisting a hands on philosophy of learning; what additional materials and expenses are incorporated with the Waldorf learning methods? Staff development seems to be a major component of the Waldorf method yet minimal is being spent year 1 on staff development. Operations budget then shows a huge increase in this in year two. Please clarify this discrepancy.	Jessica Kelly	Operations B
No food, custodial staff?	Hilda Parlér	Operations B
Materials budget seems quite low for a school that is planning to have such a high focus on arts and experiences. \$5,700 is quite low for the kind and quality of professional development that is discussed in the narrative. Custodial services seems unrealistically low. \$84,000/year for a building lease seems unrealistic.	Jennifer Gnann	Operations B
The applicant has budgeted \$14,000 and the operations budget for financial and also budgeted \$40,000 for a financial officer in the personnel budget. There is no explanation in the narrative. Staff development in year 1 is \$2,500, but for year 2 \$30,000. Logically, year 1 would need more training since this is a new school to the state.	Walter Finnigan	Operations B

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\$2000 seems low for office supplies. Budgeted amounts for professional development seem low based on the mission and the Waldorf Education. Instructional materials seem unrealistic for opening year.	Shannon Sellers	Operations B
Will the budget allocated for professional development be enough to address the PD needs of the school?	Brian Smith	Operations B
Several concerns in the personnel section and operations section for the reviewer.	Walter Finnigan	Total Expend
Surplus for year one is low and does not leave room for any type of change.	Shannon Sellers	Total Expend
tight budget, little room for error!	Joe Maimone	Total Expend
2018-2019 Surplus is low. Please clarify if calculations of earlier budget need to be modified how this will impact the overall budget.	Jessica Kelly	Total Expend
Surplus is low. It leaves no room for error in the budget; no room for a miscalculation on the projected costs.	Jennifer Gnann	Total Expend
impressive- elaborate: We project 151 first year enrollment based upon: 3 kindergarten classes x 17 students each (51) 2 first grade classes x 25 students each (50) 1 second grade class x 25 students (25) 1 third grade class x 25 students (25) TOTAL (151) Since forming the initial interest group and starting to gauge interest from parents, ROCS has had a high level of interest from many community members. There are no Public Waldorf schools located in North Carolina and community members are excited and motivated to see the ROCS' dream become reality. Thus far 262 families have completed the Intent to Enroll survey representing 447 students and in less than a month 249 people have subscribed to our mailing list. Additionally, 49 individuals donated over \$3070 to support application fees and development. The break-even point for student enrollment is 151 students, which is well within the recommended 10% loss rate of interest and actual enrollment. We project increasing enrollment each year as we add classes and grade levels	Joe Maimone	Budget Narra
What is a rainy day fund? The applicant is running a business with state and local money for the purpose of educating students all money is to meet the financial needs of the students.	Walter Finnigan	Budget Narra
Your break even number of students is 151 which is your projected number, what will you do if you don't hit this number? Budgeted amounts for the classrooms seem extremely low based on the curriculum you plan to use and the initial set up.	Shannon Sellers	Budget Narra
The technology for the classrooms seems to be lean. What will you do to make sure the students have enough access to computers for addressing technology standards?	Brian Smith	Budget Narra
Budget is extremely high in administrative salary with only having 151 students projected in year one. Have inquires been conducted for cost of the contracted services? Budgeting \$600 for each new classroom is insufficient when it comes to the needs and expectations discussed earlier in application with the Waldorf method.	Jessica Kelly	Budget Narra
It is unrealistic to set your break even point at the maximum expected number of students. \$600 is not adequate to purchase materials for a classroom.	Jennifer Gnann	Budget Narra
Why is the board treasurer responsible for writing/signing checks when there is a financial officer and 2 administrators?	Shannon Sellers	Financial Au
Having the Lead Administrator and the Board chair as check signers is not good accounting practices. There should be more of a checks and balances system in place.	Jennifer Gnann	Financial Au

Reviewer	Score
Robert McOuat	
Walter Finnigan	Fail
Brian Smith	Pass

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Hilda Parlér	Fail
Cheryl Turner	Fail
Deanna Townsend-Smith	
Alex Quigley	
Shannon Sellers	Fail
Mike McLaughlin	
Joe Maimone	Pass
Alan Hawkes	
Eric Sanchez	
Jessica Kelly	Fail
Steven Walker	
Glenn Allen	
Jennifer Gnann	Fail

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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).

raleighoakcharter

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Raleigh Oak Charter School (*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: raleighoakcharter

Board Position: Melissa Stansbury, Board Chair

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

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My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes
0	10

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	- cheryl_turner
Education Plan	- cheryl_turner
Governance and Capacity	(1) Applicant has 24 months after approval to obtain tax exempt status (2) 2 of the seven board members have national criminal background checks. National background checks are needed instead of the statewide checks for Dennis Hagerman, Suzanne Branon, Alejandro Sanchez, David Serette, and Lucy Carter - cheryl_turner
Operations	- haparler
Financial Plan	(1) Applicant has 24 months after approval to obtain tax exempt status (2) 2 of the seven board members have national criminal background checks. National background checks are needed instead of the statewide checks for Dennis Hagerman, Suzanne Branon, Alejandro Sanchez, David Serette, and Lucy Carter - haparler
OVERALL	37-38 per grade? 2 sections each = 8 sections first year? - dtsmith840 - haparler - haparler

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The applicant proposes that they will serve grades K through seven in the total enrollment table but then states they will provide a K-8 education in their mission statement. What are the proposed grade levels they will be serving? - walter_finnigan</p> <p><u>Mission Statement</u> What does Waldorf look like in a typical day? Where is it used successfully? Data? - joseph_maimone</p> <p><u>Educational Need and Targeted Student Population</u> ROCS plans to limit technology in the early years as reported in this section of the application. How does this strategy align to upholding the common core standards? Additionally, what impact will this have on students being globally competitive upon program completion? - brian_smith2</p> <p><u>Educational Need and Targeted Student Population</u> 260 people "voiced their opinion" regarding the school. It is unclear how many people would send their child to the school as the rest of the data is in percentages.</p> <p>It is very concerning that charter committee members asked families about the EC and ELL status of their children. This gives the appearance of altering who applies to the school.</p>
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	<p>It is unclear how a Waldorf curriculum aligns with Common Core.</p> <p>How will student outcomes compare to those in the traditional setting? - jengnann</p> <p><u>Educational Need and Targeted Student Population</u> How will having technology not be part of the early grades be beneficial for students?</p> <p>In your enrollment survey you inquired about a student's ethnicity as well as IEP/ELL status; please clarify as to why this would be valuable information to inquire about. It is concerning as it may alter the education plan as applied. - jessica_kelly</p> <p><u>Educational Need and Targeted Student Population</u> There was no clear number of the 260 people surveyed who would send their child to Raleigh Oak. Why was the question about students involved in the Exceptional Children's program asked, as it cannot be asked on the actual application. How will you develop 21st Century Learners and meet Common Core Standards by limiting technology in the early years? At what year, will you integrate technology? - shannon1974</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> I recall a prior Waldorf based curriculum in NC charter? - joseph_maimone</p> <p><u>Purposes of Proposed Charter School</u> How will the school ensure that all of the Common Core objectives are taught? - jengnann</p> <p><u>Purposes of Proposed Charter School</u> How will the Waldorf method implementation incorporate the NC Standards as well as Common Core?</p> <p>Application states how successful the Waldorf method has been in various states; how has the community of those successful schools been compared to the proposed community of ROCS? - jessica_kelly</p> <p><u>Purposes of Proposed Charter School</u> How will student outcomes be stronger? How will the NC standards be infused into the Waldorf education? - shannon1974</p> <p><u>Purposes of Proposed Charter School</u> 6) What is the data in the 46 Waldorf schools that supports implementation in NC? - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> How are these goals similar to the schools/district in the surrounding area? What contingency plans do you have in case a goal is not met? - brian_smith2</p> <p><u>Goals for the Proposed Charter School</u> Financial goals: Whose budgetary guidelines will be utilized?</p>
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	<p>Professional development: Staff will only participate in 2 a year? That seems inadequate. Applicant needs to explain further.</p> <p>How does attendance at events impact the community?</p> <p>How will the board know how to assess the artifacts given regarding curriculum?</p> <p>- jengnann</p> <p><u>Goals for the Proposed Charter School</u> What artifacts/evidences will be used for the lead administrator to report to the board monthly?</p> <p>One of your goals is to ensure that 35% of your populations represents low income students and you will utilized a weighted lottery system to achieve the results. Please clarify the purpose of this. - jessica_kelly</p> <p><u>Goals for the Proposed Charter School</u> Will 2 Professional Development opportunities be enough with the Waldorf education that you are providing? How will you adequately measure social/emotional intelligence in assessments? How can you ensure that 35% of your student body will be low income if you use a weighted lottery? Applications cannot ask this question. - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> 35% of the student population is not a large number of economically disadvantaged students to obtain. Has the applicant researched other ways to obtain the targeted population besides implementing a weighted lottery? Is the applicant willing to increase the percentage of economically diverse students to warrant implementing a weighted lottery? - walter_finnigan</p> <p><u>Goals for the Proposed Charter School</u> Aggressive goals may be tough to meet! Setting up for disappointment? 95% growth would be phenomenal! - joseph_maimone</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> How will A+ be integrated into the curriculum and instructional design? - brian_smith2</p> <p><u>Instructional Program</u> What achievement data will show students' progress in mastering the North Carolina standards? - jengnann</p> <p><u>Instructional Program</u> Please clarify what specific data/measurement tools will be utilized to show evidence of mastery. - jessica_kelly</p> <p><u>Instructional Program</u> What assessments will be used to show improvement on NC standards? - shannon1974</p> <p><u>Instructional Program</u> Is there documented evidence of Waldorf success in other 46 schools? Discuss pros and cons of multi year looping!</p>

ROCS will practice teacher looping wherein one teacher follows a cohort of students from grades 1-5. Teachers achieve a deeper understanding of students' strengths and areas for growth to more effectively individualize instruction and ensure academic success. Looping fosters respect, develops long-term relationships between faculty and students' families, and models conflict resolution and diplomacy techniques (Brown University, 1997).

- joseph_maimone

Curriculum and Instructional Design

Why was it decided to loop so many grades? What will happen if parents are unsatisfied with the teacher?

Applicant needs to clarify the following statements: ROCS shares the North Carolina READY Initiative's focus on preparing students for life, not simply for success at each grade level in school. The calendar will follow a rhythm of seasonal flow, as informed by Waldorf philosophy, allowing for rest at each seasonal change throughout the calendar year.

- brian_smith2

Curriculum and Instructional Design

How will teachers master all of the content area needed in grades 1-5?

What knowledge will students demonstrate that will allow them to move from one grade to the next?

What will 8th graders be able to do specifically to move to High School?

How is A+ a part of your curriculum?

How do these two statements work together? "At ROCS, the belief is that every student unfolds in his/her own time." and " ROCS' mix of academic, creative, and developmental education will help students reach their fullest potentials and be ready for the North Carolina READY End of Grade exams ." - jengnann

Curriculum and Instructional Design

Looping from grades 1-5 poses several concerns: what if there is dissatisfaction with the teacher? Will the TA also loop with the teacher? What challenges will it cause for that teacher to master standards in a new grade each year? What research was conducted on the effectiveness of looping this many grades?

The interest survey did not indicate anything about ROCS implementing a year round calendar. What effect do you think this could have on your interest especially if the majority or all of the other area schools are on a traditional calendar? - jessica_kelly

Curriculum and Instructional Design

How did you decide to loop K-5? What happens if there is a teacher/student conflict? Is there research to show that this is effective?

How will students be promoted or retained? - shannon1974

Curriculum and Instructional Design

What does Waldorf look like in a typical day? Where is it used successfully? Data? - joseph_maimone

	<p><u>Special Programs and "At-Risk" Students</u> What AIG support will the students receive other than in-class differentiation? - jengnann</p> <p><u>Exceptional Children – Identification and Records</u> The applicant should expand upon their understanding of 504's. - jengnann</p> <p><u>Exceptional Children – Identification and Records</u> How will the weighted lottery system as indicated earlier in the application impact exceptional children? - jessica_kelly</p> <p><u>Exceptional Children – Identification and Records</u> THE IEP team would determine if a child meets eligibility criteria after a referral is given to the IEP Team to consider whether or not testing is needed not the testing psychologist or the CST Team. The wording is a little unclear in your process. - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> Applicant should expand on 504 meetings and the statement, "after the specified time." 504's must be reviewed yearly. - shannon1974</p> <p><u>Student Performance Standards</u> There are goals for years 1, 2, and 5. What are the goals for 3 and 4 in this section? In your explanation, "Specific in-class tools are student portfolios, teacher observations, feedback from in-class assignments, and results from summative and formative assessments," how will you measure the benchmark progress being made overall? - brian_smith2</p> <p><u>Student Performance Standards</u> What type of coaching will the CST provide? If a student begins a school year behind and makes a year's worth of growth, will they still be promoted as stated? It appears that none of the proposed rubrics or surveys have been created yet. What is the timeline for that? If they are not ready by the time school opens, how will students be assessed? - jengnann</p> <p><u>Student Performance Standards</u> Will the assessments indicated be in addition to standardized tests? What impact of the social/emotional surveys will it have on the school instructional planning? How will ROCS ensure that students are prepared for high school? - jessica_kelly</p> <p><u>Student Performance Standards</u> How will a year's growth be measured for promotion? What will be considered proficient for promotion? How will student retention be determined? Have the surveys been developed? - shannon1974</p> <p><u>Student Performance Standards</u> AGGRESSIVE! By year 2, 95% of students demonstrate a years worth of growth leading to promotion to the next grade level. NC EOG Scores: 75% of ROCS students will achieve 4 or above in Math and Reading in</p>
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	<p>year 1. 80% will achieve 3 or above in Math and Reading in year 1. By year 5, 85% will achieve 4 or above and 90% will achieve 3 or above - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> Why is the conclusion that a behavioral problem leads to special education referral? Why are the teachers assigning rest of day suspensions? Why is the BOD working in the day to day operations of the school? - brian_smith2</p> <p><u>Student Conduct and Discipline</u> How can teacher looping negatively impact a student with behavioral issues? - jessica_kelly</p> <p><u>Student Conduct and Discipline</u> How does a behavioral issue become a referral for exceptional children services? - shannon1974</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> With the required training for the board of attending already established schools who will pay for the travel expenses? How many members of the board are allowed to be parents? - walter_finnigan</p> <p><u>Staffing Plans, Hiring, and Management</u> Since the school plans to participate in the NC Retirement program, what are its plans to obtain and secure the \$50,000 closure funding per statute requirement of HB 334 if approved? - brian_smith2</p> <p><u>Staffing Plans, Hiring, and Management</u> It is concerning to have direct lines of communication between all faculty members and the BOD. The Lead Administrator should be the one disseminating information to the staff from the board. If in the case of grievance, a direct line is permissible if in regards to a grievance regarding the Lead Administrator.</p> <p>What is your rationale behind having the Lead Administrator manage 504's?</p> <p>How will qualified Waldorf-certified teachers be recruited when, as stated, there are very few Waldorf schools in NC?</p> <p>- jengnann</p> <p><u>Staffing Plans, Hiring, and Management</u> Please clarify role of education director. Is a homelessness coordinator needed; where was evidence for this collected from?</p> <p>Where will the funding come from for the administration, board, and teaching staff to be fully trained at Waldorf Education training programs?</p> <p>Why are faculty members raising questions directly to the board and/or board member and not following the grievance procedure?</p> <p>What financial burden does participating in the state employees retirement plan put on the applying institution? - jessica_kelly</p> <p><u>Staffing Plans, Hiring, and Management</u></p>

	<p>Why will employees have direct access to the board without going through the administrator? Will an understanding of Waldorf be enough along with willingness to participate in Professional Development be enough for a teacher to be qualified to teach in this curriculum? What if they don't want to participate in the professional development? What is the job description of the Education Director? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> How will the PD plan be impacted should partnerships with "Emerson Waldorf School, local universities, Waldorf training centers (such as the Sunbridge Institute or Rudolf Steiner College), A+ schools, the NC Arts Council, the local LEA, local museums, and nation-wide programs such as the Center for Teaching and Learning, Cedarsong Nature School, and the Edible Schoolyard Academy" are not achieved? - brian_smith2</p> <p><u>Staff Evaluation and Professional Development</u> "All staff are encouraged to participate" in PD; what will be the contingency plan for staff that do not participate in PD?</p> <p>What evaluation tool will be used for teacher performance? - jessica_kelly</p> <p><u>Staff Evaluation and Professional Development</u> What evaluation instrument will be used to evaluate teachers? - shannon1974</p> <p><u>Admissions Policy</u> What consequence is there if a family doesn't give 3 days' notice of withdrawal? - jengnann</p> <p><u>Admissions Policy</u> Enrollment period too early? - joseph_maimone</p> <p><u>Projected Student Enrollment (Table)</u> Contradiction of projected K-7 enrollment in comparison to mission which states K-8 enrollment. - jessica_kelly</p> <p><u>Projected Student Enrollment (Table)</u> Projected enrollment does not match mission statement. Mission statement states the school will be K-8 and projected numbers through year 5 show K-7. - shannon1974</p> <p><u>Projected Student Enrollment (Table)</u> extend to 8th grade year 6? - joseph_maimone</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Applicant must expand upon knowledge around transportation needs for some students with disabilities.</p> <p>What provisions will be made for families interested in carpooling but have no access to computers? - jengnann</p> <p><u>Transportation Plan</u> Will the school be providing transportation for those students who do not have access to transportation or are unable to car pool due to location? - jessica_kelly</p> <p><u>Transportation Plan</u></p>

	<p>What plans do you have in place for students with disabilities that require transportation as part of the IEP? - shannon1974</p> <p><u>School Lunch Plan</u> What will you do for students that do not qualify for free/reduced lunch? How will you ensure they have lunch? - shannon1974</p> <p><u>School Lunch Plan</u> Promoting a weighted lottery for economically disadvantaged children but not providing free and reduced lunch for economically disadvantaged children this is a concern. Why Is the applicant not willing to be a part of the federal lunch program? - walter_finnigan</p> <p><u>Civil Liability and Insurance</u> Applicant should clarify the differences between the insurance amount quoted and information presented in the budget. - brian_smith2</p> <p><u>Civil Liability and Insurance</u> Proposed coverage not signed - walter_finnigan</p> <p><u>Civil Liability and Insurance</u> No figure for motor vehicle liability - haparler</p> <p><u>Healthy and Safety Requirements</u> not signed by board chair - jengnann</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Applicant needs to clarify the working capital components provided in this section. - brian_smith2</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where does the "Working Capital" come from in years 2-5? How can you budget for it without commitment letters in Appendix M? - jengnann</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M not included to support working capital. - jessica_kelly</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> There is not an appendix M to support the Working Capital. - shannon1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The salaries are on the lower side of the proposed salaries from the earlier information. In the specialty teacher section there is money but no position? - brian_smith2</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> For only 151 students, this school is very administrative heavy. Money could be better allocated in some of the other areas of need instead. - jengnann</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The budget is higher on administrative salary. Please clarify reasoning behind allocation of salary.</p> <p>No elective teachers indicated for first two years of operation. Will regular classroom teachers be expected to fill this role and be knowledgeable in elective standards as well?</p>

	<p>Instructional support salary of \$9000 a year for a full time person; please clarify how this amount was determined? - jessica_kelly</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> There is no money budgeted for specialty teachers such as music as stated previously in the application. Will the regular education teacher be required to fill these positions? - shannon1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The applicant has not budgeted for any custodial staff there is no description or explanation in the narrative about cleaning or maintaining the cleanliness of the facility. How is the applicant going to maintain the facility without any custodians from students getting sick during the day to mopping and waxing floors? The custodial contract is only \$7000 not realistic for daily needs. - walter_finnigan</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Avg teacher salary too low - joseph_maimone</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Will the budget allocated for professional development be enough to address the PD needs of the school? - brian_smith2</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Materials budget seems quite low for a school that is planning to have such a high focus on arts and experiences.</p> <p>\$5,700 is quite low for the kind and quality of professional development that is discussed in the narrative.</p> <p>Custodial services seems unrealistically low.</p> <p>\$84,000/year for a building lease seems unrealistic. - jengnann</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Operations budget should be clarified. Projections do not seem accurate for a school which is enlisting a hands on philosophy of learning; what additional materials and expenses are incorporated with the Waldorf learning methods?</p> <p>Staff development seems to be a major component of the Waldorf method yet minimal is being spent year 1 on staff development. Operations budget then shows a huge increase in this in year two. Please clarify this discrepancy. - jessica_kelly</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> \$2000 seems low for office supplies. Budgeted amounts for professional development seem low based on the mission and the Waldorf Education. Instructional materials seem unrealistic for opening year. - shannon1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Have funds been budgeted to provide for the provision of related services as may be outlined on a child's IEP? - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>
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	<p>The applicant has budgeted \$14,000 and the operations budget for financial and also budgeted \$40,000 for a financial officer in the personnel budget. There is no explanation in the narrative. Staff development in year 1 is \$2,500, but for year 2 \$30,000. Logically, year 1 would need more training since this is a new school to the state. - walter_finnigan</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> No food, custodial staff? - haparler</p> <p><u>Total Expenditure Projections (Table)</u> Surplus is low. It leaves no room for error in the budget; no room for a miscalculation on the projected costs. - jengnann</p> <p><u>Total Expenditure Projections (Table)</u> 2018-2019 Surplus is low. Please clarify if calculations of earlier budget need to be modified how this will impact the overall budget. - jessica_kelly</p> <p><u>Total Expenditure Projections (Table)</u> Surplus for year one is low and does not leave room for any type of change. - shannon1974</p> <p><u>Total Expenditure Projections (Table)</u> Several concerns in the personnel section and operations section for the reviewer. - walter_finnigan</p> <p><u>Total Expenditure Projections (Table)</u> tight budget, little room for error! - joseph_maimone</p> <p><u>Budget Narrative</u> The technology for the classrooms seems to be lean. What will you do to make sure the students have enough access to computers for addressing technology standards? - brian_smith2</p> <p><u>Budget Narrative</u> It is unrealistic to set your break even point at the maximum expected number of students. \$600 is not adequate to purchase materials for a classroom. - jengnann</p> <p><u>Budget Narrative</u> Budget is extremely high in administrative salary with only having 151 students projected in year one. Have inquires been conducted for cost of the contracted services? Budgeting \$600 for each new classroom is insufficient when it comes to the needs and expectations discussed earlier in application with the Waldorf method. - jessica_kelly</p> <p><u>Budget Narrative</u> Your break even number of students is 151 which is your projected number, what will you do if you don't hit this number? Budgeted amounts for the classrooms seem extremely low based on the curriculum you plan to use and the initial set up. - shannon1974</p> <p><u>Budget Narrative</u> What is a rainy day fund? The applicant is running a business with state and local money for the purpose of educating students all money is to meet the financial needs of the</p>
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	<p>students. - walter_finnigan</p> <p><u>Budget Narrative</u> impressive- elaborate: We project 151 first year enrollment based upon: 3 kindergarten classes x 17 students each (51) 2 first grade classes x 25 students each (50) 1 second grade class x 25 students (25) 1 third grade class x 25 students (25) TOTAL (151) Since forming the initial interest group and starting to gauge interest from parents, ROCS has had a high level of interest from many community members. There are no Public Waldorf schools located in North Carolina and community members are excited and motivated to see the ROCS' dream become reality. Thus far 262 families have completed the Intent to Enroll survey representing 447 students and in less than a month 249 people have subscribed to our mailing list. Additionally, 49 individuals donated over \$3070 to support application fees and development. The break-even point for student enrollment is 151 students, which is well within the recommended 10% loss rate of interest and actual enrollment. We project increasing enrollment each year as we add classes and grade levels - joseph_maimone</p> <p><u>Financial Audits</u> Having the Lead Administrator and the Board chair as check signers is not good accounting practices. There should be more of a checks and balances system in place. - jengnann</p> <p><u>Financial Audits</u> Why is the board treasurer responsible for writing/signing checks when there is a financial officer and 2 administrators? - shannon1974</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> According to the mission this is a K-8 school but the proposed grades served reflects K-7 in the fifth year, please clarify what grades will be served. - brian_smith2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Mission statement indicates school will be K-8 but proposed grade levels indicates only K-7. Please clarify proposed grade levels. - jessica_kelly</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The mission addresses a K-8 school, but projected enrollment for the first 5 years shows a K-7. This needs to be clarified. - shannon1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Stronger evidence of enrollment? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> very, very low enrollment figures - haparler</p>

<p align="center">Charter School Advisory Board Subcommittee</p>	
<p>Mission, Purposes, and Goals</p>	

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Education Plan	Mr. Maimone wanted more information on the Waldorf model. Ms. Scott discussed the Waldorf model, specifically the unique social and emotional components.
Governance and Capacity	Mr. Walker sought clarification on the schools retirement program. Mr. Serrette explained that the school has moved away from the state retirement program and have identified more cost-efficient programs. Mr. Quigley sought clarification on the organizational chart and where individuals reported. Ms. Scott provided clarification on the organizational chart. Mr. Quigley wanted information on the weighted lottery. Ms. Stansbury stated that the school wanted to build a diverse learning environment. Mr. Quigley asked about who would serve as the lead administrator. Ms. Scott detailed the recruitment for these positions. Ms. Reeves wanted to know how the school would recruit low income families to a unique model. Mr. Sanchez discussed the planned marketing and outreach events to recruit low income and minority families.
Operations	Ms. Reeves expressed concern over the number of instructional days/hours and wanted to know the contingency for adverse weather days. Ms. Stansbury explained that the school is built on a modified year round schedule.
Financial Plan	Mr. Walker and Mr. Maimone needed clarification on discrepancies within the budget. Mr. Stansbury clarified the issue related to the financial concerns and explained that they suddenly lost their finance officer and recruited a new finance officer who was not able to attend the Office of Charter Schools application training opportunities, thus explaining the discrepancies. Mr. Stansbury also explained that they are receiving support from an outside consulting agency and Mr. Serrette explained that the board had addressed the budget concerns via an addendum. Mr. Quigley sought clarification on the low instructional budget expenses. Ms. Scott explained that the school had reallocated \$91,000 to different lines, which was made available by switching from the state retirement system.
OVERALL	Mr. Quigley wanted to know about whether the board had visited other Waldorf schools, and Ms. Scott listed a number schools that board members had visited. Mr. Quigley asked if they also examined the operational aspects of these school and Ms. Scott detailed their specific observations. Mr. Hawkes sought clarification on social-emotional learning. Ms. Chartier explained that this approach encourages the development of the whole child. Ms. Branon discussed her experience with this approach in existing schools and described the advantages of teaching the whole child. Mr. Walker made a motion to move the school to state board of education; Ms. Reeves seconded the motion. Mr. Quigley stated that the application is an example of an application that has been improved. The motion carried unanimously.

Overall Summary	
Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is needed for the application evaluation:</p> <p>(1) 2 of the seven board members have national criminal background checks. National background checks are needed instead of the statewide checks for Dennis Hagerman, Suzanne Branon, Alejandro Sanchez, David Serette, and Lucy Carter</p>

	<p>(2) Applicant identified working capital in yrs 2019-2023; however, Appendix M is missing</p> <p>Applicant responded to the incomplete submission request on October 7, 2016.</p>
<p>Application Review</p>	<p>OOCs provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Board members and consultants were present for the application review, discussion, and clarification opportunity.</p> <p>The Performance Committee (PC) led by Mr. Maimone, discussed the application and each section. Ms. Parler expressed the need for ethnic diversity on the board. Also she wanted to inquire on the proposed school's Professional Development allotment proposed in the budget. Mr. Maimone and Ms. Parler wanted more information on the admin salaries versus the teacher salaries proposed in the budget.</p> <p>Ms. Turner detailed that the amount of staff development needs to be drilled if recommended for interview and how the proposed applicant would train the teachers it hired to implement the plan. Mr. Maimone outlined he was impressed with the application but has concerns about the financial section as the evaluators gave overall fails in the section. Overall the PC concerns were financial regarding this proposed application. The proposed applicant is seeking to implement a weighted lottery and the PC wanted more information about its desire to do so.</p> <p>One proposed board member addressed the PC with its questions on its proposed budget. The PC continued to drill the proposed budget and the boards understanding of finances based on the information submitted. Mr. Maimone detailed the budget will be difficult with the proposed student numbers outlined in the application. The board members present outlined the revised budget they prepared and the PC outlined the application must be evaluated based on what is submitted and not on adjustments as adjustments are made once approved.</p> <p>The board chair answered questions specifically on the need for the school per the PC request. She also outlined they had a strong marketing plan and outlined the number of events held and people who attended. The numbers in the application are conservative and hopefully and realistic.</p> <p>Ms. Turner outlined her concerns around the instructional calendar hours. Mr. Maimone outlined he is disappointed with the budget component but pleased that externals gave majority passes. Ms. Turner outlined she has additional questions. Ms. Turner made the PC motion to recommend an interview. Ms. Parler seconded. Mr. Hawkes is interested in the group receiving an interview and would like to ask more questions of the group. The motion passed unanimously.</p> <p>Mr. Maimone made a motion to the full CSAB to move Raleigh Oak Charter School to interview. Mr. Helton seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update on the proposed school. 6 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Raleigh Oak Charter Schools. 3 consultants to the board were presented and introduced themselves to CSAB. One board member joined by phone and another was not able to attend.</p>

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OVERALL	Mr. Walker made a motion to move the school forward to the state board of education; Ms. Reeves seconded the motion. The motion carried unanimously.
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