



NORTH CAROLINA CHARTER SCHOOL APPLICATION

East Voyager Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *East Voyager Academy*

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

Name of non-profit organization under which charter will be organized or operated: *East Voyager Academy*

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

Name of contact person: *Jian Zhang*

Title/Relationship to nonprofit: *Board chair*

Mailing address: 11644 Clingman Lane
Charlotte NC 28214

Primary telephone: 704-687-8518 Alternative telephone: 704-906-8686

E-Mail address: *jxzhang8888@gmail.com*

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

County: *MECKLENBURG*

LEA: *600-Charlotte-Mecklenburg Schools*

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

No:

Yes: X

If so, provide the name of the third party person or group. *NC Public Charter School Accelerator Program/Leaders Building Leaders*

List the fee provided to the third party person or group. *N/A*

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

This application was supported in partnership by the NC Public Charter School Accelerator Program and Leaders Building Leaders. These public charter support programs provided application feedback, a writing coach, research, resources and experts in the areas of educational and instructional design, fiscal budgeting, facility selections, and legal requirements. In addition, the Board of Trustees of East Voyager Academy had two hours of legal training by the attorney, Jeff Ward, provided by the NC Public Charter School Accelerator Program. It is the mission of the North Carolina Public Charter School Accelerator Program to aspire a vibrant pipeline of high-quality, highly innovative, public charter schools.

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

No: X

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? East Voyager Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04	365
Second Year	K,01,02,03,04,05	459
Third Year	K,01,02,03,04,05,06	549
Fourth Year	K,01,02,03,04,05,06,07	635
Fifth Year	K,01,02,03,04,05,06,07,08	717

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

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

wbrazell
Signature

Board chair
Title

wbrazell
Printed Name

09/19/2016
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of East Voyager Academy is to graduate its students with English-Chinese bilingual proficiency, strong academics, and cultural diversity awareness.

Clearly describe the mission of the proposed charter school:

East Voyager Academy recognizes the value of the whole-school language immersion model as the most efficient platform for children to achieve bilingual proficiency. We firmly believe that allowing children the opportunity to learn a second language while they are young not only produces stronger students academically, but also teaches them the value of their global citizenship.

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.*

East Voyager Academy will target a diverse elementary population of students from Mecklenburg and the surrounding counties. East Voyager Academy will make efforts to market to the diverse cultures represented by the local population. As reported on the Charlotte-Mecklenburg Schools website for the School Year 2015-2016, the district student demographics are as follows: 0.5% American Indian, 39.7% Black, 2.4% Multi, 6.1% Asian, 22.0% Hispanic/Latino, and 29.4% White. This data will guide our group as we market to local neighborhoods.

East Voyager Academy will be based in principle on a successful Mandarin-Chinese immersion school called East Point Academy that is located in Columbia, South Carolina. Here are links to two videos about East Point Academy, one by SC Education TV:

<http://video.scetv.org/video/2365709075/>

https://www.youtube.com/watch?v=1iN0oaKZI_w

Note that East Point Academy is currently a Title I school and East Point Academy student demographics are as follows: 0.2% American Indian, 35.3%

Black, 9.8% Multi, 6.1% Asian, 1.5% Hispanic/Latino, and 47% White. This data indicates that East Voyager Academy will attract families from a wide range of socioeconomic statuses and ethnic backgrounds. The immersion model offered by East Voyager Academy requires no prior knowledge of Mandarin-Chinese for students to enter the program. As the school will be the first public Chinese immersion charter school in North Carolina, East Voyager Academy will provide an innovative and unique educational opportunity for North Carolina students from all backgrounds.

East Voyager Academy strives to serve families throughout the Mecklenburg and surrounding counties who desire the rich experience offered by a cultural and bilingual immersion education. Our distinct environment will give parents, who value strong academics and global awareness, another educational choice. According to Charlotte-Mecklenburg Schools 2016-2017 First and Second Lottery lists, there are 3,365 and 4,582 students on their magnet programs waiting lists, respectively. Among those, 299 and 247 are for immersion language programs, respectively. This data strongly suggests that our program will be welcomed by local families.

Charlotte is an ever-growing international city with more and more economic ties to China. The global business links have created a demand for an English-Chinese bilingual workforce. More and more families are coming to this realization and thinking about what the future will look like for their children in this increasingly interconnected world. Talking to community members has generated an excitement about the many opportunities a school like East Voyager Academy can bring to the region in terms of local education, culture, and economy.

Finally, the Charlotte area has a strong Chinese community with a population of more than 10,000. We have seen provision for the school through financial backing and volunteer hours. The rich local resources and strong support will facilitate the execution of our plans.

- 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 at East Voyager Academy for the first year is 365 students in kindergarten to 4th grade with plans to include an additional grade level each year until it reaches 8th grade. East Voyager Academy expects the overall capacity to be 717 students by the fifth year. At full capacity (the eighth year), the school will serve about 855 students in kindergarten to 8th grade.

According to 2015-2016 20th Day Enrollment data on its website, the LEA, Charlotte-Mecklenburg School District, has a K-8 ADM of 102,240 (K-12 ADM is 146,140). At 365, East Voyager Academy proposed enrollment would be about 0.36% of the LEA's total K-8 ADM.

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

The foundation of EVA's education plan is whole-school Chinese immersion program. Unlike the traditional method of teaching a second language, the

basis of an immersion program requires the target language (Mandarin-Chinese at EVA) to be taught through content rather than as a foreign language. Certain subjects, such as mathematics and science, are specifically taught in the target language. Students gain a working knowledge of Chinese as they study a subject content. This is the same natural process that occurs as they learn their native language. In the Chinese instructed classes, little or no English will be allowed and students will be totally immersed in the target language.

Although the instruction method is distinctive, a valuable feature of EVA's immersion program is the ease with which the program can be adapted and aligned with any LEA curricula and standards. Research data has shown that a well-designed whole-school language immersion program not only offers the most efficient platform for children to achieve bilingual proficiency, but also produces better academic results from its students than traditional one language programs (Cummins 1998). A second language stimulates different parts of the brain such that bilingual students gain additional cognitive benefits (Cummins 1998). EVA takes advantage of this fact by aiming for rigorous academic standards. This unique education plan gives EVA students an advantage that will help them better attain these standards. Furthermore, rich cultural content will be naturally integrated into the instructional program as students learn a second language along with the value of their global citizenship.

Another unique feature of EVA's program is the departmentalized teaching structure. Unlike most elementary school teachers, EVA teachers will be specialized to teach only one or two subjects. This allows them to be better prepared for lessons as well as getting to teach subjects they enjoy and have developed an expertise in. Regardless of what program, the teacher is the single most important factor that determines a student's educational outcome. It is difficult for a teacher to be an expert in all subjects. If a teacher is uncomfortable teaching a subject then he or she becomes less effective. In China, all subjects are taught by specialist from the first day. This is one of factors that allows Asian nations to establish global leadership in various K-12 academic areas such as mathematics. For personalized attention, EVA students will have two homeroom teachers, one English-speaking and one Chinese-speaking. These two professionals will work together to deliver the best learning experience possible for their students. EVA strives to combine the best practices from Western and Eastern education philosophies and methodologies.

There are local LEAs that offer Chinese immersion programs, most notably, Waddell Language Academy, a public magnet school specialized in education of multiple languages. However, there will be major differences between EVA's program and theirs. The most fundamental difference will be the whole-school model employed by EVA versus Waddell's Chinese program as one out of many language tracks offered. The whole-school model makes it feasible for all related arts classes to be taught in the target language. This then allows for more core subjects in the upper grades to be taught in English without compromising students' Chinese acquisition. Such a balanced design is important since, as a public school, EVA students must take standardized tests in English. EVA's whole-school immersion model also allows for events and activities within the school to be integrated as a part of the target language acquisition and cultural learning, further ratifying EVA's mission.

In summary, EVA's education plan will be an innovative and unique program that offers an expanded choice in the types of educational opportunities that are available within NC public school system.

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

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

The Six Legislative Purposes of a Charter School are:

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

As explained in the last section, East Voyager Academy (EVA) offers a unique learning opportunity for students and parents as well as the educators involved. Our description here will be focused on how the creation of EVA will fulfill purposes 3 and 6 of the NC charter school statute GS 115C-218.

PURPOSE 3

Upon approval, EVA will open North Carolina's first public Chinese immersion school. While several Chinese immersion programs are already in existence in North Carolina, EVA will be the only one to employ the whole-school Mandarin-Chinese immersion model. On April 15, 2016, the Mandarin Immersion Parent's Council published a list of 214 existing full time Mandarin immersion programs in the U.S. Only 30 such programs are whole-school language acquisition models; furthermore, more than a half of these are private schools. In fact, presently, there are only 7 public schools nationwide that offer a similar whole-school Chinese immersion program as presented by EVA and they are all successful.

Chinese is one of the most difficult languages for Westerners to acquire. For example, according to the Foreign Service Institute, learning French or Spanish generally takes about 600 hours, while Chinese takes about 2200 hours. For this reason, a whole-school focused model is critical for a Chinese immersion program to be successful. EVA students will be placed on a

new global playing field as they open their minds to a second language and a different culture. The creation of EVA will fill a void within the North Carolina public school system with a proven model that will give students the best chance to achieve English-Chinese bilingual proficiency, a critical skill that will open doors for them to be successful in an ever increasing globalized world. EVA's one-way immersion model requires no prior Chinese language background for any student to enter the program and will provide Charlotte area families a choice for a unique, innovative, and tuition-free education opportunity that they otherwise may not have.

PURPOSE 6

EVA's education program requires the use of different and innovative teaching methods. Unlike traditional teaching methods, at EVA, the target language acquisition and content studies occur at the same time and both English and Chinese become the medium of instruction for academic content. Research and data show that a child's first language doesn't suffer by participating in an immersion program and that bilingual students gain additional cognitive, academic, and social benefits beyond facility with a second language. Examples of these additional advantages include increased mental flexibility, improved divergent thinking, broader cultural diversity awareness, and even higher scores on measures of verbal ability in the students' native language. Furthermore, combining best practices from Western and Eastern education philosophies and methodologies happens within this unique school environment. The school's teaching structure is departmentalized and all subjects are taught by content specialists. The teaching methods employed at EVA also require a close partnership between the English-speaking and Chinese-speaking teachers. In kindergarten through 5th grade, English-speaking teachers will pair with Chinese-speaking teachers to deliver student-centered instructions. Working together, the teachers will create effective lessons that will allow students to make connections between the English-based classes and the Chinese-based classes. For example, an English-speaking teacher will teach vocabulary that will be used in the content area class that is taught in Chinese. This helps the students easily make the necessary transfer to understand the material. By also hosting international teachers, educational ideas shared by guest teachers and EVA teachers will allow all educators to reach beyond the techniques offered in their native school systems. This cross-cultural connection will be the foundation for EVA's school culture.

Goals for the Proposed Charter School:

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

The goals and objectives established in the charter will serve to focus EVA's educational community and will align with EVA's mission. The principal, along with the assistance of East Academies Foundation (Foundation), will make quarterly evaluation reports to the Board of Trustees of EVA (Board) at agreed upon quarterly board meetings to communicate the school's progress toward attaining the identified goals. In addition, the principal, in working with the Foundation, will produce a comprehensive annual report to present at the last board meeting of each

academic year. Evidence and data must be provided to support the reports and any recommendations of actions. Those reports will be recorded as a part of board meeting minutes and will also be made available to other stakeholders and public. The summative data regarding the charter goals will be a part of the school's annual report to the public. Necessary adjustments based on reports will be made to keep the school on target toward its goals.

GOAL 1 (Academics/Mission Statement): After five years of continuous enrollment at EVA, 80% of the students will achieve bilingual English-Chinese proficiency.

Objective 1.1: English language proficiency will be assessed annually using North Carolina state standardized test when applicable.

Objective 1.2: Chinese language proficiency will be assessed annually according to the American Council of the Teaching of Foreign Languages (ACTFL) and North Carolina World Language Essential standards at each grade level using a set of well-defined assessment tools and rubrics (see sample-Appendix O) as well as at the end of 5 years of study using standardized tests such as AAPPL, STAMP, or other suitable assessment tools at the time.

GOAL 2 (Academics/Mission Statement): Using the North Carolina READY accountability model, EVA will exceed the Local Education Authority (LEA) average on academic performances annually at each applicable grade level.

GOAL 3 (Social/Mission Statement): By the end of each academic year, 88% of EVA students will exhibit awareness and understanding of the Chinese culture through culminating project presentations.

GOAL 4 (Finance): EVA will demonstrate sound fiscal practices by gradually establishing a general reserve fund equals to 3 months of the operating expenditures by the end of the fifth fiscal year with the following annual targets:

Year 1:

A reserve fund that equals to 0.3 months of the operating expenditures or 2.5% of the annual operating expenditures will be established.

Year 2:

A reserve fund that equals to 1 month of the operating expenditures or 8.33% of the annual operating expenditures will be established.

Year 3:

A reserve fund that equals to 1.5 months of the operating expenditures or 12.5% of the annual operating expenditures will be established.

Year 4:

A reserve fund that equals to 2.5 months of the operating expenditures or 20.83% of the annual operating expenditures will be established.

Year 5:

A reserve fund that equals to 3 months of the operating expenditures or 25% of the annual operating expenditures will be established.

GOAL 5 (Governance): By the end of the first semester of each academic year, 100% of board members will submit documentation of completed board training equaling at least 10 contact hours and demonstrating a better understanding

of the role of the board as governing rather than managing.

GOAL 6 (Operations): EVA will obtain the AdvancEd Charter School Accreditation by the end of the fifth academic year.

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

Three of the six EVA charter goals listed in the previous section are directly linked to EVA's mission statement. Consequently, it is important for the EVA Board of Trustees (Board) to thoroughly review the school's progress toward attaining charter goals regularly. To provide effective oversight while avoiding micromanagement, Board will make sure that the reporting procedures set forth in the previous section will be properly followed. In addition, as a part of the partnership agreement between EVA and East Academies Foundation (Foundation), Foundation will provide to Board additional monthly and quarterly reports to keep Board informed on overall affairs and status of the school. Contracted professional services, such as fiscal and audit services, will also provide their independent monthly and annual reports. Board may also appoint various committees to further investigate challenging issues that may come up from time to time.

Here are examples on measures to produce meaningful reports correlated to each of the six goals.

GOAL 1 (Academics/Mission Statement): Teachers will use both formative and summative assessments to monitor student's progress in language acquisitions and determine their bilingual proficiency levels weekly, quarterly, and annually. The assessment results will be recorded and analyzed to produce informative summaries. The Benchmarks established by the National Council of State Supervisors for Foreign Language- American Council on the Teaching of Foreign Language (NCSSFL-ACTFL) will be utilized to determine student growth. (See Appendix O for a link to these benchmarks.)

GOAL 2 (Academics/Mission Statement): Teachers will use both formative and summative assessments, such as i-Ready and North Carolina End of Grade testing to monitor and determine student's progress toward Goal 2. Score and data will be recorded, analyzed, and summarized by teachers, principal, and Foundation to provide assessment on student achievement against identified benchmarks.

GOAL 3 (Social/Mission Statement): EVA's unique instructional environment will allow students to learn about and ultimately appreciate other cultures. The school will assure this is happening by students exhibiting what they have learned through culminating project presentations. These projects will clearly demonstrate what the students have learned about their target language culture.

GOAL 4 (Finance): Board will monitor and review monthly financial statements and related reports to determine the school's progress toward developing reserve funds. Contracted professional audit service will conduct annual audit and provide their independent report.

GOAL 5 (Governance): Board members will annually schedule and attend board trainings that will allow them to stay current with Charter School law and

best practices. Documentation of trainings and related activities will be kept on file by the board secretary.

GOAL 6 (Operations): EVA will annually produce evidence that the school is implementing practices that will allow the school to achieve AdvancEd Charter School Accreditation by the end of the fifth academic year.

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.

EVA's overall instructional program is a whole-school Chinese immersion one-way 75/25 model.

TERMS

Language immersion: Certain content area will be completely taught in the target language.

Target language: The second language being taught and used. At EVA, it is simplified Mandarin-Chinese.

One-way: It requires no prior knowledge of Chinese for students to enter the program.

75/25 model: Students will begin in kindergarten with 75% instruction in Chinese and 25% in English. As they move up in grade level, Chinese instruction time will be gradually reduced.

STANDARDS

For the most part, immersion programs are independent of content area curricular. As a NC public school, EVA's curriculum will be based on NC curriculum standards. These standards are specific for each grade level and content area and will be used as the minimum expectations for EVA students. All currently adopted standards can be found on the NC DPI's website: <http://www.ncpublicschools.org/curriculum/>. EVA will also have Chinese curriculum aligned with NC World Language Essential Standards.

INSTRUCTIONAL METHODS

While immersion programs can adopt to any curriculum, it is EVA's instructional structures that are innovative. With EVA's model, for the first 5 to 6 years, all related arts area such as Music, Art, PE, etc. and Math will be taught in Chinese. English Language Arts will always be delivered, of course, in English. Additionally, in kindergarten and 1st grade, all other core subjects like Social Studies and Science will also be taught in Chinese. Here the 75/25 Chinese/English ratio creates the rich language environment needed to put young students on the right track to become English-Chinese bilingual proficient. Starting from 2nd grade, different core subjects will gradually be shifted back to be taught in English. The shifting completes in 4th grade and ends at a 50/50 Chinese/English ratio. Thus, from 4th grade onward, all core subjects except for Math will be taught in English. This balanced design assures that student's acquisition of Chinese will not be compromised while assuring students get the adequate preparation for standardized testing, which must

be taken in English. For more details, please refer to a sample daily schedule in Appendix O.

ASSESSMENTS

At EVA, benchmarks and assessments administered throughout the year will guide learning. Teachers will use both formative and summative assessments to monitor student progress weekly, quarterly, and annually. Teacher observations, checklists, teacher-made quizzes and tests will be used to track day to day performance. Lessons will be adjusted to fit student needs and maximize learning. Culminating projects, authentic assessments, portfolios, as well as state-standardized tests will be utilized for summative assessments. Student performance on these assessments will be recorded by teachers and shared with parents using PowerSchool, interim reports, and report cards. At least twice a year, the school will conduct parent-teacher-student conferences that will follow the Language Immersion Conference Model. In this model, students participate in the conference and are able to showcase what they have learned in their content subjects as well as the Chinese language.

TARGET-POPULATION NEEDS

Research on language programs shows that immersion students develop high proficiency levels in both English and the target language, perform at or above grade level academically, and also show positive cross-cultural attitudes and behaviors. These are qualities that are critical for student's future in this highly globalized world. EVA's whole-school immersion model allows events and activities within the school to be an integrated part of the target language acquisition and cultural learning. Adding departmentalized teaching, the pairing of Chinese-speaking and English-speaking teachers, and low teacher/student ratio, EVA will create an innovative and unique education opportunity for all students.

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.

EVA's classrooms are divided into 2 groups, English classrooms and Chinese classrooms. While all classroom setups will be similar to what one would expect to see in a traditional public school, the main difference is that in Chinese classrooms everything will be in Chinese. This creates the immersion learning environment needed for students to pick up the target language. The teacher only speaks Mandarin from the first day of class in the Chinese classroom. In the first semester, the new students are encouraged to speak Mandarin in their Chinese classroom but are still allowed to speak English. But around the second week of the spring semester, after a "bridge ceremony", students will cross the "language bridge" and must speak only Mandarin in their Chinese classrooms from that point on. The school's budget process should allow all classrooms will be equipped with the latest technology, such as Smartboards and computers with Internet access.

With the 75/25 immersion model employed in kindergarten and 1st grade, the students in those grades will spend most of their day in the Chinese classroom, except when they go to their English Language Arts (ELA)

classroom. Thus, their ELA class serves as a pull-out class; this also allows the paired Chinese-speaking teacher a planning period. Starting in 2nd grade, each student will have two homeroom teachers—one English-speaking teacher and one Chinese-speaking teacher. Those students thus will switch homerooms between pairing English and Chinese classrooms throughout the day. To further balance the learning outcome, students will follow an A/B schedule in 2nd grade and onwards. This means a student will report to their morning English homeroom on an A day, and then will report to their paired Chinese homeroom on the morning of a B day. The A/B schedule has been utilized in many educational settings and students have little problem adapting to and learning the schedule.

One-way immersion programs in general consist of two integrated parts, first 5 or 6 years of whole immersion followed by a few years of enforcing. After initial 5 years of operation, EVA's middle school structure will evolve. It will be similar to a traditional public middle school but will have an immersion track. The immersion track will offer advanced Chinese classes for those who qualified, mainly for those who graduated from the school's whole immersion program. Those students will likely start to take the third language classes and they should have a great advantage when they enter the high school and beyond (EVA's Board may consider the development of a high school program or partnership with nearby high schools but it is not in the current plan).

Research indicates that small class sizes have a distinct advantage over larger class sizes, especially in the lower grades. In terms of student performance, specifically for minority students, the impact is twice as large as non-minority students (Nye, et al., 1989, 1994-1999; Word, et al., 1990). With this understanding, EVA is budgeted for a student/teacher ratio of 11.4 to 1 and an average class size of about 22 students. We anticipate that the average class size of the upper grades will be lower due to natural attrition associated to immersion language programs. EVA intends to place an additional teaching assistant/intern in all Chinese classrooms, or at least in the lower grades; this will further lower the student/teacher ratio. EVA will seek a partnership with Confucius Institute (CI) to take advantage of its Guest Teacher Program, addressing the fiscal feasibility associated with implementation of the low student/teacher ratio. As a reference, East Point Academy, a Chinese immersion charter school in Columbia SC, has a partnership with CI at the University of South Carolina and has hosted between 4 to 10 CI guest teachers every year since its opening in 2011. With CI teachers (highly probable), EVA's student/teacher ratio will be reduced to 9.6 to 1.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*

3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

MISSION

EVA's mission is to graduate its students with English-Chinese bilingual proficiency, strong academics, and cultural diversity awareness.

Like all nationwide immersion programs, EVA's Chinese immersion curriculum is aimed at achieving the following 4 goals: "to develop a student's (1) proficiency in English; (2) proficiency in a second language; (3) intercultural competence; and (4) academic performance in the content area, at or above expectations" (Myriam Met and Chris Livaccari, the Basics of Chinese Immersion Program Design, Asia Society).

At EVA, the school's belief is that a high quality bilingual program will enhance students' academic growth. The school believes that two languages are simply better than one. Research and data show that children's first language do not suffer by participating in an immersion program and, in fact, they may even score higher on measures of verbal ability in their native language. We fully expect that the majority of EVA's students will gain the basic English-Chinese bilingual proficiency as outlined in the NC ELA curriculum and World Language Essential Standards by the end of the 5 years of study at EVA. Moreover, it is well documented that bilingual students gain additional cognitive, academic, and social benefits beyond facility with a second language. Examples of these additional advantages include increased mental flexibility, improved divergent thinking, and broader cultural diversity awareness. Therefore, students in immersion bilingual programs in general do better academically than students who only speak one language. Finally, rich cultural content will be naturally integrated into the daily studies as students immersed with both English and Chinese languages, enhance their awareness and appreciation of different cultures.

TARGET POPULATION

In most cases, parents who choose to enroll their students in a language immersion program not only want their children to have a second language advantage to be successful in an increasingly interconnected world but also are looking for a challenging educational environment that will stimulate their child academically. It is anticipated that the general student population will have had limited, if any, exposure to the Chinese language when entering the program. The data from East Point Academy, a Chinese immersion charter school in Columbia SC, indicates that EVA will attract families from a wide range of socioeconomic statuses and ethnic backgrounds. As the first public Chinese immersion charter school in North Carolina, EVA's innovative program will provide a unique educational opportunity for North Carolina students from all backgrounds.

NC ACCOUNTABILITY MODEL

EVA recognizes that it is essential for students master the fundamentals outlined in the North Carolina state standards. Our instructional content will be fully aligned with North Carolina state standards. Students will participate in all required state End of Grade and End of Course examinations for mathematics, reading, writing, and science as required by the North Carolina Accountability Model. Due to our innovative and rigorous instructional program and the trend we have seen from most Chinese immersion

schools across the nation, it is expected that EVA will exceed the average of our LEA on all assessments. In fact, this is one of our charter goals as listed in the previous section.

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

Research has shown that the teacher is the most important single factor that determines a child's educational outcome. In fact, it reports that a child will not recover if he or she had an ineffective teacher two years in a row during elementary school. EVA values teachers as the school's most important assets. Partnering with East Academies Foundation, EVA strives to support and train teachers with the latest research-based best practices and approaches, so they can effectively serve their students. According to the school's academic calendar, new teachers at EVA will have at least 8 days of professional development trainings prior to the first day of school and another 6 days or more of trainings throughout the academic year. Here are examples of some proven strategies (Chris Livaccari, Instructional Strategies: Successful Approaches to Immersion Teaching, Asia Society) that EVA will expect teachers to master:

1. "Use visuals, gestures, body language, expressions, modeling, and movement to complement verbal cues." This is very important as immersion teachers do not use translation to teach.
2. "Motivate students to stay in the target language." Students should be increasingly encouraged to use Chinese exclusively in all of the classes conducted in Chinese and other settings when possible. The No-English rule should be strategically enforced once being established.
3. "Ask open-ended questions." While this is effective teaching for any program, it is particularly important for immersion teachers to inspire their students to give longer and more varied replies, as it is instinctive for students to use simple replies with a new language.
4. "Regularly assess student's comprehension and skills development." Teachers need to know their student's comprehension level and consistently pushing for growth, otherwise the progress in target language will be stalled. We have seen many cases that a child reaches the level of Novice Mid or Novice High in Chinese relatively easy but then failed to move much higher.
5. "Think strategically about the various types of student interactions and to promote a dynamic learning environment." It is important to make the learning fun. For example, if a student does not like to learn Chinese, his or her chance to be bilingual English-Chinese proficient will be greatly diminished. Teachers can use project-based learnings and mix different types of interactions such as teacher-students, student-student, whole group, and small groups.

A success immersion school needs to have a school culture that promotes the immersion learning and supports its mission. It is very important for

immersion teachers to keep in mind that they are teaching both subject content and target language at the same time. The right mindset is critical. For example, it will be a misconception to think that teaching mathematics in Chinese to native English-speaking children is less effective. One should realize that, first of all, those students are gaining a working knowledge of the target language while they are learning mathematics. Then, perhaps more significantly, as mathematics is a subject of high thinking, learning it through a second language forces students to think more thoroughly and enhances additional cognitive growth. Consequently, effective immersion teaching will result in increased student academic achievement, a fact that has been well documented.

EVA teachers are expected to work closely together. This is very important for an immersion school like EVA because the pairing of English-speaking teachers and Chinese-speaking teachers. Partner teachers will in general have very different educational experiences and cultural backgrounds. Through mutual respect and trust, the opportunity for them to learn from each other can bring out the best of Western and Eastern teaching philosophies and methodologies. At the end, all that will be reflected in students' learning outcome.

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.

The core instructional program for Kindergarten to grade 8 will address the NC Accountability Model while encompassing the NC Common Core Standards to assure transition from grade to grade. Students will be prepared to take all required End of Grade tests. EVA's requirements on transition from grade to grade and to the next grade span resemble the traditional standards. While EVA students are expected to grow toward to being bilingual proficient, deficiency in Mandarin-Chinese Language Arts alone will not hold a student's transition.

English Language Arts Education: In kindergarten through grade 8, the EVA English Language Arts curriculum will incorporate all aspects of the NC Accountability Model while encompassing the NC Common Core Standards. Current best practices for teaching phonemic awareness, vocabulary, literacy, reading and comprehension will be used to introduce and subsequently differentiate instruction for learners at all reading ability levels. ELA classrooms will resemble a more traditional classroom setting.

Mathematics Education: In kindergarten through grade 8, the EVA math curriculum will address the NC Accountability Model while encompassing the NC Common Core Standards. These standards include process standards that students should use to develop the conceptual understandings and applications of mathematical content and skills. Mathematics will be taught in Chinese immersion classroom setting. Instructional strategies will include immersion language strategies that support both language acquisition and content mastery.

Science Education: In kindergarten through grade 8, the EVA Science curriculum will address the NC Accountability Model while encompassing the NC Common Core Standards. In kindergarten and grade 1, science will be

taught in Chinese immersion classroom setting. In grade 2 and grade 3, science will be taught in partial Chinese immersion setting. Instructional strategies will include immersion language strategies that support both language acquisition and content mastery kindergarten through grade 3. In the middle grades (4-8), science will be taught in English. This balanced design assures that student's acquisition of Chinese will not be compromised while assuring students get the adequate preparation for standardized testing, which must be taken in English.

Social Studies Education: In kindergarten through grade 8, the EVA Social Studies curriculum will address the NC Accountability Model while encompassing the NC Common Core Standards. State standards require instruction so student will obtain the knowledge of government, geography, history and economics which are essential for creating informed citizens who participate in a democratic society. In kindergarten and grade 1, social studies topics will be taught in Chinese immersion classroom sitting. In grade 2 through grade 8, the concepts will be taught in English. In the middle grades, appropriate concepts will be integrated into the Culture-Media class as appropriate while the primary instruction for social studies will be taught in English.

Mandarin-Chinese Language Arts Education: For the first 5 years, in kindergarten through grade 8, the EVA Mandarin-Chinese Language Arts curriculum will address the NC World Language Essential Standards for Chinese immersion programs. Language immersion at EVA serves as an integration point for various learning and educational objectives. The campus setting will be prepared as a context for students to practice their language skills as they interact with others at all occasions. Students will build their language skills upon the blending of language acquisition, cultural learning, and content in core academic instruction. The curriculum of the school's Mandarin language education will include a variety of authentic materials and interactive classroom activities.

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 envisioned school-year calendar for EVA is designed to accommodate a traditional school calendar, beginning in August and ending in June. EVA's calendar is unique, however, because of included traditional Chinese holidays (in-service). Special activities will be organized on those days to help students to learn cultural awareness as part of their school year. EVA's draft calendar is included in the appendix C, and aligns with the Charlotte-Mecklenburg Schools calendar. Our K-8 structure and traditional calendar will allow families with elementary and middle school children a choice that, while generally reflecting the schedule of the district's schools, allows students to enroll in one school throughout their elementary and middle school years.

Days for standardized testing will be worked into the calendar according to testing days set by the state of NC.

As currently envisioned, our school day will run 7 hours, starting at 8:00 a.m. and ending at 3:00 p.m., and will provide about 6.5 instructional hours per day. Anticipating that EVA will provide about 180 days of instruction in a year, the school will exceed the required minimum 1025 instructional hours. This structure offers students and parents more educational time than traditional district schools in the area. The daily schedule for the Middle Grades program will follow an A/B rotation of classes. Each school day will be broken up to include instruction in both Chinese and English.

EVA's immersion model requires a unique daily schedule and it can be complicated. Work out a feasible master schedule can be a challenge and the whole-school model makes the task easier. As they reflect the unique feature of EVA, a sample daily schedule can be found in Appendix O.

Special Programs and "At-Risk" Students

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

In an effort to identify underperforming students, teachers will obtain baseline assessment data in reading, writing and mathematics with national assessments such as DRA2+, i-Ready, MAP, and/or W-APT. In addition, a base level for Mandarin Chinese Language will be obtained through individualized assessments that are specific to East Voyager Academy. Based on data gathered, intervention staff and teachers will work together to create individualized intervention plans, track ongoing performance data, monitor student progress and adjust the plans according to student needs.

Differentiated instruction will provide engaging opportunities for learning for students of all ability levels, providing a supportive learning environments based on basic needs for some students and extended learning experiences for others. Classroom assessments will be ongoing within classroom settings to determine students' levels of progress. Teachers will meet individually with students and/or parents to discuss learning progress. English Language Learners (ELL) will be identified upon entry to the school and their learning progress will be monitored by classroom teacher in consultation with an ELL specialist.

For those who are not progressing at expected levels as determined by classroom performance, classroom assessments, and/or standardized tests and for those student who are identified as "at-risk" according to these measures, Response to Intervention (RTI) tiered systems will be put into place. RTI will focus on having identified students meet grade level expectations in all subject areas.

The RTI systems will involve multiple interventions for established needs in mathematics as well as literacy across grade levels. A literacy lab will be created in which specialized instruction will be provided for those students (with a strong emphasis on early identification in K-1) who are identified

with delays in reading and/or writing but who do not currently qualify for IEPs or 504 plans. Highly qualified teachers and/or literacy specialists will work independently or in small groups (dependent upon the strategy or skill to be taught and individual students' needs) to provide direct instruction tailored to student needs through proven methods such as computer based instruction, integrated literacy, writing remediation, and phonics are examples of the research-based tools that may be utilized to aid students identified with a concern in auditory processing speed, attention, reading fluency, decoding, or memory deficits. Students identified as at-risk will still be given instruction in Mandarin Chinese Language, but at a reduced rate from the students who are progressing on grade level. A native speaking Mandarin teacher will be assigned to the small group instructional team for at-risk students and will be an integral part of instruction in the literacy lab. Each of the core academic areas will have a Mandarin teacher assigned to either teach or co-teach in the content area.

Ongoing school-wide professional development will occur through Professional Learning Communities (PLCs), during specific staff meetings, on staff development days, and through individual teachers' pursuits to continually strive for additional means to reach all students. This includes grade level and beyond achievers, exceptional children, ELL students, academically and/or intellectually gifted students, and students with any identified barriers to learning.

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 EVA staff will survey the primary language spoken in the home on the registration and lottery application. This will help identify students who may qualify for ELL services. If English is not the primary language spoken, a Home Language Survey will be provided. Students will be assessed using the most appropriate standardized assessment, such as the W-APT or the ACCESS for ELLs to determine eligibility. Parents of Title III qualified students will be notified of ELL student qualification and participation.

2. After identifying a need, EVA will provide services with a qualified ELL instructor and provide direct intervention strategies and classroom/teacher support as necessary. Since the school will be a language immersion school, the school has the rather unique advantage of having many language acquisition specialists on staff to assist with the language development of all students. This includes ELL students. Communication between the ELL instructor, classroom teachers, and parents will be ongoing, as parent involvement is a major factor to success. An individualized plan for instruction in Mandarin will also be developed for each at-risk student.

3. ELL students' progress in expressive and receptive language abilities will be monitored by ongoing informal assessment within the English/Language Arts or elementary classroom environment. Classroom teachers will be in communication with the ELL instructor and as students demonstrate mastery in

informal measures, post-testing will be done with normative based assessments such as the W-APT or the ACCESS to determine exit from services. Again, the language focus of the school provides specific resources for determining readiness from exit of ELL services.

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.*

EVA will identify intellectually gifted students through on-going assessments and classroom observations. Homeroom teachers will work closely with the school's GT program coordinator and parents to identify and develop individualized plans to meet the needs of academically and intellectually gifted (AIG) students. In particular:

1. Teachers will work with AIG students to go beyond national standards and the North Carolina Accountability Model with accelerated activities. These students will have a major part of their instruction in Mandarin with a goal of having students primarily bi-lingual in English and Mandarin after 4 years of continuous enrollment at EVA. Teachers will strive to teach gifted students from where they are academically, not from where the curriculum states they should begin. Students will not be pulled from the classrooms for Talent Development classes. It is the founder's belief that general education and gifted education should be connected. However, the goal with gifted students is to allow these students to move academically as fast as their academic skills will allow. EVA teachers will develop curriculum for AIG students by consulting and collaborating with each other, the parents, outside resources with expertise in gifted instruction, and the student. Mandarin teachers will be assigned to each classroom and will teach core academics or work closely with core academic teachers. The goal is to move the students ahead academically in all areas while Mandarin instruction is an integrated part of the instructional program. All school staff will be trained in basic language immersion concept and/or techniques that are research based and used successfully throughout the world. Teachers will provide challenging opportunities in classroom assignments. They will also encourage emotional and social growth in addition to their academic growth. Teachers will work to keep up-to-date on teaching gifted children by frequently reviewing instructional methods that target the gifted and attending seminars offered by the various gifted associations. EVA teachers will be encouraged to work with other teachers through social media and school visits that have been successful in teaching and motivating gifted students. EVA also plans to provide and guide AIG students to utilize web-based artificially intelligent assessment and learning programs such as Aleks and SRA Reading Laboratory. Those programs provide the advantages of self-paced one-on-one instruction, 24/7, beyond levels of classroom differentiation.

2. EVA will comply with North Carolina State and local legislation regarding identification and serving of AGI students. In addition, national data for working with gifted students will be part of the professional dialogue as teachers meet and share best practice ideas. Students will be identified,

monitored, and evaluated as AGI children through on-going formative and summative assessments, classroom observations, student performance, parental input at the initial enrollment conference and future conferences and as needed, talking to past teachers, grades, sample work (portfolio), comparing to typical characteristics of gifted children, test scores, and other criterion. Teachers will use the gathered information to assure that gifted students are working to meet their full potential. Homeroom teachers will meet regularly with AIG students' other teachers to receive feedback on the progress of these students. EVA is aware of parents as their children's first teachers and will include them as a part of their children's educational plan. Effective communications between teachers and parents will be an important part of plans for supporting, monitoring, and evaluating the progress and success of intellectually gifted students.

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. New students will be given an enrollment packet containing paperwork on student information that the families must complete and return to the school before the actual admission. All students will be invited to the open house and other information sessions that will be scheduled before the starting date of the school. New students who are or might be eligible for special education services will be required to attend parent/student/teacher conference. These conferences will be held within the first month of school or within the first two weeks of a transfer student during the year. Parents are a child's first teachers and any concerns and information that are disclosed will be beneficial to the classroom teacher(s) and the student. Student records will also be requested from previous educational institutions. Disclosure during conference and/or student records will provide information on eligibility for special education services or students protected under Section 504 of the Rehabilitation Act.

2. When a new student is enrolled in EVA, extra caution will be taken to ensure the school is aware of any special needs or current eligibility for

an IEP. When needs are identified by classroom teachers or parents bring forth appropriate concerns, state and federal guidelines for testing (evaluations and assessments) will be followed with parent consent.

3. Records of students with disabilities and 504 Accommodation Plans will be managed appropriately following state and federal requirements. A form requesting records will be sent directly to the previous educational institute's records office. Return records will be accessible only to the administrative team. Records will be confidentially held on-site at EVA in a locked filing cabinet inside of a locked administrative office. A trained special education school employee will be delegated responsibility as a case manager to complete chart reviews at least biannually to ensure all forms are present and current. Checklists and spreadsheets will be developed and shared with all necessary instructional providers, administrators, and classroom staff to ensure timely evaluation completion, parent invitations, and IEP meetings per state and federal law.

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. EVA will meet all state and federal standards as noted in the Individuals with Disabilities Education Act (IDEA), G.S 115C-238.29F(g)(5), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). We will contract the necessary services as identified by need. As our school name states, the greater community is also a priority. EVA intends to provide informational sessions to parents, teachers, and other professionals on an ongoing basis as a service to the community. EVA will also have an open door policy with encouragement for parents to visit the school on a regular basis.

2. EVA's stated philosophy and instructional model is geared towards meeting and encouraging academic progress through individual learning styles. The school will welcome students with varying levels of disabilities or giftedness and will actively seek diversity in the student body. Students will be served in the least restrictive environment (regular education setting and through self-contained classrooms if deemed most appropriate to students' needs) to ensure all academic, social, and developmental needs will be met. No matter the level of disability, all students will be encouraged to become active learners and participate in learning experiences on both the school campus and in the community. Procedural guidelines are in place to ensure students with disabilities will receive a Free and Appropriate Public Education as outlined by FAPE. EVA has established a partnership with East Academies Foundation for the Foundation to monitor compliance with state and federal law as well as academic progress made with at-risk and gifted students.

3. The school and family will work together as part of the IEP team and the family will be involved in the process. The IEP will be the guiding document to ensure all accommodations deemed necessary are being provided for, as

with all environmental and testing accommodations. The IEP will be reviewed regularly by a designated case manager to make changes and update status as prescribed by state law.

4. EVA will hire highly qualified educators for students with special needs to provide specialized instruction directly to students and to serve as a consultant to regular education classroom teachers to further enhance the school's philosophy of meeting the individual learning needs of all students. In addition, Mandarin teachers will also be involved in the planning and delivery of instruction for special needs students. All students are likely to benefit from this collaborative educational model, not just those with special needs. The teaching and support staff will participate in a multiple day workshop before school begins in August 2018 designed to share a plan of cooperative teaching for all students and the integration of Mandarin into the instructional program. Appropriate material and equipment will be provided/purchased as necessary to meet the demands of a collaborative teaching model.

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. At EVA, the NC Accountability Model will be reflected in the student report cards as well as student progress toward proficiency in the Chinese language. As a school, EVA will strive to score above the state average on all EOG and EOC tests. Our school will focus on academic achievement as well as bilingual proficiency. Plans are in place to help students achieve the state standards well beyond the minimal grade average. Students with Individual Education Plans (IEPs) may have different goals to accommodate special needs.

2. Assessment of all students at EVA will be ongoing and multifaceted, utilizing both summative and formative techniques, and will form the basis on which teachers make decisions concerning instructional programs. Students will receive state mandated testing as well as other national testing such as DRA2+, i-Ready, MAP, and/or W-APT and teachers will practice and be adept at a variety of formative and summative assessments. These will include the assignment of performance-based tasks, evaluation of oral discussion and written work, observation of collaborative work among students in small groups, review of student portfolios, and review of language development in Mandarin-Chinese. The ongoing nature of these assessments will afford teachers frequent opportunities to provide qualitative feedback concerning performance and progress.

Formative assessment such as MAP or similar testing will be administered at least twice during the year to determine student deficiencies and/or growth. Qualified school personnel will analyze data to help detect areas of need in academic assistance and professional development. Students exhibiting areas of need will be assigned to an intervention team consisting of the student's teachers, an administrator, support staff (if applicable) and the student's parent. The team will work together to develop an academic intervention plan that will offer the student an opportunity to receive additional assistance in weak academic areas. Teachers will communicate to the team weekly student progress. If needed, additional meetings will be held to modify the plan.

3. Students are expected to meet the state standards for promotion to the next grade. A student's readiness for grade promotion will be determined by classroom grades, standardized test scores, and teacher recommendations. The principal has the authority to retain students based upon testing, grades and teacher recommendations. Third grade students who do not pass the EOG test for reading are required to participate in the NC Read-to-Achieve program.

Direct communication with parents concerning their child's progress will be standard operating procedure at EVA. This begins with a Parent/Teacher Enrollment Conference, at which parents are encouraged to share information with their student's teacher or school representative, and work together to set goals for the upcoming year. This opportunity for openness at the beginning of the schoolyear sets the tone for relationships of mutual trust and cooperation between parents, students, and teachers throughout the school year. Subsequent conferences, generally held during first and third quarter, are an opportunity for teachers to share insights into students' progress based on various modes of ongoing classroom assessment. Middle school students will assume a leadership role in their own conferences, facilitating discussion and providing evaluation of their own performance and progress toward goals. In addition, families will receive feedback in the form of report cards after each quarter.

In keeping with the school's goal of developing bilingual students will include frequent opportunities for students to display Mandarin-Chinese language skill in the community. Oral events such as plays, choral performances in Mandarin-Chinese, and language completions will provide evidence of progress to parents and the community as a whole.

4. To graduate from EVA, 8th grade students will be required to be proficient on EOG or EOC tests for Math, Reading and Science. Under North Carolina public school law, final decisions about student promotion are made by the school principal.

Students successfully completing the EVA Chinese language immersion program should also be proficient in the Chinese language as assessed through a comprehensive proficiency rubric. Students will be expected to demonstrate their abilities in the Chinese language through oral presentations, portfolios, or similar authentic assessments. However, deficiency in Mandarin-Chinese Language Arts alone will not hold a student's promotion.

At-risk students will be expected to meet the minimum proficiency requirements on EOG or EOC tests for Math, Reading and Science. At-risk students will be expected to demonstrate their current abilities in the

Chinese language through oral presentations, portfolios, or similar authentic assessments.

Student Conduct:

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

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
 - 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
 - 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
 - 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*
1. EVA has drafted a student/parent handbook that outlines student behavioral expectations (See Appendix O). The school will also train all staff in Positive Discipline which focus on mutual respect, effective communication, solutions rather than punishment, and student encouragement. Emphasize will be on preventive measures and efforts before a discipline action becomes necessary. Students will receive instruction on the school's discipline procedures and the student/parent handbook. All parents will receive a copy of the student/parent handbook which will also be posted on the school's web page.

2. Most misbehavior will be handled by the principal or the principal's designee. Discussion or the use of mild consequences will be used for minor infractions. Before resulting to suspension, the school will have tried other avenues such as in-school suspension for repeat offenders. Severe misbehavior such as insubordination, physically dangerous behavior or illegal behavior will be met swiftly with equally severe consequences. Suspension and expulsions proceedings will be conducted according to NC Public School Law 115C-391.

Offenses that may result in Suspension or Expulsion:

- Weapons at school
- Dangerous physical behavior (to self, others, or school property)
- Bullying/Hazing
- Harassment (verbal, written, physical)
- Theft
- Threats (verbal, written, physical)
- False Alarms
- Illegal Activity
- Severe Insubordination

3. In addition to regular procedures outlined in the student/parent handbook, EVA will follow all federal and state laws with regard to discipline of students with disabilities. Any administrator who works with student discipline will be trained by in federal and state discipline guidelines for students will disabilities. In addition, EVA will contract

will qualified legal services to review discipline matters for students with disabilities.

4. The student/parent handbook outlines the rights and grievance procedures for student suspensions or expulsions. As stated in the proposed student/parent handbook (See Appendix O), parents are requested to go to their child's teacher first with concerns or questions. If the issue is not resolved at the teacher level in a timely manner, parents can refer the issue to the principal. Issues not resolved by the principal within 5 days can be referred to the EVA Board of Trustees with a written request to the Board Chair for a hearing before the Board. The Board shall discuss the request at the first board meeting after the written request is submitted to the Board Chair and will make a decision whether or not to have a hearing on the request. The Board will follow-up with a written response to the request for a hearing within ten (10) business days of the board meeting.

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: East Voyager Academy

Mailing Address: 11644 Clingman Lane

City/State/Zip: Charlotte NC 28214

Street Address: same

Phone: 704-906-8686

Fax:

Name of registered agent and address:

Dr. Jian X. Zhang
11644 Clingman Lane
Charlotte, NC 28214

FEDERAL TAX ID: 81-3738655

Tax-Exempt Status 501 (c)(3)

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

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

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Dr. Chaowei Zhu	Secretary	FORSYTH	Professor, WFU	NA	N
Ynez Olshausen	member	IREDELL	Retired-Principal/Consultant	Educator's License	N
Sanjay "Sean" Gautman	Treasurer	MECKLENBURG	Business Owner-Portfolio Pro	NA	N
Dr. John Chen	member	MECKLENBURG	Chair: Carolinas Asian-American Ch	NA	N
Dr. Dandan Liu	Vice Chair	MECKLENBURG	Director, Panorama Holdings, LLC	NA	N
Nancy Carter	member	MECKLENBURG	Retired - Politics	NA	N
Dr. Jian X. Zhang	Chair	MECKLENBURG	Professor, UNCC	NA	N

Please provide the following in this location of the APPLICATION:

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

As a not-for-profit North Carolina public charter school, EVA will be governed by EVA Board of Trustees (Board). The Board will oversee all major functions of the planning and operation of the school. The Boards primary duties and responsibilities are listed in section 6.2 of the school's Bylaws and copied as follows:

On behalf of EVA, the Board shall at a minimum maintain a Charter School Contract and ensure full compliance with the North Carolina Charter School laws. In addition, The Boards responsibilities include, but are not limited to, the following:

- a. Sign Charter School Contract
- b. Make every effort to maintain a positive and productive working relationship with the Sponsoring School District
- c. Comply with all Federal and North Carolina laws
- d. Develop and approve a strategic plan for the school
- e. Adopt and approve the annual budget of the school
- f. Validate all major contracts with the school by giving and approving formal approval
- g. Employ the school's principal and oversee the principal's hiring of school staff

- h. Evaluate the Principal of the school at least annually
- i. Ensure that all personnel undergo background checks and finger printing prior to hiring
- j. Contract services legally requiring Board Approval for the school
- k. Ratify salaries and discharge policies for the schools employees
- l. Ensure the approved charter is being followed or amended with approved changes
- m. Approve operating procedures for the school
- n. Ensure that the curriculum fulfills the mission statement of the school
- o. Hear appeals for teacher dismissal, grievances, and student expulsions
- p. Build and maintain a parent, educator, and community partnership
- q. Ensure that the school will adhere to Federal and State health, safety, civil rights, and disability rights
- r. Develop and adopt policies and procedures of the school
- s. Oversee and assure the financial health of the school
- t. Perform any and all necessary legal acts to effectuate the purpose of the school
- u. Delegate the day to day responsibilities of the operations of the school to the school's principal

As listed above at bullet G, the Board will hire the principal in the months before the opening of the school to manage the day-to-day activities. This will be a top priority and the Board will be open to all options. In pursuing professional support, the board has established a partnership with East Academies Foundation to assist with recruiting, hiring, and evaluating the principal in all phases-before and after opening of EVA.

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

The EVA's founding Board of Trustees consists of seven Board members. The Board has a balanced composition of educational, business, and community members. The EVA Board brings a great deal of experience and expertise from a broad range of backgrounds to the table. Currently we have 4 Board members with PhDs, one Board member with a MBA and law degree, and the other two Board members with Master's degrees. Two of the Board members are serving as professors in higher education (UNCC and WFU, respectively), one Board member as the director of a private real estate development company (Panorama Holdings, LLC). In addition, we have two prosperous businessmen, a successful politician/community leader, and a highly acclaimed recently retired immersion school principal (Waddell Language Academy) on the Board. Six of the seven founding Board members have previously served on various non-profit boards and all founding Board members have worked on cross-cultural endeavors. Our founding Chair, Dr. Zhang, has over twenty years of leadership experience in serving over a dozen nonprofit organizations and is a well-respected leader of the Charlotte Chinese community. In addition, the Board has decided to partner with East Academies Foundation (EAF) to give the school a solid foundation for opening and operation. Dr. Wayne Brazell and Dr. Xian Wu head EAF. Dr. Brazell is the former SC Public Charter School District Superintendent with more than 40 years of experience in public education while Dr. Wu, a life-long educator, is a Professor at the

University of South Carolina and the founder of East Point Academy, a Chinese immersion public charter school on which the EVA will be based. The extraordinary capacity of the EVA founding Board of Trustees and the supporting partner EAF will be a great strength to ensure the creation and success of EVA. The Board's primary duties and responsibilities are listed in the preceding section.

The EVA Board is first and foremost responsible to the students of the school; this will be the focus of the Board. The Board will ensure that a) the charter school is successful by setting and monitoring appropriate SMART goals; upholding the school's mission and monitoring of the appropriate academic, social, emotional, and physical success of all EVA students; b) all Board members will have training related to successful oversight of a charter school and to work closely together with EAF in evaluating the success of the school and the school leader; c) community members and parents will be invited to apply for being elected or appointed to the Board after EVA opens so that there will be active and effective representation of stakeholders, including parents. Communities and parents will also be made aware of and invited to board meetings where time will be allotted for public comments. At EVA, we firmly believe that education is a partnership between the school and families and value parents' commitment and support as an important factor of a child's education.

- 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?*

When Dr. Jian Zhang heard many success stories about East Point Academy (EPA) in Columbia, SC, an English-Chinese bilingual public charter school that started in 2011 with less than 100 students and now serves 570 students and growing, he decided to have a conversation with Dr. Xian Wu, the founder of the EPA. That conversation inspired Dr. Zhang to think that there should be a similar Chinese immersion charter school in the Charlotte area since there is a huge demand for K-8 bilingual education and academic excellence in the local communities. Dr. Zhang then started talking to other community leaders and looking into the possibilities. Good ideas quickly turned into actions. Here is an outline of the procedure by which the founding Board Members have been recruited and selected:

Founding Board Members were recruited and selected due to their understanding, support of the school's mission, and their standing in the community. All founding Board Members understand that this is not a short term commitment and expressed a willingness to provide input and to work toward the successful opening and operation of EVA at the first organizational meeting. The founding Board Members have also been selected with a balanced consideration on their educational and organizational/business skill sets. All founding Board Members are selected in compliance with the procedures contained in the Bylaws, with consideration duly given to the Conflict of Interest policy contained therein. All founding Board Members have passed the basic background check and had basic board trainings conducted by East Academies Foundation and a selected Board attorney.

When, and if, there is a vacant position on the Board it is critical that a replacement will be selected quickly to provide continuity and support.

Board Members will be placed pursuant to the process outlined in the school's Bylaws. The Board will strive to have a Board Member with similar skill sets to replace the Board Member that is leaving. Board members serve three-year terms, with the exception of the initial founding Board Members who will serve staggered terms so that no more than 1/3 of member's terms shall expire in a given year.

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

The Board will meet at least 10 times per year as stated in the EVA's Bylaws. The Board meeting calendar and meeting agendas will be provided to the community in accordance with the requirements of NC Open Meeting Law. Special meetings of the Board may be called by the Chair or at least 3 Board Trustees for unique and specifically noted reasons.

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.

The EVA charter's goal number 5 on governance states that: By the end of the first semester of each academic year, 100% of board members will submit documentation of completed board training equaling at least 10 contact hours and demonstrating a better understanding of the role of the board as governing rather than managing. It is also specified in the Bylaws that new board members will have orientation in addition to training. The orientation will include a copy of the charter, the principal's written quarterly evaluation report on the school's progress, a copy of the previous year's board minutes, a copy of the monthly reports from East Academies Foundation, and a tour of the school. The new board members will also have a one-on-one meeting with the principal with a chance to ask questions. The new board members will also be invited to attend a school faculty meeting to see how that process works. New board member orientation will be completed within one month after the new board members have been seated. In addition, all board members will receive at least 10 hours of training in the best practices for non-profit boards provided by the East Academies Foundation's staff. The training will be related to the successful oversight of a charter school and will provide examples of positive oversight as well as poor oversight practices that have led to the closing of some charter schools. Here are examples some of the training topics:

- * Board governance expectations and responsibilities.
- * Governance vs Management.
- * North Carolina Charter School laws.
- * Accountability and access to records and public documents.
- * Board meetings, including open meeting law requirements.
- * Conflicts of interest.
- * Financial oversight, internal controls, and review.
- * Charter overview and charter goals review.

The first official training of the founding Board occurred on September 8, 2016. The North Carolina Acceleration Program provided a lawyer, Jeff Ward, to provide a legal overview of the status of Public Charter School Board Member. Mr. Ward also reviewed the Bylaws of the school that were approved through second reading on September 8 and he also reviewed the Partnership

Agreement between the Board and East Academies Foundation that was also approved at the September 8th Board Meeting.

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.

In order to avoid an actual or perceived conflict of interest, EVA's Bylaws address conflicts of interest among board members and provide that the Board of Trustees, administrators, faculty and other employees will exercise their authority for the sole benefit of the school. There should be an avoidance of placing oneself in a position of personal interest and the Board of Trustees will provide guidance where necessary. With Assistance of East Academies Foundation, the EVA Board will develop more comprehensive conflict of interest policy and nepotism policy in coming months.

Areas of potential conflict of interest are 1) Financial interest, in regard to purchase of property, school materials, or equipment; material financial interest; and any circumstance in which an individual may profit; 2) Conflicting interests other than financial such as aspects of control and oversight; 3) Nepotism in employment.

A major source of conflict identified in some charter schools has been the Board or board member interference in the day-to-day operation of the school. The overstepping of bounds by board members was stressed in the organizational meeting of the Board and complete agreement was achieved in the oversight, not the management, as the main role of the Board. A second area of conflict was identified as the failure of the Board to be fully informed about the financial, operational, and academic progress of the school. When board members do not fully understand how well the school is functioning in these areas, conflict can arise. The EVA Board is committed to receiving monthly written and verified reports to stay informed. The Bylaws further provide that the individual(s) involved in a potential conflict of interest shall not be counted in determining the existence of a quorum at any meeting of the Board. In order to avoid the appearance of any conflict of interest in employment matters, the EVA Board of Trustees shall not employ, promote, appoint, advance, discipline, transfer or otherwise influence the employment status of a relative of any board member in any employment position in the school, unless the person is subject to the exceptions that will be clearly defined in the proposed nepotism policy. Transparency with effective communication is another key to avoid actual conflicts and mitigate perceived conflicts. All board meeting agendas and minutes will be posted on the schools website. The Board will encourage all stakeholders, including parents, to attend the open meetings. All reports, including financial reports, will be made available to the public. The board will affirm to all requirements of the Freedom of Information Act and North Carolina Open Meetings Law.

The EVA Board of Trustees does not foresee any existing relationships that could pose actual or perceived conflicts if the application is approved.

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

The EVA Board of Trustees will vote on all school policy decisions in accordance with the mission and philosophy of the school, acting in the best

interest of students in keeping with state and federal laws. The school's principal will not have a vote on such policy decisions and is not a voting member of the Board. However, the principal will participate in such discussions and provide input on such matters. As a part of service agreement, East Academies Foundation will provide services to assist the EVA Board of Trustees with developing EVA policies but will not have a vote on such policy decisions. All EVA policies will go through at least two readings before an adopting decision can be made. In order for the EVA Board of Trustees to gather public input, there will be a waiting period of at least two weeks after the first reading before the second reading so that an adopting decision can be made. Every decision made by the majority of the Board present at a meeting held in which a quorum is present will be the act of the EVA Board of Trustees.

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 order to facilitate the opening of East Voyager Academy (EVA) for the 2018/2019 school year and to assure the success of the school thereafter, EVA has established a partnership arrangement with East Academies Foundation (Foundation). EVA and the Foundation desire to work together to bring educational excellence and innovation immersion program for EVA students. The Foundation is a South Carolina non-profit organization and its mission is to promote immersion educations. The Foundation is not a CMO, EMO, or a part of EVA origination but will provide long term partnership assistance, services, and oversight for EVA as detailed in the Partnership Agreement. A supporting letter from the Foundation, Bios of Foundations Co-Directors, and a copy of the Partnership Agreement can be found in Appendix A1.

As mentioned throughout the application, while EVA is not a replication, it will be based in principle on a successful Chinese Immersion School, East Point Academy (EPA), located in Columbia, South Carolina.

The Foundation is headed by Dr. Wayne Brazell and Dr. Xian Wu. Dr. Brazell is the former Superintendent of the South Carolina Public Charter School District and was instrumental in the opening of EPA in 2011. Dr. Brazell has a PhD in Curriculum from the University of Georgia. Dr. Wu is a Math Professor at the University of South Carolina and has a PhD in Math from Harvard University. He was the Founding Chair of the Planning Committee and Governing Board at EPA. He has provided vital support and leadership to East Point Academy. With Foundation's extensive charter school knowledge and rich EPA experience, the partnership will provide the significant support to ensure the creation and success of the school.

The EVA Board of Trustees also plans to appoint a five-member Advisory Council to provide input on the opening and operation of EVA. The initial Advisory Council shall be individuals involved in establishing the school. The Board may elect former Board members who have served with distinction and may also elect distinguished friends and major contributors to the school who shall not have served previously as Board Members to serve as Future Advisory Council Members. Advisory Council Members shall be invited to attend Board meetings but shall not be entitled to vote. The inclusion of

the Advisory Council will allow the Board to have additional community resources and input available to help ensure the success of the school. The members of this Council will serve a three-year term and vacancies will be filled by a vote of the Board at the meeting following the resignation of an Advisory Council Member.

The Parent and Teacher Organization (PTO), School Improvement Council (SIC), and Student Council will be formed after the school's opening. Traditionally, charter school PTOs and SICs are very active; supporting rich and positive parent and community involvement. This creates a unique sense of school community that is an important part of EVA's culture. These groups will help with school fundraisers, family events, community service projects, student activities, teacher appreciation activities, school spirit activities, etc. Working with the principal or principal's designee, these groups will help develop the school activity calendar and direct school wide projects, activities and events.

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

As stated in the proposed student/parent handbook (See a link in Appendix O), parents are requested to go to their child's teacher first with concerns or questions. If the issue is not resolved at the teacher level in a timely manner, parents can refer the issue to the principal. Issues not resolved by the principal within 5 days can be referred to the EVA Board of Trustees with a written request to the Board Chair for a hearing before the Board. The Board shall discuss the request at the first board meeting after the written request is submitted to the Board Chair and will make a decision whether or not to have a hearing on the request. The Board will follow-up with a written response to the request for a hearing within ten (10) business days of the board meeting.

The following employee grievance process will be in teacher/employee handbook:

1. Employees are to discuss any concerns with their immediate supervisor.
2. If the supervisor is not the principal and the issue cannot be resolved in a timely manner, including, but not limited to performance evaluations and decisions to terminate the employee's services, then the employee may submit concerns in writing to the principal.
3. Principal will meet with the employee to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee within a period not exceeding ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
4. If the employee is not satisfied with the proposed resolution, an appeal of the proposed resolution may be made to the school's Board in writing within five working days of receipt of the proposed resolution. The appeal must contain: 1) a written copy of the original dispute 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating why the proposed resolution is unacceptable. The appeal must be delivered to the Board's legal counsel.

5. The Board Chair shall select 3 board members to review the appeal. This panel may conduct any additional investigation deemed necessary. Findings will be submitted to the Board's legal counsel within 30 days.

6. At the next scheduled board meeting, legal counsel will present the panel's findings to the full Board. The Board shall then decide on an action, if any, that will take concerning the appeal. The employee and the principal shall receive the Board's decision in writing.

7. The Board may decide to hear the appeal. The employee shall be given written notice of the time, date, and place of the hearing.

8. The Board will respond to any appeal within 30 days.

9. No person associated with a grievance shall be the object of administrative reprisal or penalty of any kind, concerning this matter.

10. All procedures shall adhere to Title IX of the Education Amendment of 1972.

The Board will evaluate the principal yearly on his/her communication with the community, parents, and staff. The evaluation will include the handling of (if any) grievance procedures. The evaluation will also include a parent and staff survey.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter*

school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

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

ADMINISTRATIVE STAFF:

Years 1, 11 total

- 1 Principal
- 1 Executive Secretary
- 1 Bookkeeper
- 1 Guidance Counselor
- 1 PowerSchool Coordinator
- 1 School Nurse
- 1 Receptionist
- 2 Food Service staff (1 salaried and 1 hourly)
- 2 Custodian (1 salaried and 1 hourly)

Year 3, 13 total

- 1 Assistant Principal will be added
- 1 additional Receptionist will be add

Year 5, 15 total

- 1 additional Assistant Principal will be added
- 1 additional Guidance Counselor will be added

TEACHING STAFF:

As EVA will add one new grade level each year in the first 5 years, the school will add new teaching positions each year.

YEAR 1, 32 total

- 19(K-4) teachers
- 6 Co-teachers
- 1 Teaching Assistant
- 1 Special Education teacher/Coordinator
- 1 Gifted and Talented teacher/Coordinator
- 1 STEM teacher
- 3 specialty teachers (Art, Music, PE, etc.)

YEAR 2, 40 total

- 4 additional (K-5) teachers will be added
- 1 media specialist will be added
- 1 additional Special Education teacher will be added

2 additional specialty teachers will be added

YEAR 3, 46 total

4 additional (K-6) teachers will be added

1 additional STEM teacher will be added

1 additional specialty teacher will be added

YEAR 4, 50 total

4 additional (K-7) teachers will be added

YEAR 5, 54 total

4 additional (K-8) teachers will be added

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

RECRUITMENT STRATEGIES

The following recruiting strategies will be utilized to locate and secure highly motivated/qualified applicants:

1. Utilize traditional strategies such as network and employee referrals, setting-up tables at teacher job fairs at colleges, advertisement on employment website, on-line university job postings, classified advertisements in newspapers and other publications, etc.

2. Look beyond the experience: Although there are exponential growth in recent years, Chinese immersion education is still a work in progress. While every effort will be made to hire teachers with immersion experience, EVA will have to give a serious consideration on how to recruit teachers with non-traditional background. EVA has entered a partnership agreement with East Academies Foundation to take the advantage of Foundations expertise in identifying, train, and returning highly motivated candidates for immersion teachers.

3. Start early: EVA will start teacher recruiting immediately after the charter being approved. Getting teachers involved earlier not only gives them more time to be prepared but also give them a sense of ownership. Their participation in opening of the school will be very helpful.

TEACHER RETENTION STRATEGIES

EVA values its teachers as the most important assets of the school and will work to create a professional environment that gives teachers more autonomy within the classroom. Teacher will love EVA's departmentalized teaching structure so they will teach only one or two subjects and get to teach subjects they enjoy. The school will provide extensive professional development to grow teachers professionally. Allowing teachers to utilize best practices they have learned gives the teachers a sense of ownership and more job satisfaction. As a key part of the pay structure reform, in addition of the base salary, incentive and longevity bonuses will the part of compensation plan to reward for hard work and encourage the retention of good teachers.

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

The nonprofit EVA Board of Trustees (Board) will hire the principal and the principal is the only employee under the Board. The principal will hire all other school employees. Employees will operate under a Terms of Employment Agreement that has been ratified by the Board. Annually, the principal will evaluate employees. The Board will annually evaluate the principal.

School employees will report directly to the principal. Any grievances must be formally reported to the Board using the process outlined in the Employee Handbook.

The Board will approve the Employee Handbook.

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

The board will hire the principal and the principal will be responsible for hiring the school personnel.

HIRING

EVA is an EOE employer and will not discriminate based on race, religion, color or sex.

EVA will advertise all open positions for a minimum of 10 business days. At least 3 qualified candidates for each position must be interviewed before a decision is made. The principal will select applicants to interview. Candidates will sit for an initial interview. Before a final decision is made at least one other school employee will be asked to sit in on an additional interview. Teachers will be asked to submit a video lesson or when possible, teach a lesson at the school to demonstrate ability.

BACKGROUND CHECK

Before completing the hiring process, all employees must agree to a national criminal background check. Satisfactory background checks must be obtained in order to finalize the hiring process.

DISMISSAL

EVA is an at-will employer. Either the employee or the School may terminate employment at any time and for any reason.

An employee being recommended for dismissal can make an appeal to the Board of Trustees in writing within 15 days of being released from his/her position. Any act considered to be dangerous, unlawful, or as having a negative impact on the school may result in immediate termination.

The Board of Trustees for East Voyager Academy reserves the right to eliminate positions based on school need or budget limitations.

Employees will receive written notification from the Principal of intent not to offer an employment agreement no later than May 15 of each year. An employee can make an appeal to the Board of Trustees in writing within 15 days of being notified of non-renewal of contract for due process and a hearing with the Board of Trustees.

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

employment.

The most K-12 public school salary structures take no consideration of the performance of a school or teacher. As a charter school, EVA would like to change that. To encourage and reward employees for doing their best, EVA will offer a compensation plan that consists of a base salary and incentive bonuses. Due to start-up expenses, EVA can only afford to budget the initial base pay that is below LEA's pay-scale, ranging from \$21,000 to \$70,000 before bonuses. Most notably, the initial core teacher average base salary and bonus are budgeted at \$38,000 and \$3,000, respectively. However, it will be EVA Board's top priority to offer much larger actual bonuses and we anticipate an average bonus up to \$7,000 if the school develops as planned. This pay structure not only motivates everyone to do the best but also gives the Board the flexibility to handle the challenge of offering an affordable but competitive compensation plan. The Board is also determined to bring EVA teacher base pay-scale itself to be competitive in a few years. For this purpose, an 8% annual base salary increase for teachers and 3% base annual salary increase for administrators are in the proposed 5-year budget.

EVA will offer the state medical and dental plan for all full-time employees. As the State Retirement System mandates a rate of combined contributions from the employer and employee that will be close to 23%, EVA does not consider joining the State Retirement System as a wise financial choice for either employees or the school. Instead, taking advantage of the flexibility available to charter schools, EVA will offer all full-time employees a private 401k or 403b retirement plan with a 4% match. EVA will consider to raise the match up to 8% after a few years of operation. This should give EVA employees a better retirement benefit than the State Retirement System does and still save the school more than 8% on the would-be contributions.

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

1. Employees are to discuss any concerns with an immediate supervisor.
2. If the issue cannot be resolved, including, but not limited to performance evaluations and decisions to terminate the employee's services, then the employee may submit concerns in writing to the principal.
3. Principal will meet with the employee to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
4. If the employee is not satisfied with the proposed resolution, an appeal of the proposed resolution may be made to the school's Board in writing within five working days of receipt of the proposed resolution. The appeal must contain: 1) a written copy of the original dispute 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating why the proposed resolution is unacceptable. The appeal must be delivered to the Board's legal counsel.
5. The Board Chair shall select 3 board members to review the appeal. This panel may conduct any additional investigation deemed necessary. Findings will be submitted to the Board's legal counsel within 30 days.
6. At the next scheduled board meeting, legal counsel will present the panel's findings to the full Board. The Board shall then decide on an action, if any, that it will take concerning the appeal. The employee and the principal shall receive the Board's decision in writing.
7. The Board may decide to hear the appeal. The employee shall be given

written notice of the time, date, and place of the hearing.

8. The Board will respond to any appeal within 30 days.

9. No person associated with a grievance shall be the object of administrative reprisal or penalty of any kind, concerning this matter.

10. All procedures shall adhere to Title IX of the Education Amendment of 1972.

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

It is anticipated that the Gifted and Talented, Special Education, Art, Music, and Science teachers will not have full loads during the first year. These full time employees will be assigned additional duties. Plans are for the Gifted and Talented teacher to attend English Language Learner training to assist students in this category. This position funding will come from both the GT funding and ELL funding categories. The Science teacher will also be utilized to help with technology implementation. Funding will come from the general fund.

It is also anticipated that many administrative staff will also wear different hats. For example, PowerSchool coordinator and guidance counselor will certainly carry dual responsibilities.

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.

EVA has budgeted to hire a Gifted and Talented teacher. The teacher should have obtained additional certification in this category. Certifications will be verified with the NC Department of Public Instruction. As mentioned in the last section, the plan is for this teacher to attend English Language Learner training to assist students in this category. The teacher will be required to take all state mandated training to be able to work with our ELL students. This includes testing and placement requirements as well as techniques needed to best implement ELL teaching techniques.

EVA also plans to hire two Special Education teachers in first 2 years. Those teachers will have multi-categorical certification to best fit the needs of our students. Knowing this position can be hard to fill, EVA will enlist the help of programs such as VIF International or Foreign Academic Cultural and Education Services (FACES) which will allow us to search internationally for qualified candidates.

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).

PRINCIPAL

Must be certified for Educational Administration and Supervision.

Responsibilities may include, but not limited to:

- * Will ensure compliance with all school policies
- * Carry out the mission and create the culture for the charter school.
- * Direct the institutional focus on student achievement with a school culture that maintains a relentless focus on motivating students to achieve academic results and encourages collaboration to meet the full range of student needs.
- * Develop, refine, and provide input into the implementation of the school's academic program.

- * Recruit competent, team-centered teachers who possess the requisite subject-area expertise, willing to understand and implement immersion learning to prepare students for English-Chinese bilingual proficiency, strong academics, and cultural diversity awareness.
- * Develop a system for ongoing evaluation of teacher performance and professional development that is linked with measurable results.
- * Collaborate closely with other school leaders to plan and prepare for academic, social, fiscal, and other transition issues.
- * Work with the board and the community to create a sustainable charter school that utilizes all available resources.
- * Contribute to the creation of the schools extracurricular, intervention, service learning, and enrichment programs.
- * Ensure that all grant and funding requirements of the school are met with goals and objectives appropriately measured and assessed.
- * Build and maintain systems for managing information and communications such as scheduling and student management; developing the budget and tracking expenditures.
- * Ensure that accurate and current student records are maintained according to the established record keeping format.

ASSISTANT PRINCIPAL:

Should be at least have a teaching certification with plans to add administration training and/or certification.

Duties and responsibilities will be assigned as deemed necessary by the Principal to improve student achievement to the help meet the schools educational goals.

GUIDANCE COUNSELOR:

Must be certified in guidance.

The Principal will assign appropriate responsibilities to the Guidance Counselor, including those mandated by state laws, to promote student achievement.

Responsibilities may include, but not limited to:

- * Promotion of mission and vision of the school through positive interactions with students, parents, staff, and community.
- * Support of the charter and philosophy of the school in all work activities.
- * Use of technology and equipment provided to assist and support student learning.
- * Contributions to IEPs as required
- * Help implementing IEPs for each student evaluated and identified as requiring Special Education services.
- * Provides individual and group counseling as appropriate
- * Provides referrals to outside agencies as appropriate
- * Assists with lesson planning to accommodate IEP curriculum.
- * Monitors student progress
- * Enforces rules, regulations, and policies approved by the Governing Board and required by law.
- * Works collaboratively with the teachers, psychologist, students, parents, and administrators to assist in meeting the diverse needs of the students.
- * Implements directives and all other duties as assigned by the Education

Service Provider.

* Attends meetings and professional development activities as requested or required.

OFFICE STAFF:

Must have at least 3 years of experience in running an office.

The Principal will assign appropriate administrative tasks to the Executive Secretary to ensure the proper management of the student achievement data and fiscal reporting records. The receptionist will help run the day to day operations of the school, allowing operations to run smoothly throughout the day.

POWERSCHOOL COORDINATOR:

Must have experience and training in Powerschool Procedures

TEACHER:

At least fifty percent (50%) of teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates. Teacher Responsibilities may include but not limited to:

*Promotes mission and vision of the school through positive interactions with students, parents, staff, and community.

*Supports the charter and philosophy of the school in all work activities.

*Uses technology and equipment provided to assist and support student learning.

*Develops and implements immersion learning instruction.

*Administers all State and charter required assessments, and ensures timely reporting of results to the Administrator.

*Monitors student progress and provides timely feedback to student, parents, and Administrator as requested.

*Maintains accurate records on each student such as grade books, report cards, lesson plans, attendance records, discipline records, and other required records.

*Enforces rules, regulations, and policies approved by the school board and required by law.

*Works collaboratively to assist in meeting the diverse needs of the students.

*Implements directives and all other duties as assigned by the Education Service Provider.

*Attends meetings, school events and professional development activities as requested or required.

Special Education Teachers

If a special education teacher is employed by EVA, he/she will be certified, highly qualified and have:

*training and information necessary to address the full range of needs of children with disabilities across disability categories

*the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach

*the subject matter knowledge and teaching skills, including technology literacy, necessary to help students with disabilities meet challenging State student academic achievement and functional standards.

*Student needs and the staffing required to serve special education students needs will be reviewed on a continuous basis and will at all times be in compliance with all federal and state laws. EVA may contract with other

agencies in order to provide the full range of services needed for any child with special needs.

Staff Evaluation and Professional Development

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

The principal will be responsible for maintaining records of all teacher qualifications, certifications and licensures as well as ensuring that professional development is offered according to EVA's mission and identified needs.

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.*

EVA recognizes the importance of investing in teachers as professionals. Our evaluation plan allows real data to be collected and used to identify and provide for professional development needs that will best serve our school population. The teacher evaluation program utilizes mentoring, self-assessment, goal-setting, reflection, coaching, formal and informal observations to help direct professional growth and student learning needs.

PROFESSIONAL DEVELOPMENT

Every effort will be made to hire teachers who have experience in a bilingual program, however, we realize that most of our teachers will be in this unique bilingual learning environment for the first time. This will create challenges for teachers as they are stretched to implement a program that looks and feel different than others they may have seen in the past. EVA has a partnership with East Academies Foundation to provide professional assistance in developing immersion teachers. PD will initially focus on the uniqueness of bilingual educational school. As new teachers are added each year, mentors will be assigned to help with instruct in a whole school bilingual program.

MENTORING

First year teachers will be assigned a veteran teacher as a mentor. Mentors will also serve in the role of evaluator for the first year. The new teachers will walk through the evaluation process while participating in a coaching process with the mentor. This process will help guide the new teachers in basic teaching processes while allowing them to learn to be self-reflective as well as identify areas that need to be developed to best implement a bilingual educational program.

EVALUATORS

Experienced evaluators will be utilized to give teachers feedback. Both the evaluators and teachers will go through orientation too insure consistency and reliability. Both formal and informal observations will be conducted to gather data to help assess the teacher's progress toward obtaining determined goals. School administrators and other relevant licensed teaching professionals may serve as evaluators.

EVALUATION PROCESS

The EVA educator evaluation process will follow all guidelines posted on the NCDPI website for teacher evaluation. Staff will participate in requires trainings for evaluation and will adhere to the NCDPI outlined Teacher

Evaluation Process as well as the Minimum Number of Observations required.

EVA teachers will be evaluated using the five standards below:

I. Teachers demonstrate leadership.

II. Teachers establish a respectful environment for a diverse population of students.

III. Teachers know the content they teach.

IV. Teachers facilitate learning for their students.

V. Teachers reflect on their practice.

Artifacts such as lesson plans, student work, assessments, class data, etc. will be used to support each finding. Self-reflection is also a component of our program.

We have explored software programs such as TeachPoint that may be used to keep track of the evaluation data. Such programs simplify data collection so areas that need improvement can be quickly identified. The rubrics can be adapted to the unique learning environment at EVA. (See Appendix O for more details.)

RETENTION

Teachers often feel that educator evaluations are mostly busy work which do not result in genuine professional growth. Creating a transparent evaluation process that allows them to feel that they have some input helps teachers to feel respected and more satisfied with their jobs. Due to the fact that the actual rubric used to assess teachers at EVA can be tailored to fit the needs of the school will allow teachers to help create a more meaningful process. Instead of a perfunctory process, teachers will be part of the evaluative process to determine their own professional growth. EVA aims to create an evaluative system where teachers are able to take ownership of the process and make the student learning the top priority. EVA will assist all new teacher to attain teaching licenses in 3 years.

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

The EVA professional development program will be implemented in stages. The first year will require everyone to go through basic new teacher orientation. As data is gathered through teacher evaluations, professional development will be more individualized as well as offer group professional development to keep all teachers current in best practices. Student data analysis will be a major training goal.

NEW TEACHER ORIENTATION

As a new school, the beginning stage of our professional development program will to impart the school's vision, purpose, mission and goals to be carried out throughout the school community. Pairing Chinese-speaking and English-speaking teachers who will be working together will be another step that needs to take place to create a thriving bilingual culture. Offering instruction on bilingual education will be the next step in providing teachers with a background needed to establish the school's culture. As new teachers are hired each year, they too need to go through this same process to be able to be an active positive participant in school culture.

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT

As we implement our teacher evaluation program throughout the school year, additional professional development needs can be better identified through the feedback received. Individual teacher training needs can be met through conference attendance, off-site training, additional mentoring, etc. This allows EVA to offer teachers opportunities to participate in professional development that will best help them achieve the school's mission.

GROUP PROFESSIONAL DEVELOPMENT

Group professional development will be offered on new teaching methods and best practices that may be helpful to all EVA's teachers. Teacher input will be strongly encouraged as training topics are selected. Not only will outside sources be utilized to train teachers, but teacher leaders within the school who have expertise in various methods will be asked to be school training leaders.

- 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.*

A major challenge will be creating a bilingual environment that most of EVA's new teachers have never seen. The most important part of this training is making sure that the teachers have the vision of the school and are willing to work toward the mission and goals. Hiring teachers and requiring them to read the school's charter will be helpful. This will allow a few things to take place over the summer so there will be a professional basis of knowledge to build upon within the faculty team.

The unique schedule and process needs to be addressed early on to assure implementation. Pairing teachers who will be partners has to happen at the beginning. This will allow for a much needed working bond to form. The school is not just building an instructional team, but a team that will also be crossing cultural boundaries.

Teachers new to the immersion teaching profession will have to report to the school ten working days before the opening of school. These days will be spend in orientation to the teaching profession EVA style. This will include Chinese immersion 101, basic immersion instructional strategies, best immersion teaching practices, the school's calendar, the school's mission, and the differences between this school and most traditional schools or traditional bilingual programs. The days will include a lot of team building activities, prizes of school related gifts, a tour of the community, guest speakers, and a one-on-one meeting with the principal. One full day will be dedicated to the process of student individualization. The goal for this day will be to have teachers able to look at both formal and informal data to plan instruction for students on an individualized as well as a group basis. Sample student data will be used to guide this instruction. Each day will end with a review of the day's work and a question an answer period.

All teachers will report to the school five working days before the opening of school. New teachers, who attended the first five days of professional development, will be asked to provide leadership in some of the sessions that will be similar to their first week of professional development. Note that a part of those 5 days will be scheduled for classroom set up and

preparations for the open house.

The following are sample topics that should be covered during the first week of teacher orientation and some topics will be applicable for immersion teachers only:

Day 1:

Teacher Partners-Team Building

Personality Inventories

Catching the Vision

Understand the Mission and Goals (Part of this session will be led by a new teacher volunteer)

Communication Activities and School Procedures

Day 2:

Standards and Content and Curriculum

Managing an EVA Schedule

Employee and Student Handbooks

School Calendar and Events

Day 3:

Immersion Teaching Refresher

Classroom Management-School Policies

Technology Training

Student individualization

Day 4:

Target Language Assessment

Teacher Evaluation Orientation

PowerSchool Training- Set up accounts

Day 5:

Teacher Workday/ Lesson Planning

Professional development opportunities will also be offered during weekly teacher meetings, after school, on early release days and designated teacher workdays as reflected in our school calendar.

- 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.*

EVA has scheduled nine professional development workdays throughout the school year. Each in-service day will include at least six hours of professional development for teachers. Teachers will be involved in the planning and implementation of professional development. The EVA Principal will appoint a teacher advisory group to provide input on professional development. All professional development sessions will have a daily evaluation survey for teachers to complete. Teachers new to the immersion teaching profession will have an extra 5 days of professional development prior to all teachers reporting. The new teacher days will be for seven hours daily. These five days will be designed to introduce new teachers to the role of a professional educator at EVA, to understand the school's mission, to become familiar with the school's procedures, to learn basic

immersion concept, immersion instructional strategies, and best immersion teaching practices, as well as to bond with one another. These five days should be extremely important for the native Chinese-speaking teachers who may also be experiencing a new culture.

All teachers will report to the school 5 days before students arrive. The teachers will use the first 4 days to focus on school procedures, the school's mission, instructional goals, the chain of command at the school, and the opening of school preparation. 5 more professional development workdays are scheduled throughout the year. EVA will also utilize the afternoons of Early Release Days to allow for group planning time and/or additional professional development opportunities.

EVA's daily schedule is so designed that all teachers will have daily planning periods throughout the year to meet with mentors, prepare lessons, review student data, and work collectively when possible. Every effort will be made to provide some planning time for teams of teachers to work together during the school day. The school's departmentalized teaching/staffing structure also allows teachers to utilize the planning time more effectively. The expectation for EVA teachers is that they will assist in the development of an instructional system that successfully meets the instructional needs of each student individually.

After school, Chinese-speaking and English-speaking teacher partners will be able to work out details between their lessons to maximize the learning for the students. At least two days per week will be set aside for after school planning time for teacher partners. Also, most parent meetings will be planned for after school or on early release days to allow for teacher planning during the day. Some parent meetings will inevitably have to be scheduled during the day, but efforts will be made to protect teacher planning time as much as possible.

Classes of students are shared between a Chinese-speaking teacher and English-speaking teacher. When the teachers are not co-teaching with small groups or individual students, there will be some planning and preparation time for the teacher who is not directly involved in the teaching process. Examples of how this co-teaching arrangement might work effectively will be provided for teachers during the professional development taking place prior to the opening of school.

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)).

Marketing Components

-EVA has received over 200 support surveys that came in through the school's established website and phone calls. The website will serve as an ongoing marketing tool to inform parents and collect contact information.

-Brochures with school information will be readily available to interested parties. Brochures will be made available in places where parents frequent such as libraries, community centers, and places of worship.

-News releases will be distributed to local television stations, radio stations and newspapers to help generate public awareness of EVA. These will include the vision of the school, an overview of the school, and information on tuition free charter schools.

-A Facebook Page for the school has been established to reach additional families. The school will boost posts through the marketing plans offered by Facebook.

-Advertisements will be purchased through radio, billboards, and printed publications.

-The EVA Board Members and community support groups will also participate in local festivals and events with information booths.

-Extra effort will be made to make sure all demographic populations reflected in the local community are reached.

Marketing Timeline

-Summer 2016 Application Phase

Recruit founding board members.

Contact community members to determine need and interest in the school.

Meet with business leaders to develop partnerships.

Set up a website to gather interest surveys.

-September 2016 Application Submission

-October 2016-June 2017 Post-Application Phase

Continue to meet with business leaders and further develop partnerships.

Conduct 2 parent information sessions to present the school to the community.

Send press releases to local media.

Maintain social media accounts to increase public awareness of the school.

Share school information with local homeschool groups.

Create brochures to distribute at public library story time sessions.

-July 2017-December 2017 Planning Phase 1- Engaging Word of Mouth Supporters.

Begin collecting Letters of Intent through the EVA website.

Conduct 4 additional parent information meetings to help increase interest

and word of mouth advertising.

Advertise in local parent magazines.

Contact parents who sent in Letters of Intent but were not able to attend the meetings; Give them additional information, marketing materials, etc. to allow them to help with word of mouth advertising.

Host information booths at local festivals and events.

Set up information booths at local festivals and events.

Visit daycare centers.

Contact other schools that have a waiting list.

Start recruiting the principal and teachers.

-January- February 2018 Planning Phase 2- Looking Ahead to the Fall.

Host an employment fair to attract potential candidates and raise awareness. Conduct 2 additional parent information meeting to explain enrollment process.

Enlist small business owners to help to disseminate brochures.

Restock local libraries with brochures.

Begin enrollment process with the goal to open with a waiting list.

-Summer of 2018 Planning Phase 3 Turn up the Excitement!

Target spots on local morning news shows.

Set up information booths at local festivals and events.

Plan EVA outings to encourage parents and students to get to know one another.

Host tours of the facility.

Have teachers and staff generate posting on social media when furniture is delivered, school shirts are available, new materials arrive at the school, etc.

Offer bumper stickers to families stopping by the school to visit.

School enrollment sign or banner placed in front of the school.

Purchase inexpensive social media ads.

Social Media blasts.

Utilize radio ads and billboards.

August 2018

Open house.

Continue to enroll to fill waiting lists.

October 2018

Begin marketing for 2019-2020 school year.

Start open enrollment by the end of October 2018.

November 2018

Review marketing strategies to determine upcoming marketing plan for the new school year.

Parent and Community Involvement

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

The EVA Board has already engaged in an active social media campaign and that process will be expanded once the school is approved to open. Our website is an important element in providing information to curious parents who hear about our school. The current list of supports gathered through our website will allow us access to email addresses to begin our partnership development. The Board will apply for federal funds and local donations to assist with a vibrant marketing plan as outlined in the last section. The Board will meet with potential parents to enlist volunteers for a "word of mouth" campaign.

A key element we want to communicate to parents and the community is the uniqueness of a whole-school bilingual program. Sharing the successes of East Point Academy in SC and the ambitious goals of the school to produce bilingual students who are academically advanced and culturally aware will be stressed through our campaign. The links of two very positive videos on EPA will be put on our website and Facebook page.

In reviewing data from the opening of some successful charter schools, the EVA Board has seen how effective potential parents can be in contacting their friends and colleagues relative to the school's opening. In the charter school market, "word of mouth" advertising is the most effective mode to reach parents and actually enroll students. Getting parents involved early in the development of the school is an invaluable tool to create strong school supporters and advocates. Active parents tell other active parents and this helps build our school community.

Online volunteer sign up sites like Signup Genius allow the school to post needs. This virtual community offers parents the opportunity to take a step forward and help parent information meetings, community Q and A sessions, fundraising events, hosting tables at local festivals, summer outings, etc.

Our goal is to build partnerships with parents and community members to allow us to enrich and improve student learning. Giving them an early role in the schools development creates strong bonds that will help the schools growth and ultimately student success.

The Parent and Teacher Organization (PTO) and School Improvement Council (SIC) will be formed after the school's opening. Traditionally, charter school PTOs and SICs are very active; supporting rich and positive parent and community involvement. This creates a unique sense of school community that is an important part of EVA's culture. The school and principal will coordinate with those these groups to develop and organize fundraisers events, family events, community service projects, student activities, teacher appreciation activities, school spirit activities, etc. Besides common activities one would expect to see, some of special events happened at EPA can be interesting examples: Chinese New Year Gala with Auction to celebrate and fundraise, Moonfest to entertain and promote cultural diversity awareness, Parents University for parents to learn basic Chinese

and keep them informed. To keep parents engaged, EVA will establish committees as needed with parent representation. For example, the school will have a transportation committee of five parents who will provide input on making sure transportation does not prevent any student from attending EVA. The school will also have an open door policy that encourages parents to visit the school and help out in classrooms. The PTO and SIC presidents will be invited to attend all board meetings.

Finally, parent-student-teacher conferences at EVA will be special, as such conferences will follow the Language Immersion Conference Model. In this model, students participate in the conference and are able to showcase what they have learned in their content subjects as well as the Chinese language. Proudly seeing what their child can do with a new language should further strengthen parents' support for this unique learning opportunity.

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.*

In accordance with N.C.G.S. 115C-218.55, the EVA Board of Trustees will ensure EVA's enrollment policy does not discriminate on the basis of ethnicity, national origin, gender, religion, disability, race, color, or sexual orientation. Any student who is eligible to attend a NC public school may enroll at EVA subject to space limits.

Enrollment Process: Students enrolling at EVA must return the Open Enrollment Application within published time limits. For year one, only K-4th grade students will be accepted. Applicants accepted at EVA will be given an enrollment packet which outlines the open enrollment procedures, program philosophy, and parental and student expectations. Online Applications for the 2018-2019 school year, will be accepted from the first business day in October of 2017 through the last business day in January of 2018.

Transfer Students: Students who have been expelled, who are in the process of being expelled, or who are in the middle of a behavior hearing are not eligible to attend. To determine eligibility, a 48 hour waiting period is necessary. Transfers will be admitted based on space availability.

Withdrawals: The school requests at least 48 hours notice of withdrawals during the school year. This allows staff to properly gather and transfer records.

Open Enrollment:

1. Priority Enrollment-All students who are entitled to receive priority enrollment will be given seats first. According to N.C.G.S. 115C-218.45(f), enrollment priority will be given to the following:
 - a. Limited to no more than (15%) of the school's total enrollment:
 - i. Children of the school's Board of Trustees and,
 - ii. Children of the schools full-time employees.
 - b. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For purposes of this subsection, "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home. (For lottery purposes, if one sibling is selected, all siblings will be admitted as long as seating is available.)
2. At the beginning of 2nd semester, parents of current students must sign an intent to re-enroll form. Anyone not submitting this form will be considered withdrawn for the next semester. The school must make multiple attempts to contact parents to verify the student will not be returning.
3. New student enrollment information will be entered online within the published time limits. Families without access to a computer may contact the school office. New applications are reviewed for eligibility of attendance (including proof of age and residency.)
4. At the end of the Open Enrollment period, a lottery will be held if any grade level has an excess of enrollments.

Lottery:

- 1.The lottery process will be conducted as a public meeting in a public location by EVA Trustees and a NC Notary.
- 2.Parents who submitted an application by the deadline, will receive notice of the lottery's time, date and location via parent-noted preferred contact method.

Procedure:

Due to space limitation, the Lottery Procedure will be placed in Appendix O.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:
No: X

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way

from the open lottery normally utilized by charter schools, the following requirements must be met:

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

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

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

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	110	0	0	110	0	0	110	0	0	110	0	0	110	0	0
Grade 01	105	0	0	105	0	0	105	0	0	105	0	0	105	0	0
Grade 02	50	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 03	50	0	0	48	0	0	96	0	0	96	0	0	96	0	0
Grade 04	50	0	0	48	0	0	46	0	0	92	0	0	92	0	0
Grade 05	0	0	0	48	0	0	46	0	0	44	0	0	88	0	0
Grade 06	0	0	0	0	0	0	46	0	0	44	0	0	42	0	0
Grade 07	0	0	0	0	0	0	0	0	0	44	0	0	42	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	42	0	0
	365			459			549			635			717		

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.

As with most public charter schools, EVA anticipates that some families in the target population will have difficulty with transportation to attend the school. EVA will establish a five member Transportation Committee to work with parents to ensure any student who desires to come to EVA will have that opportunity. EVA's first year budget includes \$82,125 (\$225 per student) to establish a phase one transportation plan that will be expanded as the school increases enrollment. The Transportation Committee will work to see how those funds can be most effectively used to support transportation of students. One possible solution is to purchase buses (used bus can be purchased for as little as \$20,000) that meets state safety standards and operate a centralized route to pick-up as many students as possible. The school would hire part-time certified drivers to operate the buses. The centralized bus plan has been effective for many charter schools. Another option is to utilize a private transportation company. The EVA Board has been referred by another charter school to a company that offers a monthly charge of \$4,500 per bus. At this price, EVA would be able to contract for two buses as budgeted.

As the school can only afford to have a limited transportation plan, EVA will try to find additional ways to help working families send their children to the school. For example, learning from East Point Academy in Columbia, which offers no transportation for their students, EVA will operate an Early Bird program that will allow parents to drop off students as early as 7:00 am if needed. The school will also operate a low-cost after school enrichment program that will allow parents to pick up children as late as 6:00 pm. EVA's after school program will include academic clubs such as Homework, Reading, STEM, sports clubs such as Basketball, Ping-Pong, Running, Tai-Chi, and extracurricular offerings such as Musical Instruments, Chinese Dancing, Karate, Gymnastic. Such programs not only allow working parents to leave their children at a place that can be trusted while they are at work but also offer many EVA students extra learning opportunities. After school program fee will be kept at a rate that is much less than what average private care facility would charge and the school will also work with low-income families through fee reductions to insure all parents will have the option of after school services for their children.

EVA is determined to not let transportation be a barrier for any student who resides in the local area to attend the school. The EVA Board understands that helping students who want to come to EVA overcome the barrier will in return help EVA to meet the school's enrollment goal. This will also increase the number of students who are truly motivated to attend the school. EVA will adopt a multifaceted plan to assist with the transportation needs of potential students.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Nutritious meals are very important to the well-being of students. The school will access all resources available from National School Lunch Program (NSLP) to establish a system that will provide nutritious meals for students. We have reviewed other schools that have established excellent food service programs and will replicate aspects of those programs. The Board's desire is to serve healthy and student pleasing food while keeping costs down. The school will also explore grant opportunities that provide healthy meal options such as the "Farm to School program" and the "Let's Move Salad Bars to Schools" initiative.

The school's plan is to employ a food service company that will offer a turn-key program. Preferred Meals is a company under considering to help us offer the NSLP. Preferred Meals may also assist the school in completing the required federal paperwork for reimbursements. This is the company that East Point Academy has been using and based on that school's experience, EVA should at least be able to break even. Nevertheless, the school has included funds in the budget to cover possible shortfalls.

Following federal guidelines for the NSLP, the school expects to receive funding to subsidize the food service program. For the first two years, the school will have no baseline data to determine funding; therefore, we will assume that the school meets the criteria for the non-severe poverty settings and will get the lower rates of reimbursement. These rates will be in effect for 2 years.

Currently, EVA expects to receive the following federal reimbursements for students:

Full Rate: \$0.29 - Breakfast, \$0.36 - Lunch, \$0.07 - Snack
Reduced Rate: \$1.41 - Breakfast, \$2.82 - Lunch, \$0.43 - Snack
Free Rate: \$1.71 - Breakfast, \$3.22 - Lunch, \$0.86 - Snack

The prices we were quoted from Preferred Meals are as follows:

\$1.60 - Breakfast, \$2.60 - Lunch, and \$0.70 - Snack.

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		\$1,671.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$2,950,000		\$3,175.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$11,255.00
Total Cost			\$20,891.00

*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.

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

Find an affable facility that satisfy the education needs and school building code is one of the biggest challenges every charter school has to face. Every dollar spent here is a dollar less for instructional programs and we like to keep the facility cost under 12% of the total revenue if all possible.

The EVA Board has contracted with East Academies Foundation to assist with opening of the school if the application is approved. The Directors of the Foundation have worked with over 30 schools in South Carolina that have obtained the Educational Certification of Occupancy. The ECO experience is

similar in both North Carolina and South Carolina. It will also be valuable to learn from facility development experience of East Point Academy, the Chinese immersion charter school on which EVA is based. East Point Academy started from a small strip mall with renovation assistance from China Construction, then moved into the current 42,000 sq. ft. main facility with private partnership support, and is now ready to break the ground for a brand new campus with a 29 million USDA loan.

Our plan is 1) to find a ready-to-move-in facility such as a formal or closing school facility, 2) to find an existing building that can be renovated economically; or 3) to work with a charter school facility developer to build new. Option 1 would be most affordable but one may not be able find such facilities. Option 3 will be the most straightforward but it can be costly long term.

As for options 1 and 2, we have been in contact with property owners and developers who currently own multiple properties in the Charlotte area. For example, GRQ Properties, which has previously worked with a charter school in SC, has offered a facility with 25,000 sq. ft. that formerly housed a daycare center off I-485. An additional 2+ acres of land is available for outdoor use at that facility. The landlord is willing to work with the school to make the facility viable. This facility will allow for added classrooms as the school grows. In addition, we have met with Jane Wu and Darlene Heater who head the development of the University City Project in Charlotte. Two potential sites and a warehouse have been identified in the Project area that might be suitable for a charter school. The developers are focusing on a culturally diversity theme for the development and think the Chinese Immersion project would fit well with their plan.

In term of option 3), we have engaged meaningful conversations with several reputable charter school facility developers. In particular, we feel that the best choice would be Hubrich Holdings, LLC, a North Carolina based financing/builder Company that has extensive charter school facility development experience in both NC and SC. Parties have been discussing the facility needs and finance structures of a leasing/purchase arrangement. After reviewing the schools plan and budget, Hubrich Holdings has agreed in principle that a partnership for lease/purchase agreement can be established. EVA has not enter a formal contract with Hubrich Holdings because: 1) we have just submitted our charter application and are waiting for an approval, 2) we are still searching other facility options and do not want to be committed at this point. A supporting letter from Hubrich Holdings, LLC can be found in Appendix A1.

When searching for a school facility, there are many other factors to consider:

- * Traffic flow/additional roads (DOT)
- * Parking (Local)
- * Sewage (Local)
- * Facility/location meet mission?
- * Certificate of Occupancy (Educational Purposes)
- * Renovations (Local Inspections)
 - Fire Department (sprinkler system)
 - ADA Inspections
 - Bathroom Requirement

We plan to have an architect with extensive ECO experience get involved early to guide us to avoid potential glitches. We will also consider such factors like if the location will allow the school to qualify USDA loan after a few years.

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.

We do not have a proposed facility and are open to all options. Retrofitting an existing building to satisfy school facility requirements can cost from \$50 to \$140 per sq. ft. and a new school facility will likely cost at least \$150 per sq. ft.

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

The Board has begun an aggressive campaign to locate a number of existing facilities that might work as a school and upon approval will begin the task of prioritizing these facilities with help from developers and financiers who have significant experience with the establishment of charter schools in a variety of facilities. The ideal facility option would be a usable space of at least 25,000 sq. ft. with the potential of expanding to 80,000 sq. ft. At this time, first priority will be exploring options with the developers of the University City Project. This Project will be located near the campus of UNCC, near the Blue Line, and near a significant development of new residential homes. The developers have shown representatives of the Board two potential properties in that proposed development. Cost would be a major factor here. The second priority would be moving a bit future out toward the 485 loop around Charlotte but still on the North side of town. BV Belk Properties have worked with Board representatives to locate several properties in that area and the Board has reviewed specifications on a property at 1526 Allegheny St that could be developed and expanded to house the school. That site has around 25,000 sq. ft. which would be sufficient to open the school. BV Belk Properties has experience developing properties into charter schools. The Board feels that considerable connections with potential developers has been established and these connections will afford the Board of EVA a number of options. In addition, the Co-Directors of East Academies Foundation with whom the school has a partnership agreement has considerable experience finding, overseeing the development, and overseeing the operation of a number of charter schools in the past.

Steve Hubrich, President of Hubrich Holding, LLC, has agreed to a partnership with East Voyager Academy. This provides the school with an option with an experienced charter school facility planner and builder. Mr. Hubrich has worked closely with charter schools in South Carolina and North Carolina. Dr. Brazell, Co-Director of East Academies Foundation, has worked closely with Mr. Hubrich with two construction projects in South Carolina and is well aware of his company's quality work. His company has provided low cost planning and construction through a modular approach. He has already provided valuable advice to the EVA Planning Committee and has a support letter in the appendices of this application.

In addition to the considerations above, a facility on McAlpine Park Dr. that previously housed another charter school will be considered as a contingency. This facility would need additional square footage added to house EVA students, but the building is up to code and would be cost effective for opening the first phase of the school. At 10,000 sq ft, only 14 classrooms in the building are available. Mobile classrooms would be brought in to help cover the additional space needs. EVA advisers have met with GRQ properties about the needs of the school. Initial investigation of properties in the Charlotte area indicate that finding a property for the school will not be a major problem. Finding a property that fits the school budget will be the issue, but the Board and Board Representatives have a lot of experience in developing properties in a wide price range. The Board will work with community members, developers, potential parents, and potential financial groups to locate in an area that will be suitable for educational needs in that area, the school's budget, and provide the potential for student recruitment.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,852.22	365	\$1,771,060.30
Local Funds	\$2,526.58	365	\$922,201.70
Federal EC Funds	\$3,579.70	44	\$157,506.80
Totals			\$2,850,768.80

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,771,060	\$2,249,441	\$2,717,413	\$3,174,522	\$3,620,305
-Local Per Pupil Funds	\$922,202	\$1,171,297	\$1,414,973	\$1,652,993	\$1,885,114
-Exceptional Children Federal Funds	\$157,507	\$199,142	\$240,571	\$281,038	\$320,503
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,850,769	\$3,619,880	\$4,372,957	\$5,108,553	\$5,825,922

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$70,000	\$70,000	1	\$72,100	\$72,100	1	\$74,263	\$74,263	1	\$76,491	\$76,491	1	\$78,786	\$78,786
Assistant Principal	0	\$0	\$0	0	\$0	\$0	1	\$47,741	\$47,741	1	\$49,173	\$49,173	2	\$50,648	\$101,296
Guidance Counselor	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	2	\$45,020	\$90,040
Powerschool/Enrollment	1	\$30,000	\$30,000	1	\$30,900	\$30,900	1	\$31,827	\$31,827	1	\$32,782	\$32,782	1	\$33,765	\$33,765
Bookkeeper	1	\$30,000	\$30,000	1	\$30,900	\$30,900	1	\$31,827	\$31,827	1	\$32,782	\$32,782	1	\$33,765	\$33,765
Executive Secretary	1	\$25,000	\$25,000	1	\$25,750	\$25,750	1	\$26,523	\$26,523	1	\$27,318	\$27,318	1	\$28,138	\$28,138
Receptionist	1	\$22,000	\$22,000	1	\$22,660	\$22,660	2	\$23,340	\$46,680	2	\$24,040	\$48,080	2	\$24,761	\$49,522
Nurse	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$37,132	\$37,132	1	\$38,245	\$38,245	1	\$39,393	\$39,393
Custodians	1	\$21,000	\$21,000	1	\$21,630	\$21,630	1	\$22,279	\$22,279	1	\$22,947	\$22,947	1	\$23,636	\$23,636
Custodian (Hourly)	1	\$11,000	\$11,000	1	\$11,330	\$11,330	1	\$11,670	\$11,670	1	\$12,020	\$12,020	1	\$12,381	\$12,381
Food Service Staff	1	\$21,000	\$21,000	1	\$21,630	\$21,630	1	\$22,279	\$22,279	1	\$22,947	\$22,947	1	\$23,636	\$23,636
Food Service Staff (Hourly)	1	\$11,000	\$11,000	1	\$11,330	\$11,330	1	\$11,670	\$11,670	1	\$12,020	\$12,020	1	\$12,381	\$12,381
Staff Bonus	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$28,000	\$28,000
A - Total Admin and Support:	12		\$336,000	12		\$345,480	14		\$430,327	14		\$442,514	16		\$554,739
Instructional Personnel:															
Core Content Teacher(s)	19	\$38,000	\$722,000	23	\$41,040	\$943,920	27	\$44,323	\$1,196,721	31	\$47,869	\$1,483,939	35	\$51,699	\$1,809,465

East Voyager Academy

Electives/Specialty Teacher(s)	3	\$38,000	\$114,000	5	\$41,040	\$205,200	6	\$44,323	\$265,938	6	\$47,869	\$287,214	6	\$51,699	\$310,194
Stem Teacher	1	\$38,000	\$38,000	1	\$41,040	\$41,040	2	\$44,323	\$88,646	2	\$47,869	\$95,738	2	\$51,699	\$103,398
Exceptional Children Teacher(s)	1	\$38,000	\$38,000	1	\$41,040	\$41,040	1	\$44,323	\$44,323	1	\$47,869	\$47,869	1	\$51,699	\$51,699
Special Ed Teacher	1	\$45,000	\$45,000	2	\$48,600	\$97,200	2	\$52,488	\$104,976	2	\$54,588	\$109,176	2	\$56,771	\$113,542
Media Specialist	0	\$0	\$0	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709
Co-Teacher	6	\$19,000	\$114,000	6	\$20,520	\$123,120	6	\$22,162	\$132,972	6	\$23,935	\$143,610	6	\$25,849	\$155,094
Teaching Assistant	1	\$15,000	\$15,000	1	\$16,200	\$16,200	1	\$17,496	\$17,496	1	\$18,896	\$18,896	1	\$20,407	\$20,407
Teacher Bonus	1	\$96,000	\$96,000	1	\$120,000	\$120,000	1	\$138,000	\$138,000	1	\$150,000	\$150,000	1	\$176,087	\$176,087
B - Total Instructional Personnel:	33		\$1,182,000	41		\$1,627,720	47		\$2,030,272	51		\$2,378,878	55		\$2,783,595
A+B = C - Total Admin, Support and Instructional Personnel:	45		\$1,518,000	53		\$1,973,200	61		\$2,460,599	65		\$2,821,392	71		\$3,338,334
Administrative & Support Benefits															
Health Insurance	1	\$49,239	\$49,239	1	\$51,209	\$51,209	1	\$65,092	\$65,092	1	\$67,695	\$67,695	1	\$83,204	\$83,204
Retirement Plan--Other	1	\$3,050	\$3,050	1	\$6,283	\$6,283	1	\$7,893	\$7,893	1	\$8,130	\$8,130	1	\$10,287	\$10,287
Medicare	1	\$5,040	\$5,040	1	\$5,182	\$5,182	1	\$6,455	\$6,455	1	\$6,638	\$6,638	1	\$8,321	\$8,321
Social Security	1	\$20,664	\$20,664	1	\$21,247	\$21,247	1	\$26,465	\$26,465	1	\$27,215	\$27,215	1	\$34,116	\$34,116
Worker'S Compensation Tax	1	\$23	\$23	1	\$24	\$24	1	\$39	\$39	1	\$31	\$31	1	\$38	\$38
D - Total Admin and Support Benefits:	5		\$78,016	5		\$83,945	5		\$105,944	5		\$109,709	5		\$135,966
Instructional Personnel Benefits:															
Health Insurance	1	\$136,775	\$136,775	1	\$187,765	\$187,765	1	\$230,780	\$230,780	1	\$264,628	\$264,628	1	\$300,814	\$300,814
Retirement Plan--Other	1	\$10,860	\$10,860	1	\$30,154	\$30,154	1	\$37,846	\$37,846	1	\$44,578	\$44,578	1	\$52,150	\$52,150
Social Security	1	\$72,693	\$72,693	1	\$100,105	\$100,105	1	\$124,862	\$124,862	1	\$146,301	\$146,301	1	\$171,190	\$171,190
Medicare	1	\$17,730	\$17,730	1	\$24,416	\$24,416	1	\$30,454	\$30,454	1	\$35,683	\$35,683	1	\$41,759	\$41,759
Worker'S Compensation Tax	1	\$82	\$82	1	\$112	\$112	1	\$140	\$140	1	\$164	\$164	1	\$192	\$192

East Voyager Academy

E - Total Instructional Personnel Benefits:	5		\$238,140	5		\$342,552	5		\$424,082	5		\$491,354	5		\$566,105
D+E = F - Total Personnel Benefits	10		\$316,156	10		\$426,497	10		\$530,026	10		\$601,063	10		\$702,071
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	17		\$414,016	17		\$429,425	19		\$536,271	19		\$552,223	21		\$690,705
B+E = H - Total Instructional Personnel (Salary & Benefits)	38		\$1,420,140	46		\$1,970,272	52		\$2,454,354	56		\$2,870,232	60		\$3,349,700
G+H = J - TOTAL PERSONNEL	55		\$1,834,156	63		\$2,399,697	71		\$2,990,625	75		\$3,422,455	81		\$4,040,405

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Health Insurance	\$136,775	\$187,765	\$230,780	\$264,628	\$300,814
	Health Insurance	\$49,239	\$51,209	\$65,092	\$67,695	\$83,204
	Medicare	\$17,730	\$24,416	\$30,454	\$35,683	\$41,759
	Medicare	\$5,040	\$5,182	\$6,455	\$6,638	\$8,321
	Retirement Plan--Other	\$10,860	\$30,154	\$37,846	\$44,578	\$52,150
	Retirement Plan--Other	\$3,050	\$6,283	\$7,893	\$8,130	\$10,287
	Social Security	\$20,664	\$21,247	\$26,465	\$27,215	\$34,116
	Social Security	\$72,693	\$100,105	\$124,862	\$146,301	\$171,190
	Total Benefits	\$316,156	\$426,497	\$530,026	\$601,063	\$702,071
	Worker'S Compensation Tax	\$23	\$24	\$39	\$31	\$38
	Worker'S Compensation Tax	\$82	\$112	\$140	\$164	\$192

We project an enrollment of 365 students for the first year. Adding a grade level each year, EVA expects to serve 717 students by the fifth year.

To project enrollment numbers, we first studied the data from EPA, a Chinese immersion charter school in Columbia, SC on which EVA will be based. Here, the study is focused on the best academic design as well as the fiscal well-being of the school. We then conducted further studies on local community demands to come up with the above numbers.

We believe that EVA can meet the projection because:

1. According to CMS 2016-2017 1st and 2nd Lottery lists, there are 3,365 and 4,582 students on CMS magnet programs waiting lists, respectively, 299 and 247 of those are for immersion programs, respectively. Considering our mission of bilingual proficiency, strong academics, and cultural diversity awareness, data strongly suggests that our program will be welcomed by local families. In fact, an EVA survey has produced an encouraging response, collecting over 200 positive responses in just a few days.

2. Currently, EPA has 565 students and waiting lists in almost all grades. Considering Charlotte is similar to Columbia in many ways, only larger, EVA should be able to achieve greater success than EPA in the Charlotte area.

3. NC is very supportive of the charter school movement and we see a healthy number of charter schools in the Charlotte area. In fact, a recent newspaper article in Charlotte predicted that the CMS District growth will be mostly with parent choice charter schools. While one may view this as a concern for too much competition, this should not apply in EVA's case. If approved to open, EVA will be the only school in NC to offer whole-school Chinese immersion program. As stated in other sections, EVA's program is unique, innovative, and hard to duplicate.

4. As languages are best learned when a student is young, if EVA is approved to open, we plan to start a Pre-K program a year in advance with a tuition-fee that will be less than the average local daycare cost. This will not only provide a pool of applicants for EVA's kindergarten class but also provide a showcase for families to preview the program, helping with recruitment.

5. The demand for a workforce with English-Chinese bilingual skills has been increasing dramatically since China became the second largest economy behind the U.S. A list published by Mandarin Immersion Parents Council on April 2016 shows that there was a 9.7% increase of K-12 Chinese immersion programs nationwide from 2015 to 2016. Charlotte, as an ever growing international city, has many businesses with economic ties to China. The rich local resources and strong community support will help EVA to meet our enrollment projection.

Under the current funding level, a whole-school immersion program can be offered with as little as 150 students. However, to be financially secure, we would like to start with at least 280 students. We can call this as our break-even point.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

received or are lower than estimated.

Our budget is conservative and has a healthy surplus. There are also a number of highly probable revenue streams that are not included in the budget: net incomes from pre-k and after-school programs and savings from the Confucius Institute's Guest Teacher program can easily produce an additional \$500,000 surplus. In case that a severe revenue shortfall does occur beyond the build-in cushion, the school will reduce non-essential expenses and staff hiring in a strategic manner, allowing for leaner but full operations. For example, delaying Smartboards purchase will save about \$50,000. Moreover, East Academies Foundation will help to apply for Federal P&I grant and has also agreed to provide a low-interest loan if there are cash flow difficulties. EVA has talked to a few charter school developers but because they are in general more expensive long term, using such developers will be the last resort. The school will also seek to raise funds from the community with the help of our Board.

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

The budget does not rely on sources of funds other than state, county and federal funds.

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

It is built on 11.4 to 1 student to teacher ratio.

- 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.*

EVA intends to contract for financial, audit, legal, technology, lunch, trash, psychological, speech, hearing, and occupational therapy services. To contract for services, EVA will utilize the following criteria and procedures. The school will first solicit multiple bids for any contract over \$5,000. The bidding contractors must provide proof of necessary liability coverage such as insurance and background checks. Contractors will also provide references and evidence of experience, preferably related to charter schools. A written recommendation with documented vetting will then be taken to the Board of Trustees for final approval by majority vote. Furthermore, in soliciting and/or awarding contracts, the EVA Board of Trustees will follow the measures set forth in schools conflict of interest and nepotism policy manual to avoid any actual or perceived conflicts of interest.

The above procedures also apply to large purchases at or in excess of \$5,000.

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

With the understanding that charter schools face tough funding challenges, we are prepared to do more with less via careful planning and smart execution to support EVA's mission. For instance, to address the concern that the school will only be able to provide a limited transportation plan, EVA will offer an extensive after-school program and an early drop-off

program so working parents can send their children to the school. EVA's after-school program will include academic clubs (homework, reading, math, etc.), sports clubs (basketball, Ping-Pong, running, etc.), and extracurricular offerings (musical instruments, Chinese dancing, karate, etc.). Such programs will not only offer many EVA students extra learning opportunities but also bring additional revenues to the school (not reflected in the current budget).

For long term fiscal health of the school, we plan to keep our facility cost at no more than 12% of the total revenue. A potential school site has already been identified that would both meet the funding criteria and provide safe and nurturing learning environment for our students. To support instructional components of the program, we have dedicated over \$180,000 for classroom technology such as Smartboards and learning labs in the budget.

EVA believes that human capacity is the key for the school to fulfill the mission. The school anticipates that most of the immersion teachers will need to be newly trained and the school will assist them with certification issues as an incentive for working at EVA. The established partnership with East Academies Foundation will ensure that the school will receive long term support in recruiting, training, and retaining high quality teachers specific to the school's mission. An additional \$100,000 is also budgeted for further professional development.

The most K-12 public school salary structures take no consideration of the performance of a school or teacher. As a charter school, EVA would like to change that. To encourage and reward EVA employees for doing their best, EVA will offer a compensation plan that consists of a base salary and incentive bonuses. Due to start-up expenses, EVA can only afford to budget the initial base pay that is below LEA's pay-scale. Most notably, the initial core teacher average base salary and bonus are budgeted at \$38,000 and \$3,000, respectively. However, it will be EVA Board's top priority to offer much larger actual bonuses and we anticipate an average bonus up to \$7,000 if the school develops as planned. This reformed pay structure not only motivates everyone to do the best but also gives the Board the flexibility to handle the challenge of offering an affordable but competitive compensation plan. The Board is also determined to bring EVA teacher base pay-scale itself to be competitive in a few years. For this purpose, an 8% annual base salary increase for teachers and 3% base annual salary increase for administrators are in the proposed 5-year budget

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.*

As one of the goals in the charter, EVA will demonstrate sound financial practices by gradually establishing a general reserve fund equals to 3 months of the operating expenditures by the end of the fifth year with the following annual targets:

Year 1: A reserve fund that equals to 0.3 months of the operating expenditures or 2.5% of the annual operating expenditures will be established.

Year 2: A reserve fund that equals to 1 month of the operating expenditures

or 8.33% of the annual operating expenditures will be established.

Year 3: A reserve fund that equals to 1.5 months of the operating expenditures or 12.5% of the annual operating expenditures will be established.

Year 4: A reserve fund that equals to 2.5 months of the operating expenditures or 20.83% of the annual operating expenditures will be established.

Year 5: A reserve fund that equals to 3 months of the operating expenditures or 25% of the annual operating expenditures will be established.

This goal is already reflected in our budget as it shows a surplus that equals to 3.23%, 10.36%, 14.92%, 21.83%, and 25.24% of the total annual expenditures at the end of year 1, year 2, year 3, year 4, and year 5, respectively.

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

We do not anticipate any financing or leases except for facilities. We have budgeted up to 12% of the revenue for this purpose. All such arrangements will be sourced competitively. Please refer to the facility section in this application for further details.

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

At this point, the school does not have assets from other sources. The school does plan to seek donations, including funds and other assets like used furniture, computers, iPads, school buses, and other properties such as land and buildings. Based on the past experiences and studying the history of East Point Academy in Columbia, the school does anticipate some success in this respect. However, the current budget does not count on any donations and any success will be a welcome plus.

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?

As a part of the partnership services, East Academies Foundation (Foundation) will provide support in financial monitoring and reporting. The Foundation will produce on a quarterly basis, no later than 5 business days before an agreed upon quarterly Board Meeting:

1. A written certified report on the budget projections.
2. The budget balance sheet.
3. An account summary.
4. The overall operational status of the school including a facility report, a personnel summary, and an operational summary of the school.

The EVA Board of Trustees will also work closely with the Foundation to develop a comprehensive Fiscal Management Policy Manual with adequate internal controls to ensure state and federal standards are maintained at the school at all times. EVA will hire a highly experienced bookkeeper with significant positive references and then will provide on-going training for that individual to assure proper record keeping. EVA will also contract out the fiscal service to a reputable CPA firm with charter school finance experience to provide further segregation of duties.

Here are examples of measures to ensure segregation of duties, safeguarding of assets, accurate and adequate recording keeping:

- * The school's chain of command relative to finance, including signatory authority for bank accounts and checks, will be clearly defined and followed.
- * No one person will authorize, verify, and record expenditures.
- * The principal will approve all expenditures and assist the finance staff in preparing a monthly finance report to the Board of Trustees.
- * Expenditures at or over \$5,000 will require two signatures and must be specifically reported to the Board.
- * Reimbursements, including travel, must be approved by the principal or his/her designee before the expenditure.
- * Cash will be required to be kept in a locked drawer with a two day limit in the deposit of checks and cash in the bank.
- * Cash on deposit in each account is not to exceed the FDIC Insurance limit.
- * All financial records will be maintained in a locked room.
- * The school will have an alarm system and a monitored visitor check in system with a multi-camera system throughout the school.
- * Clearly defined fiscal service functions such as monthly account reconciliation, review of budget-to-actual detailed financial statements, regular review of payroll information and reconciliation to employee master file.
- * Requirement for review and approval of purchase order requests.

Finally, EVA will hire an independent auditor to perform annual financial audit of the school. The audit fieldwork will be conducted in a timely manner to ensure that the audit report will be completed by the state-specified deadline and will include tests of compliance with state laws and

regulations. The school will also consider to have a policy requiring an RFP for auditors every four years so there will be different auditors reviewing the school's finances.

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

There are no known or possible related-party transactions at the present time and such transactions will be avoided at East Voyager Academy. As a part of the partnership services, East Academies Foundation will assist the EVA Board of Trustees to develop comprehensive conflict of interest and nepotism policies with clear definitions that will prohibit nepotism to avoid any actual or perceived conflicts of interest.

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.

We have spoken with representatives of a few CPA firms for audit services. A final decision has not been made, but the following two are highly recommended from other charter schools that have used their services in the past. Here are their information:

Elliott Davis Decosimo, LLC/PLLC
5410 Trinity Road, Ste. 320 | Raleigh, NC 27607
Office 919.783.7073 | Fax 919.987.2851

Leslie Merritt CPA, PC
1014N. Arendell Avenue
Zebulon, NC 27597
Office: 919.269.8553 | Fax 919.269.8551

VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

wbrazell

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of East Voyager Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: wbrazell

Board Position: Board chair

Signature: _____

Date: 09/19/2016

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

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