

North Wake Preparatory Academy - North Wake Preparatory Academy will provide a challenging and individualized education program with a moral focus whilst preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.



### Application Preliminary Evaluation Packet

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

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

#### Subcommittee Members:

Les Stein  
Kebbler Williams  
Glenn Allen  
Tracy Kelley  
Deanna Townsend-Smith  
Danielle Allen  
Shannon Stein

#### Date of Review:

09/27/2017

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## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **North Wake Preparatory Academy**

**Public charter schools opening the fall of 2018**

**Due by 5:00 pm, September 19, 2016**

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

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

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

**APPLICATION DUE DATE/TIME**

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

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

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

**APPLICATION SPECIFICATIONS**

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

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

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: North Wake Preparatory Academy

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

Name of non-profit organization under which charter will be organized or operated: *North Wake Preparatory Academy, Inc.*

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

Name of contact person: *Hilda A. Parlér*

Title/Relationship to nonprofit: *Founder - Board President*

Mailing address: 1035 Lake Royale  
Louisburg NC 27549

Primary telephone: 919-357-4649 Alternative telephone: 866-783-0487

E-Mail address: *hilda.parler.nwpa@gmail.com*

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

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

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

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

Our Board submits this proposal for North Wake Preparatory Academy (NW Prep) in response to the great need for more school choice in north Wake County. This need is particularly acute at the high school level. We worked diligently to develop our plans and ensure we had a diverse skill representation in our founding group. We recognized that to achieve our

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mission for NW Prep, we would be best served by working with an educational management organization (EMO). After significant research, in-person interviews, and consultation with legal counsel, we settled on a partnership with a full-service EMO, National Heritage Academies (NHA), to build and operate our K-12 program. NHA has assisted us in our plans and development of this proposal. NHA presented the idea of potentially subcontracting with an organization like PrepNet, LLC to provide the education program, staffing, and policies for grades 9-12. Since our last application, we have revised our application to address questions and concerns initially raised by the external evaluators.

NHA prepares students for a college-preparatory high school program through the delivery of rigorous academics and development of moral virtues. NHA operates 84 partner schools in nine states, including 11 in North Carolina. Our Board has significant experience with NHA, as our Board President is Founder and founding board member for a charter school, Wake Forest Charter Academy, currently partnering with NHA. NHA is located in Grand Rapids, MI. PrepNet exclusively educates students in grades 9-12. The organization was founded as a continuance of the NHA program, and operates five very successful high schools in Michigan near existing NHA-partner schools. They offer a challenging college-preparatory environment, including required Advanced Placement (AP) course work. While educating different grade levels, both organizations have proven track records of success and focus on college readiness and moral character - two aspects of critical importance to us.

In this application, we describe the NHA-partner school model as completely as possible. NHA will be the driving force that meets the ongoing needs of our Board, managing the climate, culture, and K-8 curriculum, while benefiting from a 9-12 curriculum and high school experience from a company similar to PrepNet. The educational plan, staffing structure, professional development programs, enrollment and marketing process, and financial plan, for example, reflect the models used by NHA. Details, including the curriculum and instructional design, the approach to educational programming for at-risk, English Language Learners (ELL) and Exceptional Children (EC), and student conduct and discipline expectations all are consistent with these models. All sections of this application were reviewed by our Board and modified as necessary.

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

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

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

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

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No:

Yes:

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

No:

Yes:

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

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

Yes:

No:

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

Yes:

No:

### *Eligibility Criteria*

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

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

Yes:

No:

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

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

Yes:

No:

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

Yes:

No:

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

Yes:

No:

### *Eligibility Criteria*

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

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

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

Yes:

No:

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

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

Yes:

No:

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

Yes:

No:

### *Acceleration*

Yes:

No:

*To be considered for acceleration applicants must meet four specific criteria. Provide supporting*



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evidences of the following:

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

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

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership*

*Verify the absence of a charter school in the proposed county of location*

Yes:

No:

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

Yes:

No:

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

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

### **Grade Levels Served and Total Student Enrollment:**

*Projected School Opening: Year* 2019

*Month* August

*Will this school operate on a year round schedule?*

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (*  
5

*Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	K, 01, 02, 03, 04, 05, 06, 09, 10	1039
Year 2	K, 01, 02, 03, 04, 05, 06, 07, 09, 10, 11	1348
Year 3	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	1657
Year 4	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	1672
Year 5	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	1672

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

*I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact*

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*person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.*

haparler

Board President, Hilda A. Parlér

*Signature*

*Title*

haparler

09/22/2017

*Printed Name*

*Date*

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<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<p><u>What is the benefit of partnering with NHA when they have raised the possibility of subcontracting substantial aspects of operation such as the education plan, staffing, and policies for 9-12? Applicant should provide additional information on PrepNet, LLC and why this arrangement is being considered.</u></p> <p><u>If the education plan, staffing structure, PD programs etc reflect the NHA model, then why isn't NHA implementing/managing these aspects themselves? Unclear why the partnership with PrepNet is necessary. Applicant should provide evidence of PrepNet's successful history with high schools.</u></p> <p><u>It is unclear why this particular school- which is K-8- was selected as a model for replication, when the proposed school will be K-12. Why a school in Michigan?</u></p>	Danielle Allen	Cover Page
<p><u>The relationship between NHA and PrepNet is very confusing and not clearly articulated. The rationale for replicating a MI school that is barely outperforming the district and state is baffling. Additionally, it is not clear as to why NHA was chosen, specifically. Why cannot NHA provide services discussed pertaining to PrepNet? The applicant needs to clarify the relationship between North Wake and Wake Forest Charter Academy?</u></p>	Tracy Kelley	Cover Page
<p><u>***While East Arbor Charter Academy has outperformed the district and the state in the last 3 years, its performance has declined each year. In other words, rather than the percentage of students who are proficient increasing each year, the percentage has declined each year in both math and reading. Why has this school been selected as a model school?</u></p>	Kebbler Williams	Cover Page
<p><u>***The board has chosen to replicate a K-8 school, but wants to open a K-12 school. There is not enough evidence that the board has the capacity to open the high school at the same time as the elementary school and middle school and maintain enrollment projections.</u></p>	Kebbler Williams	Grade Levels
<p><u>The proposed enrollment chart is not realistic and overly ambitious for a first time EMO and a first time governing board. The tension placed on the budget by simultaneously going with an ES and MS is not justified.</u></p>	Tracy Kelley	Grade Levels
<p><u>Are there any concerns about starting school at all three levels (i.e. ES, MS, and HS), eventhough staggered started at the upper two levels?</u></p>	Shannon Stein	Grade Levels
<p><u>1000 students in year 1 is ambitious. Applicant should provide additional information that this projected enrollment number is indeed feasible. Further, opening with grades K-6 and 9-10 when the model school only has K-8 does not seem to make logical sense. Why not start with grades K-6 and grow over several years to a K-12 program?</u></p>	Danielle Allen	Grade Levels

<b>Reviewer</b>	<b>Score</b>
<u>Les Stein</u>	Pass
<u>Kebbler Williams</u>	Fail
<u>Glenn Allen</u>	
<u>Tracy Kelley</u>	Fail
<u>Deanna Townsend-Smith</u>	
<u>Danielle Allen</u>	Fail
<u>Shannon Stein</u>	Pass

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## **II. MISSION and PURPOSES**

(No more than three total pages in this section)

### **Mission:**

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

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

North Wake Preparatory Academy will provide a challenging and individualized education program with a moral focus whilst preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

*Clearly describe the mission of the proposed charter school:*

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

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

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

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

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

Rationale for Location: Additional information on evidence of need, citations, and letters of support from parents and community members can be found in Appendix A1. Per the U.S. Census, Wake County's population grew by 43.5% between 2000 and 2010 - the highest of any metropolitan area in the

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

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

WCPSS itself notes, "As many as 20,000 additional children are expected in our classrooms by 2020". WCPSS currently runs more than 100 elementary schools and nearly 40 middle schools, and has put up almost 1,200 modular classrooms to alleviate overcrowding and accommodate the tremendous growth in student population. In the 2017-18 school year, 10 schools in the county are "capped," meaning residents who move into neighborhoods where those schools are located are not guaranteed a seat in them for their children.

While there are charter schools in north Wake County, the vast majority serve students in grades K-8, and their demand far exceeds available capacity. For example, Wake Forest Charter Academy (WFCA), in only its fourth year, has a waiting list greater than 1,000. Figures are similar for nearby Franklin Academy, the only K-12 charter in our area. We anticipate that NW Prep will help meet demand for K-8 charter schools, and serve parents who do not have a charter high school choice. We intend for our high school to have more seats than our K-8 to accommodate NW Prep rising 9th graders and students from nearby schools.

We conducted a survey of 300 parents in our area with at least one child in grades K-12 in September 2016. Close to 50% answered "likely" or "very likely" to send their child to a new charter school with a focus like ours. These survey results are similar to those of WFCA, which initially generated more than 1,600 applications for fewer than 600 seats.

In September 2017, we again conducted a survey of 300 parents in our area with at least one child in grades K-12. Nearly 40% answered "likely" or "very likely" to send their child to a new charter school with a focus like ours. Over 55% asked to be contacted if a K-12 charter school is approved to open in our area. This confirms that NW Prep will be a welcome addition to the community.

NW Prep will be a very attractive option with our community's explosive population growth, overcrowded schools, need for additional charter seats, and significant parent demand for a school like ours.

Attribution: Board

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

NW Prep plans to begin serving 1,039 students in grades K-6 and 9-10 in the

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fall of 2019. Over the next two years, our school will grow until we reach a full K-12 program in 2022-23. Our partnership with NHA will allow us to have a fully-staffed administrative team in place from day one, as well as two facilities that will accommodate our full program even though we will begin serving fewer grades and students. This approach will allow us to better focus on having the right programs and procedures in place from the start.

It was also of critical importance to our Board that we begin high school operations immediately to serve the hundreds of rising 9th graders in our community that will most certainly want to enroll at NW Prep. We also believe that starting NW Prep with grades K-6 and 9-10, and then growing to K-12, will be an attractive option for families with children across the K-12 grade-span. One of the greatest challenges for families with children is balancing multiple calendars and schedules. Parents seek education options where all their children can attend school at the same time on the same dates. Our Board keenly understands this as we have friends with children in elementary, middle, and high school, with one child on a traditional calendar, one on a track calendar, and another on a year-round calendar. A small change in one child's calendar quickly creates logistical problems. NW Prep will provide families with an appealing and unified schedule for all K-12 children.

We expect that 80% of our students will come from families living within the WCPSS LEA and 20% will come from the FCS LEA. We have built our budget and expected student population profile on this assumption, but of course will adjust our calculations if necessary as we actually enroll students. In 2016-17, WCPSS enrolled approximately 157,763 K-12 students. Eighty percent of our projected full enrollment of 1,672 students at NW Prep represents less than one percent (0.85%) of the LEA's comparable student enrollment. Eighty percent of our initial first-year enrollment of 1,039 represents about half of a percent (0.53%) of WCPSS's total K-12 enrollment.

In 2016-17, the FCS LEA enrolled approximately 8,333 K-12 students. Twenty percent of our projected full enrollment of 1,672 at NW Prep represents about 4% of the LEA's comparable student enrollment. Twenty percent of our initial first-year enrollment of 1,039 represents about 2.5% of the Franklin County Schools LEA's total K-12 enrollment.

Our area's population is growing rapidly. Should our school be approved to open in the fall of 2019, we expect that our percentage of each LEA's average daily membership would actually be lower upon opening, and ultimately upon reaching our full K-12 program in the 2022-23 school year.

Attribution: Board and NHA

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

Providing a K-12 charter school choice will itself be a significant differentiating factor for families. Franklin Academy is the only K-12 charter in our area, and has been the subject of replication for a private school model, Thales Academy. Based on the success and demand of local NHA-partner schools, namely WFCA, we know NW Prep will be a welcome addition. Programmatically, our school will have several unique and differentiating factors that will be critical to the achievement of our mission:

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

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

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

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

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

**Significant feedback and development for teachers:** We will use distributed leadership in grades K-8. Academic deans will be responsible for a team of grade-level staff (e.g., K-2; 3-5; 6-8), and serve as the direct managers of classroom teachers. This will allow deans to coach teachers weekly on how to increase effectiveness. At our high school, the principal, assistant principal, and master teachers will operate in a similar fashion, providing support to staff who most need it. As detailed throughout this proposal, we will also invest time and financial resources before, during, and after the school year to improve our teachers. Nothing is more important than great teaching in each classroom, each day.

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Attribution: Board and NHA

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

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

*The Six Legislative Purposes of a Charter School are:*

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

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

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

2. **Accountability for Results.** Just as we intend to hold students accountable for what they learn, at NW Prep we will hold NHA, teachers, school leaders - and ourselves as the Board - accountable for the results at our school. We will administer all required state assessments and will embrace North Carolina's accountability model created and implemented under its recently submitted ESSA plan. Additionally, our school will institute a comprehensive formative assessment program that evaluates individual, class-wide, and school-wide student academic performance. Evaluations at the



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beginning of each year will provide a baseline, and subsequent evaluations will gather important and detailed data that will be used to drive and revise instructional practices and measure annual growth. Accountability for performance will also extend to other areas of the school's operations, such as attendance rates, fiscal stability, and parental satisfaction. Each year, we will create an annual school improvement plan that examines performance data for all aspects of our school and presents a plan of action for the following school year. Our Board will also contract for a third-party review of our academic program as necessary, and as another point of contact for holding our management accountable for success. Our goal is to offer area families a public school choice that is not just different, but better.

3. Expanded School Choice. Our area is marked by overcrowded schools, a dizzying array of school calendar options, and a demand for charters well beyond available capacity. Our September 2017 survey results, included as Appendix A1, reflect this. Slightly more than 40% felt their child was being given a "great" education, approximately 55% said they wanted to be contacted if our proposed charter school was approved to open in the north Wake area, and about 40% said they would be "very likely" or "likely" to send their child to such a school. We will offer parents and students in our community the public school choice they desire, and the additional capacity our community needs.

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

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

\*See overflow section for additional information.

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

At NHA-partner schools, student achievement is excelling:

- For the 2015-16 school year (the most recent comparable data available), NHA-partner schools outperformed their local districts in 73 percent of grades and subjects tested on respective state assessments, on average.
- On the 2016-17 NWEA MAP assessment, students in the bottom quartile grew at a median rate of 113 percent from fall to spring in math and reading, compared to the national average of 100 percent.

As mentioned, NHA intends to subcontract with a group like PrepNet for the high school program. PrepNet's five partner schools rank highly in proficiency, and its students grow academically twice as fast as the national average. PrepNet-partner schools annually rank among the best in Michigan.

5. Increased Learning Opportunities for Students. A fundamental purpose of charter schools is to seek new approaches to effective teaching and learning. We will embrace innovation and change to enhance our ability to meet the needs of our students. NW Prep will create a learning environment

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supported by fundamental principles of excellence focused on college and career readiness. We are committed to meeting the needs of students who are at-risk academically and will ensure that their needs are addressed systematically. NW Prep will have a robust formative assessment program to help quickly identify students who need extra attention, as well as those who are surpassing grade-level standards. All of our students deserve differentiated instruction, and our school model is designed with such adaptability in mind - including components of blended learning, discussed in the at-risk section of this application.

6. Innovative Teaching Methods. NW Prep's hands-on oversight and coaching of teachers and purposeful professional development is a design that supports instructors in the classroom and prepares them for expanded responsibility and future leadership positions. Weekly coaching, along with peer-group planning time and a structured professional learning community, is designed to quickly replicate and institute best practices and allow brainstorming for creative approaches to the challenges teachers face.

Personalized instruction will be a focus at NW Prep to ensure each student's education is specific to their needs. We will use online learning tools to create a blended learning environment, and believe that interlacing media together makes students stronger. Each classroom teacher will be effectively trained and coached to employ a variety of instructional approaches (including modeling, think-alouds, etc.), and to use differentiated instruction as appropriate. Teachers will establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of subject areas. Independent work will be assigned as practice for applying previously learned concepts and to develop higher-order thinking skills. Small-group settings will be created to ensure students are engaged with the standards at their current level of learning.

Attribution: Board and NHA

### **Goals for the Proposed Charter School:**

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

Goals: Our Board is committed to measuring student progress and achieving excellence, and to holding our management partner and our staff accountable for reaching established goals. We will use measures of academic growth and proficiency beyond those required by state law, which will help us continually improve and assess progress toward our mission. Academic goals for the first five years include:

- By the end of the charter term, students at NW Prep will exceed the average performance of local district students by at least 5% on state assessments.
- Seventh grade students returning to NW Prep in eighth grade will successfully complete Math I and earn a 75% passing rate on the Math I end-of-course exam.
- Each year, following our first school year, NW Prep will, at a minimum, "Meet Expected Growth." Our objective is to exceed state standards of

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expected progress by the end of our first charter term.

- Each year, following our fifth year of operation, NW Prep will meet or exceed the 4-year Cohort Graduation Rate for the state.
- Each year, following our fifth year of operation, NW Prep will have a composite ACT score that meets or exceeds the state composite.
- For our first 4-year cohort graduating class, and each subsequent 4-year cohort class, 95% will be accepted to college.
- One hundred percent of our graduating seniors will have completed 60 hours of community service.
- We will administer at least two interim assessments in ELA and math during the school year and adjust instruction to meet student need.
- All school leaders will participate in ongoing and timely professional development.
- All teachers will receive a full lesson observation within the first six weeks of school and will receive individual improvement goals based on that observation.

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

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

Communication to Board and Others: Our Board will receive status reports on progress toward our goals at each monthly meeting, with detailed data provided on components of each goal that include the performance of student population subgroups (EC; ELL; newly enrolled students; etc.). Parents and students, too, will be informed of the school's progress towards its goals through periodic informational newsletters and special bulletins.

Attribution: Board and NHA

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

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

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

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

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

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

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

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

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

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

Attribution: Board and NHA

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<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<p>Applicant should be explicit when speaking about "moral" focus. Nothing about the response is clear.</p>	Tracy Kelley	Mission Stat
<p>***Forty percent of 300 is 120. That is the number - 120- of parents in the survey who agreed that they would be likely or very likely to send their child to a new charter school with a focus like NW Prep. Is that demonstrating need?            ***There is no target population.            ***The applicant mentioned overcrowding and growth in Wake County Public Schools countywide, but has provided no data related to overcrowding and growth in the WCPSS schools in the target area.</p>	Kebbler Williams	Educational
<p>Applicant acknowledges that they will not target a specific population. Do these numbers mirror demographics of nearby elem, middle, and high schools?</p> <p>With the apparent overwhelming demand for a school such as Wake Forest Charter (based on evidence applicant provided), why wasn't WFC selected as a model for replication?</p> <p>Evidence for educational need is inconsistent with applicant's plan for opening. If K-8 schools have expansive waitlists, why not start with grades K-6 or K-8 as opposed to K-6 and 9-10?</p> <p>There is no target population, so it is difficult to discern whether or not it aligns with the school's mission.</p> <p>Emphasis on "moral focus" is unclear, as is the assertion that this focus separates NWP from the local LEA. A major thrust behind public education is the idea that education is a public good- it teaches children how to be good citizens. Character education is not unique to NWP. None of the education plan appears to be unique to NWP.</p>	Danielle Allen	Educational
<p>The question of replication needs to be clarified. Why isn't the applicant replicating Wake Forest Charter Academy instead of the MI NHA school? The applicant does not make the case for need in a compelling manner. Claims of population expansion is not compelling and the question pertaining to how the school will materially differ from the district run schools is non responsive. Appendix A1 does not speak to the academic achievement levels of the LEA's schools as a reason for the North Wake. Again, because applicant does not identify a need it is hard to determine if the target population aligns with the proposed school mission. There is no discussion of sub group populations as a group in need of more school options. Is the demand for the HS being driven by families attending the K-8 schools, entirely? The letters and evidence seems to suggest that is the case. Overall, the response speaks more about inputs than outputs and struggles to make a quantifiable and objective case for why the NW school will present a better option. If the focus was on high school need, then what is the case for starting k-8? The rationale presented does not hold water.</p>	Tracy Kelley	Educational
<p>Purpose 2: Why is there no mention of holding PrepNet accountable?</p> <p>Please provide evidence that the school selected for replication is posting student achievement growth/proficiency. Does this data support the assertion that a school modeled after East Arbor will improve student learning? What is the student achievement data for LEA schools in the area? Are they high performing? Will this model prepare students to outperform nearby schools?</p>	Danielle Allen	Purposes of
<p>Question 2 indicated the board will hold NHA accountable but is too specific as to the targets, measures and metrics to be used to determine accountability. The case for expanded school choice is not compelling and does not align with the stated mission. Who are your targeted groups? Please clarify the demographic</p>	Tracy Kelley	Purposes of

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<b>population of the other NHA schools and how to they compare to the demographic and academic performance levels of the proposed community.</b>		
<p>***What are the board's finance and governance goals?</p> <p>***The applicant talks about how it will hold NHA accountable and how it will review the performance of NHA, but what about PrepNet? Not providing this same level of scrutiny for PrepNet ignores the school's high school program.</p>	<b>Kebbler Williams</b>	<b>Goals for th</b>
<p>The goal of 90% attendance is low and does not evidence high expectations. It would help to know the LEA attendance rate in order to establish a baseline. The goal of 50% parent participation n surveys is also low. Goal of 5% over district school performance is also low and suggests that the district is already a high performing, if it is not than the target is too low and evidences low expectations for student academic success.</p>	<b>Tracy Kelley</b>	<b>Goals for th</b>
<p>Goals are predominantly related to academics. How will board assess progress towards financial and operational goals?</p> <p>Unclear if academic goals are ambitious, as performance data for nearby LEA or charter schools was not provided as baseline.</p>	<b>Danielle Allen</b>	<b>Goals for th</b>
<b>How will "college-readiness" be measureble? (Need to define)</b>	<b>Shannon Stein</b>	<b>Goals for th</b>

<b>Reviewer</b>	<b>Score</b>
Danielle Allen	Fail
Deanna Townsend-Smith	
Tracy Kelley	Fail
Glenn Allen	
Kebbler Williams	Pass
Les Stein	Pass
Shannon Stein	Pass

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### **III. EDUCATION PLAN**

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

NW Prep will implement the NHA-partner school model, with an instructional program based upon four foundational pillars. These include: academic excellence, student responsibility, moral focus, and parental partnerships.

Teachers will use various instructional methods to promote engagement, describe instructional intent, and implement appropriate rigor for students. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided, differentiated instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time. Small-group instruction will also include time for students to work on Google Chromebooks with software that provides instruction at their specific level. Collaborative learning will provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in inquiry-based learning of curricular content. Finally, independent work will be assigned to provide students time to practice applying skills or knowledge that have been previously learned, to extend individual learning to novel situations, or to promote the development of higher-order thinking skills.

Teaching will include effective, research-based instructional strategies in daily lesson plans and daily instruction. Strategies that have high probabilities of effectiveness, such as those identified by researchers at Mid-continent Research for Education and Learning (Marzano, Pickering, and Pollock, 2001), will be used by teachers to meet student need. As effective learning requires that teachers shift the cognitive load to students, teachers will develop students' knowledge, understanding, and skill incrementally through appropriately sequenced lessons and units of instruction.

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

- Classroom Culture: Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations.

- Planning: Teacher plans for instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources

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and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs.

- Teaching: Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction.

- Assessing: Teacher implements assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

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

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

Attribution: Board and NHA

### **Curriculum and Instructional Design:**

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

Our staff will have the ability to access an interactive web-based application providing real-time updates on behavior, attendance, mastery of learning objectives, and more. This tool will assist in the implementation of classroom and school-wide frameworks. Using this innovative approach provides an opportunity for staff to have a clear outline for effective instruction. It provides teachers the chance to receive feedback through specific actions and indicators.

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

Small-Group Instruction (K-12): In order to meet each student at their individual level and effectively use our resources, we intend to leverage technology during small-group instruction. It is our intent that each K-8



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classroom has approximately 10 Google Chromebooks to leverage software platforms such as i-Ready. The i-Ready program is an online math and reading program that individualizes instruction for students and instantly downloads cross-grade-level assessments that identify areas of weakness. In our high school, we will employ a 1:1 computer approach for students.

**Class Size:** We will have four kindergarten classes with approximately 25 students each. In grades one through 12, we are planning to serve approximately 28 students per class. Students working on laptops and Chromebooks will use diagnostic programs to meet their individual learning needs, and reduce the needed time and attention in that learning block for the classroom teacher. We also have budgeted for intervention paraprofessionals who will move to classrooms that need the most support. Through our high expectations for student behavior, small-group instruction, and blended learning components, this class size will serve us well.

**Structure:** Classroom teachers will receive support and weekly coaching from grade-level deans, and will work in grade-level teams to better meet student needs and plan effectively. Teachers will also meet in vertical teams to ensure that students are learning the needed skills at each grade level for success in the next grade.

**Attribution:** Board and NHA

Provide a synopsis of the planned curriculum, including:

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

Our K-8 curriculum has been carefully aligned by NHA to the North Carolina state standards and Accountability Model. It is used in 11 NHA-partner schools across the state. Like NHA's curriculum, we will offer a high school curriculum similar to PrepNet's, that has been developed by looking at the "best of the best" state standards across the country and then modified to meet the North Carolina requirements. This effort is ongoing, and has been aided by the previous work to align to the Common Core, as well as insights and guidance from NHA.

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

**Alignment to Student Population:** We expect to enroll students who have academic deficits, others learning at grade-level, and others who are intellectually gifted. We are not targeting our enrollment efforts at any

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specific population. Our curricular tools and instructional practices will ensure that the curriculum is properly driving learning for all students. We will implement the following process to teaching and assessing.

1. Identifying Objectives and Determining Assessments: Teachers will collaborate to identify objectives for units of instruction based on the year-long plan, and use end-of-instruction assessments to gauge student learning at the end of each unit. Rigorous assessments will gauge student mastery. Staff will also use periodic interim assessments and mock state assessments. Adjustments to instruction will be made based on evidence from these assessments.

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

3. Analyzing Evidence: Whether gathered through building-block assessments or end-of-instruction assessments, teachers will analyze evidence at the student and classroom level. The specificity of the building-block assessments enables teachers to determine exactly what knowledge or skills need further development for particular students. Because teachers meet to examine student work, they will gauge the effectiveness of their instruction and student mastery of the educational objectives. They will analyze evidence to discover student misconceptions and to identify knowledge or skill gaps that may inhibit student learning success.

4. Responding to Evidence: Teachers will identify opportunities for planned instructional adjustments prompted by evidence. If learning progresses more quickly than expected, instruction will move at an accelerated rate. If learning progresses more slowly than expected, more time will be spent delivering instruction. Teachers will consider end-of-instruction assessment evidence to develop subsequent units. We also will allocate new resources and work with NHA to hire additional intervention staff if ever needed to ensure student success.

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

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

Attribution: Board and NHA

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

Learning Environment and Structure: In our K-8 program, staff will use

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various methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time to differentiate instruction. At times, collaborative learning will be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in inquiry-based learning of curricular content. Finally, independent work will provide students time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the development of higher-order thinking skills.

Instruction in our 9-12 classrooms will continue to leverage various instructional strategies, small groups, and blended learning. Specifically, we will incorporate what is known as the "face-to-face driver" model of blended learning. In this model, most of the curriculum is delivered by the teacher in a traditional classroom setting. Additional online resources are provided by teachers via an online portal, such as Google Classroom, to supplement course material. Course selections will be based on student interest and teacher certification and availability.

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

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

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

**Increased Academic Achievement:** These instructional strategies provide a comprehensive approach of delivering educational content while incorporating the flexibility to adapt instruction to meet individual student needs. Combined with the use of formative assessments to provide multiple measures of student performance data, our school as a whole will be able to adapt the delivery of educational content as student needs dictate. In turn, this is

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expected to result in the ability of each student, regardless of his or her academic starting point, to make measurable academic progress throughout the school year. Our thoughtful approach will build upon foundational content and skills in the early grades to implement more complex inquiry and learning strategies in the later grades. This approach is designed for student academic success at each grade level.

Attribution: Board and NHA

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

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

Our K-8 principal (we intend to have both a K-8 and a 9-12 principal) will have the final decision regarding the promotion, acceleration, and retention of K-8 students. If a student fails to meet the third-grade requirement of the NC Read to Achieve mandate, additional interventions and a personalized and monitored reading improvement plan will be offered. We will not promote students who have failed to master grade-level curriculum. A variety of structures and procedures will be incorporated into our model that students receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will manage teachers and ensure that instructional plans are aligned and scaffold appropriately across grade levels for smooth student transitions.

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

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

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

Grade promotion in our high school grades will be different but will hold the same goal of ensuring students are college ready. Our 9-12 students must earn a "C-" (70) or higher for each final semester grade to be promoted to

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the next level of the course (or complete the appropriate credit-recovery programs). Students must earn the following number of credits by the completion of Summer Academy (see below) to be promoted to the next grade level:

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

The final exam is a cumulative assessment of the essential learning objectives in each course. Students who fail the course due to the final exam will be offered a two-week window to prepare and then retake the exam. If students fail the course and the final exam, they must attend Summer Academy to retake the course. Summer Academy is an intensive summer learning program designed to assist students increase their proficiency. Further, Summer Academy helps prevent learning loss during the summer months. Students must pass the course (including assigned coursework, unit assessments, and the final exam) during Summer Academy if they are to be promoted. Any decision to retain an EC student will be determined by the IEP team.

Attribution: NHA

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

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

Graduating from NW Prep will require a minimum of 22 credits. All courses required for graduation must be taken at the school (or at one the school recognizes in case of transfers).

Additionally, all students must complete 60 hours of community service, successfully complete two AP classes, finish an application for acceptance into a four-year college or university, and complete a Senior Project. Senior Projects allow students to research specific areas of interest with a mentor and develop an original process or product that contributes to the field of study. It is a year-long culmination of student knowledge and represents the student's best work and results in a presentation and reflection paper.

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

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students are given the support to reach grade level proficiency and take AP coursework.

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

- Letter Grades will follow a standard system: A+ through F.
- GPAs for normal courses will be standard, 4.0 (Highest Distinction) through 0.0 (Failing).
- GPAs for AP Courses will allow for a 5.0 (Highest Distinction) through 0.0 (Failing).

Attribution: NHA

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

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

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

Also included in our calendar are 20 professional development days. Thirteen will occur prior to school, and seven will occur during the school year. We will schedule between two and four parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

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

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

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

Attribution: NHA

### **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.*

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

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

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

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strategies being used to meet student needs.

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

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

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

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

Attribution: NHA

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

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

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

Our ELL coordinator will conduct an informal interview of each student



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

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

**Instructional Programs:** Our school will implement a two-part program: Sheltered English Immersion will be used in the general classroom as the vehicle for ELL students to acquire grade-level content, while the English Language Development program will be used for students requiring English language acquisition instruction. Each ELL student will have a Language Acquisition Plan (LAP) that contains specific goals to quickly acquire both social and academic proficiency in English. The LAP will detail accommodations and modifications that must be implemented in the classroom and on standardized assessments.

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

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

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

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3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

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

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

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

Instructional Programs: Our school will implement a two-part program: Sheltered English Immersion will be used in the general classroom as the vehicle for ELL students to acquire grade-level content, while the English Language Development program will be used for students requiring English language acquisition instruction. Each ELL student will have a Language Acquisition Plan (LAP) that contains specific goals to quickly acquire both social and academic proficiency in English. The LAP will detail accommodations and modifications that must be implemented in the classroom and on standardized assessments.

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

For an ELL student to exit the program, he or she must score proficient at the state-approved level for exit on the ACCESS exam. In addition, the school will examine data to verify that the student's classroom performance also indicates that the student is ready to exit the ELL program and will

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succeed without additional support and programming. School staff will closely monitor students for four years after they leave the ELL program to ensure that they are not experiencing academic regression due to language barriers. If a student who leaves the ELL program is found to be experiencing difficulty due to language constraints, the student may be reassessed and may re-enter the ELL program.

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

Attribution: NHA

### **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)*

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

ChildFind: We will include ChildFind in our marketing efforts to attract the

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

We understand our responsibility to identify students who need EC services but enter our school without an active IEP. If a student struggles with classroom assignments, a teacher or parent may refer the student to our Intervention Assistance Team (IAT), which will include the principal or designee, a classroom teacher, and the referring teacher. The student's parents may also be invited to participate. The IAT will determine appropriate educational and service options by analyzing screening data, response-to-intervention results, classroom performance, discipline data, state assessments, and any other pertinent information, including information provided by the parent. Outcomes may include: continuing current intervention and progress monitoring through the systematic intervention process; implementing additional interventions; referring for a Section 504 evaluation; referring to the EC team for a possible comprehensive evaluation; and taking no further action while monitoring academic, behavioral, and social data. In accordance with IDEA and Section 504, at any time, a student's parents can refer the student for an EC evaluation, and a properly convened team will decide whether to proceed with the evaluation. If parents disagree with an IEP team's decision not to conduct an evaluation, the parent has all procedural rights, including the right to request a due process hearing, as set forth in the North Carolina Handbook on Parent's Rights and under Section 504.

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

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

Attribution: NHA

### 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.*

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

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

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

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

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

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

Support Systems and Oversight to Ensure FAPE: Our school will employ the proper personnel to manage the administrative responsibilities and compliance associated with providing services for exceptional children. A member of the school leadership team will be designated to oversee the entire EC program. The principal will serve as the school's Section 504

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compliance official, ensuring that the school adheres to all applicable provisions of federal and state law relating to EC and ensuring that all students qualifying under Section 504 and IDEA receive a free and appropriate public education.

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

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

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

\*See overflow section for further detail.

\*Continued from Exceptional Children's Educational Programming.

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

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

At least twice a year, we will give all students a nationally normed assessment in the school's formative assessment program to gauge progress towards goals. This will include exceptional children as allowed in their IEPs. EC teachers will use the resulting information to determine areas of critical need for exceptional children and will make instructional decisions

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that positively affect these students' achievement. In addition to the nationally normed assessment, EC providers will use curriculum-based assessments and other data collection tools to monitor progress on IEP goals and objectives.

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

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

Related Services: Students with IEPs requiring related services (including speech, social work, physical and occupational therapy, etc.) will be provided such services consistent with their IEP. Services will be provided by properly certified and licensed therapists and providers who will be employed, contracted through an agency, or, if the option is available and desired, contracted through the local school district or other entity.

Attribution: NHA

### **Student Performance Standards**

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

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

- By the end of the charter term, students at NW Prep will exceed the average performance of local district students by at least five percent on state assessments.
- Seventh grade students returning to NW Prep in eighth grade will successfully complete Math I and earn a 75% passing rate on the Math I end-of-course exam.
- Each year, NW Prep will, at a minimum, "Meet Expected Growth." Our objective is to exceed state standards of expected progress by the end of our first charter term.
- Each year, following our fifth year of operation, NW Prep will meet or exceed the four-year Cohort Graduation Rate for the state.
- Each year, following our fifth year of operation, NW Prep will have a composite ACT score that meets or exceeds the state composite.

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- For our first four-year cohort graduating class, and each subsequent four-year cohort class, 95% will be accepted to college.
- One hundred percent of our graduating seniors will have completed 60 hours of community service.
- We will administer at least two interim assessments in ELA and math during the school year and adjust instruction to meet student need.
- All school leaders will participate in ongoing and timely professional development.
- All teachers will receive a full lesson observation within the first six weeks of school and will receive individual improvement goals based on that observation.
- Each year, our school will receive an unqualified audit.

Evaluation Tools: The school will administer a norm-referenced assessment, such as NWEA, multiple times per year to measure academic growth for students in grades K-10. These assessments also will be used as a tool to improve instruction, allowing teachers and school leaders to gauge student progress, change instruction where necessary, and measure the effectiveness of those changes. Our juniors are required to take the ACT according to state law. We will also encourage our high school students to take the PSAT and SAT, as well as a variety of Advance Placement (AP) Tests - which are nationally aligned college subject-area achievement tests.

Promotion/Retention: Our principals will be authorized to make initial grade placement of students at their respective campuses and have the final decisions regarding the promotion, acceleration, and retention of students. Our K-8 and 9-12 school leaders will work together to scaffold curriculum, and determine placement for a rising 9th grader who may not be ready to matriculate to high school. We expect our students to progress through one grade each year, but the practice of promoting students who have failed to master grade-level curriculum does not place them on a path to college, as noted in our mission. On occasion, it may be in a student's best interest to accelerate him or her more than one grade or retain him or her to repeat a current grade. If a parent or teacher wishes to consider a grade-level change, a written request shall be provided to the principal. These criteria will be shared with families in our parent-student handbook.

\*See overflow section for further detail.

\*Continued from "Student Performance Standards."

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

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

Exit Standards: Students will exit our school in accordance with the North Carolina Student Accountability Standards. Consistent with our mission, we



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believe strongly that students should leave our school prepared for college both socially and academically. Our Board is committed to meeting the needs of students who are at risk academically. Our model has a robust formative assessment program to quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

Attribution: NHA

### **Student Conduct:**

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

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

*Be sure to include:*

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

Time spent on student discipline is not spent on student learning. The philosophy behind our discipline policy is to create and maintain a culture committed to individual student achievement. We will adopt, implement, and sustain school-wide behavior and classroom management practices rooted in student engagement and aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support (PBIS) model throughout our K-12 program. Our K-8 program will include a six-level, school-wide behavior management system to ensure positive behaviors are reinforced. Levels increase as the severity of misbehavior also increases. Repeated minor to moderate impulsive misbehavior (Level 1) is met with time outs, student-teacher conferences, or contact to a parent/guardian by phone. Serious intentional misbehavior rising to the level of criminal action (Level 6) carries consequences that include contacting police, payment for damage, long-term suspension, or expulsion.

Teachers and staff will reinforce positive behavior using strategies such as relationship building, classroom motivation systems, development of social contracts, precise praise of positive behavior, and individual student affirmations.

Teachers will also have Positive Behavior Replacement Plan (PBRP) tools. This entails mini-course packets that are a resource for teachers. This information helps students understand the consequences of their behaviors, why they are not acceptable, and how they can change. Specifically, the program:

- Fosters dignity and respect for students.

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

Our moral focus programming will help create an environment conducive to teaching and learning and encourage students to manage their own behavior and develop strong moral character. We expect behaviors such as cooperation, respect, and compassion will replace apathy, bullying, and a disregard for authority.

Equitable Application: We will ensure our program is equitably applied to all students and remain mindful of individual needs. The system clearly defines examples of behaviors at each level and appropriate consequences. Details of incidents will be recorded in our student information system to help ensure consistent treatment and availability to parents. This creates consistency among students and classrooms as well as a familiarity of the rules among all students.

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

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

Attribution: Board and NHA

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<b>Section III: Education Plan Concerns and Additional Questions</b>		
<p>Greater specificity around how applicant expects teachers to build classroom culture (and how school leaders will create a schoolwide culture that permeates classrooms) would strengthen this application.</p> <p>More specificity around teacher assessment and the types of assessments that teachers will use and at what stages would help evaluators assess the strength of instructional program.</p> <p>Instructional plan for grades 9-12 is sorely underdeveloped. Unclear how this plan will lead to improved performance for the school's targeted population.</p>	Danielle Allen	Instructiona
<p>Can you provide evidence of PrepNet's successes? How many students, at the school's operated by PrepNet, are at or above grade level? What is the graduation rate of PrepNet's high schools? How well will the educational model used by PrepNet in Michigan convert to a school in North Carolina?</p>	Les Stein	Instructiona
<p>***The applicant has not demonstrated a comprehensive understanding of PrepNet and its instructional program/methods/assessments. ***The applicant does not have a target population.</p>	Kebbler Williams	Instructiona
<p>The assessment strategies are under developed and not well defined. Applicant should explain how it intends to progress monitor student achievement to ensure success on EOY state assessment. What other interim assessments will be used to guide curriculum development and ensure the curriculum is meeting the needs of the students? Applicant dose not provide documented evidence showing how the approach has resulted in improved academic outcomes for similar populations, especially sub groups and gap closing. Where has PrepNet been used and what were the outcomes for kids?</p>	Tracy Kelley	Instructiona
<p>Why is there an acceleration of credit expectations each year (i.e. 4 cr year #1, 6 cr year #2, 5.5. cr year #3, etc)</p>	Shannon Stein	Curriculum a
<p>Why isn't the 9-12 curriculum discussed (in specifics) in the section on aligning the curriculum with the proposed mission? It appears that the 9-12 curriculum is not yet fully developed.</p> <p>"Face to face driver" model of teacher-led instruction sounds much like the "sage on a stage" model- and educators know this method is not effective in engaging students. Adding technology to the proposed model seems woefully insufficient to ensure students are engaged.</p> <p>Applicant should provide evidence that class sizes of 25 and 28 have been proven successful in providing opportunities for individualized instruction.</p> <p>Requirement that all students complete an application to college in order to graduate is admirable and well-intentioned. Are there comparable measures in place for students who may be more interested in career pathways? Will the college application requirement be useful for these students? Or is there another iteration- perhaps an application to a certification or trade program- that they will find more tailored to their needs?</p>	Danielle Allen	Curriculum a
<p>Can you provide research that supports the success of your intended teacher to student ratio? Is it reasonable to have 25 students in each kindergarten class and 28 in grades 1 through 12? Do your other schools, both in North Carolina and nationwide, use this model? If so, can you describe their success?</p>	Les Stein	Curriculum a
<p>***The curriculum framework and sample course scope and sequence are not concentrated to support a targeted student population. ***How will students who do not intend to go to a 4-year college or university be included in this school?</p>	Kebbler Williams	Curriculum a
<p>The applicant does not adequately address the question pertaining to gifted and talented students.</p>	Tracy Kelley	Special Prog
<p>The section for intellectually gifted students repeats the information provided in the section for English Language Learner students. There is no discussion about a program for gifted students.</p>	Les Stein	Special Prog

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How will the intervention staff be trained?	Glenn Allen	Special Prog
Why is MTSS not addressed?	Shannon Stein	Special Prog
Please clarify "all students can achieve academic success when student learning is fundamentally an adult responsibility." Hasn't student learning generally been the responsibility of the adults charged with teaching them?  More information on the types of assessments given to struggling students and students with severe academic needs would be helpful. Is the applicant referring to more intensive assessments to be delivered weekly or every two weeks? Monitoring struggling students this infrequently is concerning. Teachers should likely be monitoring these students' progress daily, through formative assessments such as exit tickets.  Academically gifted section repeats information related to ELL students- oversight on part of applicant?	Danielle Allen	Special Prog
***The intervention approach appears to focus on elementary and middle school students. What will this approach look like in the high school? ***The applicant did not provide a plan regarding its academically gifted students. Instead, the applicant cut and pasted the same comments it wrote for ELL students.	Kebbler Williams	Special Prog
***The applicant did not demonstrate an understanding of state and federal requirements regarding the record keeping for students with disabilities.	Kebbler Williams	Exceptional
Applicant should request documentation from previous school whether or not parent has paperwork, to ensure complete records have been received.  Why aren't parents automatically invited to participate in IAT for their child(ren)? Language "parents *may* also be invited to participate" is inconsistent with previous language emphasizing a focus on parent participation and general best practices.  If a student has been identified as struggling, why is a possible outcome of the IAT "taking no further action while monitoring academic, behavioral, and social data"? Shouldn't some type of assistance be put in place to ensure the student doesn't fall behind?	Danielle Allen	Exceptional
It is unclear whether student IEP goals will be adjusted more than 2 year or based on mastery.	Tracy Kelley	Exceptional
***The goals provided do not expound upon the overall academic goals given in response to question 2 in the Mission, Purpose, and Goals section. ***Exit standards were not provided. ***Other than for 3rd grade, promotion standards were not provided.	Kebbler Williams	Student Perf
Student performance standards for K-8 do not appear to be included here? Goals for reading/math performance in K-8?  Is there a certain percentage of standards students must master at each grade level in order to be promoted? Policies regarding promotion/retention and exit standards should be clear so parents and students know what is expected.	Danielle Allen	Student Perf
See comments in response 2 for concerns relating to proposed academic goals.	Tracy Kelley	Student Perf
***The applicant outlined a school-wide behavior management system for grades K-8, but no mention was made of a system for 9-12. ***The applicant did not provide policies for student discipline, suspension, dismissal or expulsion. ***The applicant did not provide a preliminary list of offenses which may result in suspension or expulsion.	Kebbler Williams	Student Cond
Will the 9-12 program implement a similar six-level, school-wide behavior management system? Unclear how positive behaviors will be reinforced at high school level.  More clearly defined expectations for student behavior, processes for correction, procedures for suspension/expulsion would strengthen application. Right now it is unclear what process school leaders intend to follow regarding suspension/expulsion, whether or not there is an appeals process, how school leaders will ensure all students are disciplined fairly and not disproportionately suspended/expelled.	Danielle Allen	Student Cond

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<b>Reviewer</b>	<b>Score</b>
Les Stein	Pass
Kebbler Williams	Fail
Glenn Allen	
Tracy Kelley	Pass
Deanna Townsend-Smith	
Danielle Allen	Pass
Shannon Stein	Pass

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**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

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

*Mailing Address:* 123 S. White St., Wake Forest, NC

*City/State/Zip:* Wake Forest NC 27587

*Street Address:* 123 S. White St.

*Phone:* 919-357-4649

*Fax:* 866-783-0437

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

*FEDERAL TAX ID:* 81-3748488

**Tax-Exempt Status 501 (c)(3)**

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

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

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

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

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A. Parlér	ent		Educator; Real Estate Agent		
John B. Ferrie	Vice President	WAKE	Vice President - IT		
Carter Harrell	Treasurer	FRANKLIN	Banker - Wake Forest Federal Savings and Loan		
Richard Wright	Secretary	WAKE	Attorney		
Valeska Lipani-Garrett	Director	WAKE	Retired Educator		
Gary Brown	Director	WAKE	Interim Vice Chancellor for Student Affairs - NCCU		

**Please provide the following in this location of the APPLICATION:**

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

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

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

We will be a Board focused on governance while our management partner focuses on daily operations. We will govern an excellent school by ensuring that students are learning, funds are appropriately managed, and NW Prep complies with all applicable legal requirements and conducts necessary financial audits. We will use third-party experts to perform programmatic evaluations as necessary, to provide the Board a robust and diverse body of information to consider in the governance of NW Prep. We have also hired legal counsel from the firm Cranfill, Sumner, and Hartzog, LLP to advise our

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Board.

Roles and Responsibilities: Our Board will:

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

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

School leadership, with NHA as appropriate, will provide us with the information needed to assess all aspects of the school's performance, including students' proficiency and growth rates, interim assessment reports, and parent and staff satisfaction surveys.

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

Attribution: Board and NHA

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.*

Our Board has strong roots in Wake and Franklin Counties - from where we will likely draw our students. Our backgrounds in K-12 education, charter



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school governance, business, finance, management, non-profit foundations, technology, and law ensure that our governance team will have the high-quality and broad skill set we need to make NW Prep an academic and operational success. We also recognize the need for access to strong support from outside legal counsel, audit firms, and educational experts who can help monitor and review our program to ensure we are consistently improving.

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

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

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

**Involvement of Key Stakeholders:** Parents are one of the most critical stakeholder groups to consider in the success of NW Prep. Members of our Board exercise school choice. Our children are enrolled at district, charter, and private schools in the area, including WFCA. Some of our members intend to enroll their children if NW Prep is approved, thus ensuring the parental voice in our governance. We have also had preliminary discussions with key stakeholders in north Wake County and there is support for our effort. All stakeholders in the school and the community will always be invited to attend our Board meetings, and we will actively solicit feedback from community groups.

Our Board membership has the experience and ability to make meaningful contributions and effectively govern our school. Qualifications for current and future Board members include passion for the effective, high

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expectations-based education of children, enthusiasm for this school and commitment to our mission, dedication to our community, and willingness to give the time and energy needed to undertake this important venture.

Attribution: NHA

- 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?*

While charter school choices in north Wake County exist, the vast majority only serve students in grades K-8, and the demand for these schools can be seen in waiting lists that far exceed the available capacity. Parents remain adamant about wanting an option where their children can continuously attend one school for the duration of their K-12 education, and this hope for a new schooling choice became emphasized as parents noted the quality of education their children were receiving at the nearby Wake Forest Charter Academy (WFCA). That passion to expand a similar option for other members of the community is the guiding inspiration for their efforts to establish Rolesville Charter Academy, which is expected to open in the fall of 2018. It is also the impetus behind our efforts to establish NW Prep.

Ms. Hilda Parler, the Founder and President of the Board of WFCA, met with impassioned parents and community members, and together they began recruiting what would become our Board of Directors. Those original members sought additional members who had the background and expertise that could best ensure the sound planning, establishment, and operation of NW Prep. This included adding members with legal and technology expertise, to supplement the real estate, business, non-profit, and K-12 education expertise already in place with the original members. There was disappointment within our Board when we had to withdraw this application last year, and yet our drive to open a new charter school has not diminished even as some original members segued off the board.

Many parents of Wake Forest Charter Academy, Envision Science Academy, and Endeavor School, contacted Ms. Parler about the possibility of a charter high school soon after WFCA opened in August 2014. Every time they cross paths with Ms. Parler at WFCA and throughout the community, parents remain adamant about their desire for a new high school. They feel passionately about the possibility and express concerns as to where their child(ren) will go after 8th grade. Ms. Parler was compelled to make their dream - and hers - a reality.

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

The Board will seek to anticipate vacancies to the greatest extent possible. For example, we will ask members to notify the Board President early in

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theyear of the member's term expiration if he or she does not wish to renew his or her term. We will be proactive in recruitment for potential vacancies by maintaining a list of contacts and associates who may wish to serve on the Board. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws.

All potential new Board members will be required to submit to the Board a resume and complete a criminal background check. Nominees must receive a "yes" vote from a majority of the sitting Board members in order to be appointed to the Board.

Attribution: Board

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

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

Attribution: Board

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

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

Module One will discuss, among other things:

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

Module Two will discuss, among other things:

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

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Module Three will discuss, among other things:

- Proper use of closed sessions and the limitations on items that can be discussed outside of public meetings.
- Structure of public comment periods at board meetings.
- Reviewing, approving, and overseeing school budgets.
- Allocation of board funds and their proper use.
- State assessments and their meaning, impact, and reporting and the school's formative assessment process.
- The School Improvement Plan process.
- Our student discipline policy and behavior management system.
- Our parent-student handbook.
- Resources available to the Board and the school through NHA.
- Parent satisfaction surveys.
- Annual reporting requirements.
- Crisis management system/protocol.

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

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

Attribution: Board

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

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

Existing Conflicts of Interest: There are no known existing relationships of

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founding Board members that could pose an actual or perceived conflict of interest if this charter school application is approved.

**Avoiding Actual and Perceived Conflicts:** As noted, pursuant to the Board's bylaws, a Board member shall inform the Board of any direct or indirect conflict of interest related to any transaction contemplated by the Board. We will consult our legal counsel should any real or apparent conflict of interest ever arise. Our legal counsel will also provide support and advice as we review transactions for any actual and perceived conflicts of interest.

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

Our intent is for NHA to subcontract with a company to provide an academically high-quality high school education that poses no conflict between our school and our partner management organization, NHA. PrepNet, NHA's sister company, was founded as a continuance of the NHA program, and is highly regarded as the operator of five very successful high schools in Michigan. We plan for a partner with similar principles because they are one of the best charter high school operators.

While educating different grade levels, we demand partner organizations that have proven track records of success and focus on college readiness and moral character - two aspects of critical importance to us. We will ensure that no conflicts of interest arise with NHA.

Attribution: Board

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

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

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

Attribution: Board

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

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*school's governing body and leadership.*

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

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

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

Attribution: Board and NHA

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

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

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

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

Employee Grievances: We will adopt a process to help staff resolve concerns or grievances. Deans will be teachers' first line of communication for addressing concerns; concerns about deans shall be addressed to the principal. As a second option, staff may contact a representative at NHA's

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Service Center. Employees also may take advantage of a third option: an employee hotline that lets them provide feedback anonymously and is immediately escalated to the NHA Service Center for review, investigation, and resolution. In the rare event that staff cannot resolve a concern by speaking directly with school leaders, by communicating with Service Center representatives, or by communicating through the hotline, staff may bring an unresolved concern to our Board.

We will create a working environment that allows administrators to make decisions sensitive to the needs of students, and we will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. Employment is on an at-will basis, and teachers will be jointly employed by the Board and our management partner. We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate, and that is how our school will be structured. Policies and procedures will be defined and put in place to handle unacceptable performance by teachers or school leaders, and if performance is unacceptable and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, suspension, or administrative leave. Employees will receive additional coaching when necessary because we want all employees to grow and succeed. If a teacher does not meet performance expectations or if there is a significant violation of policies or procedures, however, termination of employment may be recommended to the Board.

Attribution: Board and NHA

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

#### Include in the Appendices:

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

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

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

**Not Applicable**

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

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Name of the Company: National Heritage Academies  
Address: 3850 Broadmoor Ave SE, STE 201  
Grand Rapids MI 49512  
Website: <https://www.nhaschools.com/en/pages/default.aspx>  
Phone Number: 616-222-1700  
Contact Person: Megan DeKraker  
Fax: 616-954-3083  
Email: [mdekraker@nhaschools.com](mailto:mdekraker@nhaschools.com)

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

We have done significant due diligence on available EMOs and CMOs and have partnered with NHA to build and operate NW Prep. Through our charter school start-up and operational experience, we are certain that this provides the best plan for success.

Best Educational Interest: NHA has a strong academic record and lasting partnerships:

- A partner school board has never terminated a Services Agreement with NHA, reflecting long-term satisfaction by boards.
- NHA-partner schools have successfully applied for and been granted renewal of their charters on all but one occasion (in 2005, one NHA-partner school in New York was not renewed after failing to meet its goals).

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

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

Our Board has executed the Services Agreement and are certain it will serve us well.

Attribution: Board and NHA

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

Ms. Hilda Parler is Founder and serves as the Board President for WFCA, an NHA-partner school. She is the impetus for this proposal, and led board recruitment. We know our community needs more public school choice through conversations with friends and family, the media, and the large waiting lists at area charter schools.

While we have been thrilled with our work with NHA, and have had prior conversations with the high school operator PrepNet, we concluded that neither was yet prepared to operate a 9-12 school in North Carolina. Offering high school grades was a non-negotiable aspect of our efforts to establish NW Prep. We did research on EMOs and CMOs that operate high



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schools and heard presentations from Charter Schools USA and Pansophic Learning. Both organizations had interesting programming, but neither was the right fit. Somewhat disheartened, we continued to inquire with NHA about their willingness to present to our Board. Our persistence paid off, and in August 2016 we heard a presentation from NHA and PrepNet. We submitted an application in 2016 that was withdrawn. Since last year, we have engaged in more conversations with EMOs and CMOs. In light of these conversations, we concluded it was in the best interest of NW Prep to partner solely with NHA, which in turn would subcontract with a high school operator much like PrepNet for the 9-12 curriculum.

The comprehensive model offered, including the turn-key delivery of facilities, curriculum, and staffing, coupled with rigorous academics and a robust moral focus curriculum, fit perfectly with our desires. Further, a high school model similar to PrepNet's is very attractive to area parents.

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

Attribution: Board

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

Nationally, NHA-partner schools post impressive student success: NHA-partner schools across the country have nearly perfect rates of compliance and consistently clean audits, demonstrating sound governance practices. The most recent comparable data available (2015-16) shows that more than 73% of students outperform their peers at the nearby district schools.

Highest and Lowest NHA-Partner Schools: On the spring 2017 NWEA assessment of math and reading, the highest-performer was Greensboro Academy with 90% proficiency. The lowest-performer was Willow Charter Academy in Lafayette, LA with 17% proficiency. The majority of students enter Willow well below grade-level proficiency. Additionally, Willow is struggling to maintain high levels of student attendance. NHA and the Board of Willow remain committed to improving student performance at the school. On the 2017 administration of Louisiana's state test, Willow did grow its students compared to the prior two years.

In June of 2017, Stanford University's Center for Research on Education Outcomes (CREDO) released an updated version of its popular "Charter Management Organizations" study. The 2017 Charter Management Organization study includes data from 63,616 Traditional Public Schools (TPS) and 5,715 charter schools across 24 states plus New York City and Washington D.C. It also includes 286 charter networks representing over 2,100 schools. The size and scope of the study make it one of the most comprehensive studies of charter schools to date.

While CREDO's study touches on many aspects of charter school performance, one of the most helpful aspects is the evaluation of charter networks around

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the country. CREDO allows for reliable comparison of charter networks' academic effect, even if they operate in different states employing different tests. Of the 286 charter networks in the study, NHA performed at the 84th percentile of all operators in academic effect. NHA students' growth was equivalent to about an additional 80 days of learning in math and 63 days of learning in reading.

Attribution: NHA

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

Independence: We recognize that it is our Board that will hold the charter for NW Prep and that we are responsible for achieving our goals. Because NHA will manage our K-8 school operations and subcontract with a company offering services similar to PrepNet's to operate our 9-12 program, NHA will be held accountable for the entirety of our academic results in addition to the fiscal soundness of NW Prep.

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

Our Lease Agreement, which is separate from our Services Agreement, guarantees that we can occupy the school facilities for at least one additional full school year even if we terminate our management relationship with NHA (see Appendix J). This provides us the independence to dissolve the management partnership without jeopardizing the continued operation and housing of our school.

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

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

Attribution: Board and NHA

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

The relationship among school employees and our management partner is detailed in our formal Services Agreement. Since the recent passage of Session Law 2017-173 in the 2017 legislative session, we have begun to look into the flexibility it provides and may modify our employment structure in the future. K-12 teachers will be jointly employed by the Board and NHA. The K-8 school principal, 9-12 principal, deans, assistant principal (9-12), and

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Other non-teaching staff will be directly employed by NHA. We have reviewed the Services Agreement with our legal counsel and sought advice about this arrangement, determining it is in the best interest of the school. We will work closely with NHA to ensure we have the right school leaders, teachers, and other staff in place to achieve our mission.

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

The excellent benefits package, competitive salary structure, and quality retirement plan offered by NHA will serve to attract excellent educators. Additionally, our school will benefit from NHA's substantial and professional teacher-recruitment efforts. Our Board is very impressed with the staff at WFCA and the positive reputation generated in our community.

Attribution: Board and NHA

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

Our Services Agreement requires NHA to keep NW Prep in compliance with our charter at all times. This includes a mandate to achieve our performance objectives.

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

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

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

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the existing rate. In any instance of termination, per-pupil funding aid will continue to flow to our school for the Board to finance school operations.

Attribution: Board and NHA

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

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

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

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

In the 2016-17 school year, NHA operated 10 charter schools in North Carolina. All 10 maintained the following positive fund balances over the past three fiscal years (2014-15, 2015-16, and 2016-17):

- Greensboro Academy: \$43,513, \$45,444, \$43,638
- Forsyth Academy: \$8,513, \$8,402, \$16,595
- Research Triangle Charter Academy: \$31,615, \$25,836, \$15,667
- PreEminent Charter School: \$41,354, \$60,420, \$61,498
- Queen's Grant Community School (K-8 program only): \$56,966, \$57,581, \$62,227
- Summerfield Charter Academy: \$21,605, \$36,524, \$50,105
- Wake Forest Charter Academy (opened fall 2014): \$11,447, \$19,717, \$23,514
- Winterville Charter Academy (opened fall 2015): N/A, \$24,901, \$25,175
- Gate City Charter Academy (opened fall 2016): N/A, N/A, \$12,443
- Matthews Charter Academy (opened fall 2016): N/A, N/A, \$27,729
- East Arbor Charter Academy (replication school): \$30,248, \$33,801, \$33,594

Please note that the school audits for 2016-17 are not yet complete, and figures included are thus unaudited. A significant benefit of our partnership with NHA is the commitment to provide the initial and ongoing investment needed to ensure a successful opening. These investments will include securing facilities, making contributions to ensure that the educational program is fully implemented from day one, and committing to contributing (not loaning) further financial support if revenues fall short of expenses. Our Services Agreement clarifies that NHA assumes the obligation for all expenses, and thus assumes all the financial risk. If expenses exceed revenues in any given year, NHA has the obligation to cover the shortfall. This partnership arrangement makes the need for our Board to maintain a substantial fund balance unnecessary.

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

Attribution: Board and NHA

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

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

**X Not Applicable**

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

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after.

### **Not Applicable**

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

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

East Arbor outperforms state and district averages on Michigan's state assessment in ELA. For the 2016-17 school year, the school outperformed the state in more than half of subjects and grade levels tested. East Arbor also outperformed its local district on the state test in all subjects tested.

Arbor Prep is also showing strong results. The school's average composite SAT score is 997.2, outperforming the local district by nearly 100 points.

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

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

Attribution: Board and NHA

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

East Arbor has shown strong enrollment growth since its opening. Over the last three years the school has been fully enrolled with approximately 770 students in grades K-8. The school has maintained a waiting list of approximately 200 students. East Arbor has maintained a similar racial and ethnic makeup since opening. For the 2016-17 school year, approximately 44% of the students were White, 38% were African American, five percent were Hispanic, three percent were Asian, and 10% were classified as other. Forty-two percent of the school's students are economically disadvantaged.

Likewise, Arbor Prep has seen steady, but slower enrollment growth. The school currently serves approximately 400 students in grades 9-12. Arbor Prep has maintained a similar racial and ethnic makeup since it opened. For the 2016-17 school year, approximately 36% of the students were White, 45% were African American, eight percent were Hispanic, seven percent were two

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or more races, and three percent were other. Approximately 32% of students are economically disadvantaged.

Attribution: Board and NHA

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

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

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

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

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

Attribution: Board

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

### **Projected Staff:**

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

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

Administration:

Principal: 2.0

Assistant Principal: 1.0

Deans: 3.0

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Registrar: 2.0

Office Administrator: 2.0

Guidance Counselor: 1.0

Technology Facilitator: 1.0

Admissions Representative: 1.0

Instructional:

Core Content Teachers: 63.0

Electives/Specialty Teacher(s): 9.0

English Learner Teachers: 1.5

Intervention Paraprofessionals: 4.4

Exceptional Children Teacher(s): 7.5

Exceptional Children Aides: 4.6

Social Workers: 1.2

Recess Aide: 1.0

Substitute Teachers: 3.2

Total Personnel: 108.4

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

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

Attribution: Board and NHA

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

Recruiting: We will rely primarily on the strong candidate network and teacher recruitment capabilities of NHA, which has extensive experience staffing 84 charter schools in nine states. Importantly, our Board members' knowledge of and connections to the local community and its potential sources for teachers will supplement these efforts. Recruiting strategies among those to be used include:

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

- Campus Relationships: On behalf of NW Prep, NHA will leverage its partnerships with colleges and universities (including NHA's relationships with the teacher education programs at NC State, East Carolina University, UNC campuses, and others) to tap pipelines of teacher candidates. This will give our school prime access to the best student teachers and the ability to hire new high-quality teacher graduates as soon as possible.

\*See overflow section for further detail.

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

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*and the nonprofit board.*

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

Our partnership with NHA for the employment of school personnel allows our school to use comprehensive and time-tested systems to administer employee benefits, payroll, retirement programs, employment compliance documentation, and other human resource functions. This model is in place at other NHA-partner schools. We have been advised that this arrangement complies with NC General Statute and was reviewed and approved by legal counsel for the Department of Public Instruction in 2012. Since the recent passage of Session Law 2017-173 in the 2017 legislative session, we are looking into the flexibility it provides and may modify our employee agreement as we move forward to reflect a model that is in place with several other NHA-partner schools.

Attribution: Board and NHA

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

**Hiring; Background Checks:** Our Board and NHA will be equal opportunity employers. In addition to compensation, payroll, and employment administration functions, NHA will oversee all licensure and compliance functions. Our Board will follow a similar process that is used at Wake Forest Charter Academy and adopt a background check policy that mirrors the legally required policy of WCPSS.

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

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

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



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be required to be presented to our Board for consideration and action.

Our employment policies and Employee Handbook will offer information on the corrective-action and termination processes. We will provide these policies in an Employee Handbook to each employee on or before the first day of work.

Attribution: Board and NHA

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

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

Teacher salary guidelines will be implemented that differentiate pay based on market rates and performance. Teachers' starting salaries will match the weighted average of districts surrounding NW Prep, ensuring that base pay is competitive in the market. For K-8 teachers, salaries will match the local market for a teacher's first three years of teaching experience, and beginning in the fourth-year employees will be eligible for merit increases in their salary of up to four percent per year (additional increases may be available for truly exceptional teachers). Exceptional high school teachers may receive merit increases beginning year one. Combined with a generous benefits package, an emphasis on career progression with the support necessary to grow professionally, and a respectful and professional working environment, employment at our school will be a very attractive choice.

In our budget plan, consistent with recent teacher pay increases in the state and current local supplements, we projected an average salary for core content teachers of \$44,200 for financial planning.

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

Attribution: Board and NHA

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

Grievances: NW Prep will enact a process to handle employee grievances. Our deans will be teachers' first line of communication for addressing concerns. Staff may also contact a representative of NHA's Service Center dedicated to handling staff issues, and also may take advantage of an employee hotline that allows them to provide feedback and raise concerns anonymously. Concerns submitted through the hotline (online or by phone) are immediately reviewed by NHA staff. In the rare event that staff cannot resolve a concern by speaking directly with the school leaders, or by talking with Service Center representatives, staff may bring an unresolved concern to our Board.

Termination: Employment at NW Prep will be on an at-will basis. Teachers will be jointly employed by the Board and our management partner. School

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leaders will determine the staff structure based on skill, performance, and how to best serve the needs of students and will design support and/or training programs for ineffective staff, or recommend termination of employment as appropriate.

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

Attribution: Board and NHA

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

We will plan for one position with dual responsibilities: a social worker funded from the general budget who also serves exceptional children through EC funding. We will ensure it is appropriately funded, that accounting is accurate, and that all compliance and reporting requirements are met.

Teachers at NW Prep will benefit from the close proximity of staff in similar roles at other nearby NHA-partner schools, namely WFCA. Although not a formal mentorship program, educators within this network of schools will interact regularly at professional development events, can easily share instructional resources and curricular frameworks, and connect to address day-to-day questions and concerns.

Attribution: NHA

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

Licensed EC teachers will be recruited to provide high-quality instruction for exceptional children. Other teachers will be available to provide academic support, and the school will hire or contract with a school psychologist, occupational therapist, speech therapist, and social worker as needed to meet the needs of students in our school. We will review credentials to ensure compliance with licensure requirements, and ancillary staff will have state-required credentials before providing services. Each year we will examine the need for additional staff to meet the needs of exceptional children, ELLs, and gifted students. Our projected first-year budget includes funding for 7.3 full-time equivalent (FTE) staff (with an added 0.7 social worker) to meet the needs of exceptional children; when fully enrolled, we expect to have 12.1 FTE EC staff. We also plan to start with 1.0 FTE ELL teacher, growing to 1.5 FTE, and will adjust that number based on student need.

Attribution: NHA

*9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

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

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

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

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

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

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

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

Deans and the assistant principal will have a bachelor's degree and a minimum of three years of experience in teaching or administration, or an equivalent combination of education and experience, and will possess licensure as required by law. It is our desire that the assistant principal of our high school have teaching experience at the high school level. Deans and the assistant principal will exhibit superior language skills, mathematical skills, and reasoning ability, and will demonstrate an effective collaborative approach to mentoring and developing their direct reports.

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\*See overflow section for more detail.

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

- Teachers in Residence: To provide coverage for schools when they experience a teacher vacancy mid-year, NHA will work on behalf of NW Prep to proactively hire teachers. As soon as a teacher in residence is hired, they will be assigned as academic specialists and substitute teachers when coverage is needed. Each teacher learns the culture of the school and systems in place in preparation for assuming control of a classroom should a vacancy occur.

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

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

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

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

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

Attribution: NHA

\*Continued from: "roles and responsibilities."

Teachers: Teachers will have a demonstrated ability to:

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

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

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

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

Teachers will have earned a bachelor's degree and have the appropriate teaching licensure as required by law. EC and ELL teachers also will demonstrate knowledge about education strategies particularly suited to the student populations they serve, and be appropriately certified. Instructional aides will demonstrate content knowledge through post-secondary coursework or a skills test.

Attribution: NHA

### **Staff Evaluation and Professional Development**

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

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

Attribution: NHA

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

The management model that will be used by NW Prep has a robust and successful staff development structure designed to attract, train, and retain the highest-quality personnel. An NHA credentialing consultant will support our leadership team to ensure that staff hold proper licensure for the grade or subject level taught, minimum education requirements are met for instructional support positions and unlicensed teachers, as well as assist our retained staff with licensure renewals.

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

Classroom teachers will be observed bi-weekly by their administrator and meet afterward to target specific development and teacher-stated needs. Educators will reflect on teaching practices, ask questions, and receive coaching to address individual needs aligned to our classroom framework teaching practices. Deans are in turn observed, coached, and evaluated by the principal on their effectiveness in supervising teachers.

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

- Frequent, high-quality coaching around instructional practice.
- An extensive professional development plan and individual growth.
- Intentional tracking of high-performing teachers to greater

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responsibility, including as mentors, content leaders, and deans; outstanding deans are coached to become school principals.

- The "Total Rewards" approach to compensation, including performance-based raises.

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

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

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

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

Attribution: NHA

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

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

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

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

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

**Attribution:** NHA

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

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

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

**Content-Based PD:** All staff will also participate in regionally-based PD with teachers in other NHA-partner schools on our climate and culture. Our K-8 staff will share instructional best practices with other NHA-partner schools in North Carolina while our high school staff will work with teachers at existing schools working with the high school operator NHA subcontracts with and other local charter high schools.

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

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

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

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Our K-8 teachers will learn in sessions aligned to the classroom framework, which is being implemented throughout NHA-partner schools to build a common approach designed to generate outstanding academic results. During NTO, teachers and school leaders will learn why these practices are effective and see how they play out in daily activities such as classroom management and instructional planning. Our 9-12 teachers will focus on the areas above, as well as on integrating technology into instruction, and delivering content in advanced placement courses.

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

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

Attribution: NHA

5. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

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

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



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established to permit cooperative and collaborative meetings with parents.

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

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

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

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

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

Attribution: NHA

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

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

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

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

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

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

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

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

Our dedicated AR will also participate in community events to engage with

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families interested in learning about the school and enrolling their children.

Attribution: Board and NHA

## **Parent and Community Involvement**

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

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

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

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

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

**Communication with Parents Before Opening:** Our school is committed to maintaining an atmosphere of open dialogue among parents, school leaders, and teachers, and we will begin these partnerships as early as possible in the life of the school. As soon as we are notified of the approval of our charter application, we will begin building relationships with parents and informing them of our mission. Families will be contacted through a variety

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of practical methods to inform them about our school, the enrollment process, and how they can become involved in the school.

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

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

Attribution: Board and NHA

## **Admissions Policy**

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

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

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

**Open Enrollment Period (OEP):** If our charter is approved, an OEP for the first year of operation will be established prior to June 30 and will be included in a notice of open enrollment. The OEP will not be shorter than 30 calendar days. At a public Board meeting, we will confirm the notice of the OEP and the application process - designed to ensure that people most likely

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to be interested in the school are informed. On our behalf, NHA will widely distribute the OEP notice. We will aim to complete our lottery in March, like other NHA-partner schools.

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

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

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

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

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

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

**Withdrawals/Transfers:** When a student withdraws, it creates an open seat to be filled by another student through the waiting list process outlined above. Students wishing to legally transfer into the school mid-year may submit a late application, which will be processed as outlined above.

**Attribution:** Board and NHA

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### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No:

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

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

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

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

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**PROJECTED ENROLLMENT**

**2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools  
 LEA #2 Franklin County Schools  
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000
Kindergarten	80	20	0	80	20	0	80	20	0	80	20	0	80	20	0
Grade 01	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 02	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 03	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 04	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 05	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 06	67	17	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 07	0	0	0	67	17	0	67	17	0	67	17	0	67	17	0
Grade 08	0	0	0	0	0	0	67	17	0	67	17	0	67	17	0
Grade 09	180	45	0	180	45	0	180	45	0	180	45	0	180	45	0
Grade 10	168	42	0	180	45	0	180	45	0	180	45	0	180	45	0
Grade 11	0	0	0	168	42	0	180	45	0	180	45	0	180	45	0
Grade 12	0	0	0	0	0	0	168	42	0	180	45	0	180	45	0
	830	209		1077	271		1324	333		1336	336		1336	336	

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<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Will Ms. Parler step down in her leadership capacity since she is already sitting on another charter school board?	Shannon Stein	Governance a
Applicant should be asked to expound on what is meant by significant experience overseeing and starting charter schools? Please be specific and provide evidence of success in that regard. Ms Parler should be asked to explain her relationship with the Wake Forest charter school, also. Again more information is needed about the current performance levels of area high schools. There needs to be more context for NetPrep as the HS manager. What was the reason for the schism between the original application board and this one and why not just expand the current k-8 to include high school. The proposed board is experienced and diverse but questions exist as to their capacity given past issues. Please explain Rolesville charter, also. The fact that NetPrep is not depicted on the org chart is problematic.	Tracy Kelley	Governance a
<p>The narrative states that "teachers will be jointly employed by our Board." Does this mean that the board will have input on teacher salaries and benefits? In Appendix E should there be a dotted line leading from the teacher box to the Board box, to show that teachers will be reporting to both the board and NHA?</p> <p>Will the Board receive a summary of grievances that have been submitted by parents, teachers, or staff? How will the Board avoid being surprised by serious problems? Do teachers have an option to bypass NHA and address their concerns directly with the Board?</p>	Les Stein	Governance a
<p>***The applicant did not provide criteria regarding the evaluation of the governing board or individual board members.</p> <p>***The applicant did not describe the roles and duties of the parent organization it intends to develop, nor the reporting structure as it relates to the school's governing body and leadership.</p>	Kebbler Williams	Governance a
<p>Org chart is inconsistent with the description of responsibilities outlined here.</p> <p>Why is PrepNet not mentioned in the governance/org structure? They (or a similar org) will be primarily responsible for the HS program, so the omission here is troubling.</p> <p>Will board members have term limits? Or will they serve indefinitely?</p> <p>How will the board evaluate its own performance and that of its members?</p> <p>NHA is contributing a significant amount of money to school operations. In the event that the board decides to terminate the partnership, is there a plan to cover expenses that were previously covered by NHA?</p> <p>Will Ms. Parler remain President of the board at WFCA?</p> <p>Still unclear why PrepNet, which operates schools in Michigan, is the preferred provider for HS services? Would a provider with successful experience in NC not be more appropriate?</p>	Danielle Allen	Governance a
<p>Applicant needs to clarify what is meant by the following statement: In light of these conversations, we concluded it was in the best interest of NW Prep to partner solely with NHA, which in turn would subcontract with a high school operator much like PrepNet for the 9-12 curriculum. and the following: Further, a high school model similar to PrepNet's is very attractive to area parents. and the following: Because NHA will manage our K-8 school operations and subcontract with a company offering services similar to PrepNet's to operate our 9-12 program, NHA will be held accountable for the entirety of our academic results in addition to the fiscal soundness of NW Prep.</p> <p>The issue pertaining to statements indicating that the HS will be run by organizations</p>	Tracy Kelley	Proposed Man



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similar to NetPrep is concerning. The applicant does not provide enough background information on NetPrep and their experience and the org chart is not clear, and what role NHA will have over Net prep and the role Ms Parler will play as president of both charter schools. The EMO/CMO executed contract between NHA and the Board does not mention NetPrep, which is a significant problem.		
<p>***Is PrepNet an EMO or CMO also?</p> <p>***The applicant needs to clarify the exact relationship between NHA and PrepNet.</p> <p>***The Management Agreement has not been updated since 2016, and is still showing the first school year beginning on July 1, 2018.</p> <p>***Queen's Grant Community School is a K-12 school (under one charter), but the NW Prep board/NHA has only chosen to include the fund balances for the K-8 program. Why has the high school been excluded?</p> <p>***The financial history and statements of the EMO/CMO over the last three years were not provided.</p>	Kebbler Williams	Proposed Man
Does NHA have a requirement to have a representative on the Board?	Shannon Stein	Proposed Man
Application contains repeated language about subcontracting with a partner "much like PrepNet." Has the applicant not decided to use PrepNet? If not PrepNet, who do they intend to use to facilitate the instructional plan, staffing, etc. at the HS? How/why is this still unclear at this stage?	Danielle Allen	Proposed Man
The applicant does not present any verifiable academic performance data on NetPrep and the Arbor prep replicating school.	Tracy Kelley	Charter Scho
***The applicant has not provided a strong rationale for replicating Arbor Prep High School. For example, what is Arbor Prep's academic performance on state summative assessments for the last 3 years? What is Arbor Prep's fund balance for the last 3 years?	Kebbler Williams	Charter Scho
Clarification on why/how the NHA/PrepNet partnership was selected is helpful, but more information on Arbor Prep's financial and academic performance (and why a HS in Michigan is more appropriate for replication than a successful model here in NC) would strengthen the application.	Danielle Allen	Charter Scho
Why is there only one assistant principal to support two schools? Which school will this individual support?	Les Stein	Staffing Pla
There is a lack of details regarding who will lead the HS and who the HS leader will report to. This stems from a lack of clarity around NetPreps overall role and their absence from the contract between NHA and the Board.	Tracy Kelley	Staffing Pla
***The applicant did not adequately address its plans to provide qualified staff for gifted students.	Kebbler Williams	Staffing Pla
What qualitative measures will be used to evaluate teacher performance?	Danielle Allen	Staff Evalua
PD schedule specifically mentions K-8 teachers. Is there a similar plan in place for 9-12?		
The plan does not explicitly provide enough details about how the needs of HS teachers will be met. How will the NetPrep program be integrated in to the fabric of the school?	Tracy Kelley	Staff Evalua
***The applicant provided a plan for how the school will mentor, retain, and evaluate staff in the K-8 school, but did not provide a plan for the high school.	Kebbler Williams	Staff Evalua
***The applicant should strongly consider the fairness of the following part of the Admissions Policy: "...if a late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment-preference category." Why does the board consider it fair treatment to place someone who enrolled after the Open Enrollment Period on the waiting list before others who enrolled appropriately during the Open Enrollment Period?	Kebbler Williams	Admissions P
The table is not realistic nor does it align with best practice bc it straddles 2 grade bands-es,hs	Tracy Kelley	Projected St
Where are there a 100 students enrolled in K, but then there is a decrease of 16 students for all future grades in ES?	Shannon Stein	Projected St

Reviewer	Score
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Tracy Kelley	Fail
Deanna Townsend-Smith	
Danielle Allen	Pass
Glenn Allen	
Kebbler Williams	Pass
Les Stein	Pass
Shannon Stein	Pass

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## V. OPERATIONS

### Transportation Plan:

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

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

Transportation Program: Our school will establish a program for parents called "RideFinder." This online tool established in other NHA-partner schools with great success matches parents seeking to carpool with other parents. Parents log in to the school's website, enter their address, and automatically see other parents who have expressed an interest in carpooling and how near those families live. Families without internet access at home can always utilize computer access in the school's parent room. Personalized and written training on the use of this program (including appropriate reminders of the assumption of risk when operating a vehicle) will be offered to all parents of enrolling students. RideFinder streamlines the process of information gathering and provides parents instant access to carpooling options within their school community.

High school students driving to school will purchase an annual parking permit. Students may not transport other students to any off-campus location without written parental permission on file in the main office. Driving to school and parking on campus is considered a privilege, and students who drive recklessly on or near school grounds will be subject to the loss of that privilege.

We are dedicated to have staff greet students and believe asking parents to partner with us in transportation provides students a comforting, safe, smooth, and welcoming transition between school and home. This approach provides staff an additional point of contact with parents, and provides parents with an opportunity to become a part of the day-to-day life of the school. This is the same program in place at other local NHA-partner schools. It works well, allowing students to arrive at school more focused on the days activities and with lower levels of anxiety and distraction than often attributed to school bus rides.

We recognize this transportation strategy may not be a viable option for every family. Before the first day of school, we will work with parents to address their transportation needs to ensure they are not a barrier to any child wishing to attend NW Prep. In addition to the RideFinder program,

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staff will work to identify and plan the use of public transportation options that are available, and if needed, make arrangements with private carriers. The school's budget also has built in \$15,000 to cover the cost of such transportation needs, which also may include transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

**Targeted Population:** NW Prep will not target a specific student population for enrollment, marketing to and serving students from across Wake and Franklin Counties. The RideFinder program will allow families to access needed information to arrange carpools or other transportation options. We have budgeted funds for student transportation needs, including students outside our area.

**Aligned to Budget:** Our transportation plan aligns with the budget plan which includes an allocation of \$15,000 to cover special transportation arrangements. NHA will incorporate the RideFinder online parent tool into the school's technology network.

Attribution: NHA

### **School Lunch Plan:**

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

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

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

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

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We recognize the importance of providing healthy meals to our students, and our goal is to meet students' nutritional needs to ensure that they focus on the work of learning and not on their physical hunger.

Attribution: NHA

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$5,500.00
Officers and Directors/Errors and Omissions	\$2,000,000		\$5,500.00
Property Insurance	\$25,000		\$1,000.00
Motor Vehicle Liability	\$1,000,000		\$250.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$1,000,000	\$100.00
Other	\$2,000,000		\$2,500.00
Total Cost			\$14,850.00

\*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.

haparler 09/22/2017

(Board Chair Signature)

(Date)

**Facility:**

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

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

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

**Acquiring a Facility:** Once our charter application is approved, we will work with NHA and the necessary municipalities to complete the land use approval process for the real estate we have identified. We have begun a search for suitable parcels of land to complete due diligence, and it is our intention to have a letter of intent on a specific site within the next six months. NHA understands the need to expedite land use approval and construction processes in Wake County in order to open successfully in the fall of 2019. Our Board will be monitoring this progress closely to ensure we can do just that.

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

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

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

We also will ensure that we have insurance coverage for the facilities at or

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above what is required by applicable law. Our insurance quote in Appendix L includes coverage in all required areas. Some of these items are encompassed under the property insurance and umbrella policy specifications (such as boiler and machinery, real and personal property, fidelity bonds, etc.). Additionally, NHA will carry most of the required facility insurance coverage on the organization's policies.

Attribution: Board and NHA

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

The facility cost is estimated at \$38.72/sq. ft. Given the single-use nature, leases that are contingent upon charter renewal, and NHA's full assumptions of financial risk, we are comfortable with this cost.

Attribution: Board and NHA

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

Members of our Board have already begun working with NHA's real estate team to create a list of suitable properties. Our Board has experience working with NHA to secure land and build a school facility under tight timelines. We understand that 2016 and 2017 openings for NHA did not go as planned, delays were requested, and we are following a new accelerated plan with NHA to ensure a successful opening. NHA has recent experience with real estate searches in Wake and Johnston Counties, as well as working through the associated hurdles of development in this market. We have discussed these challenges with NHA and have been adamant that more advanced work be done on our real estate and facilities efforts to ensure we do not experience similar delays.

To ensure that the schools' facility plans stay on track, it is our goal to have due diligence completed and enter into a letter of intent on viable real estate within the next six months. If we are fortunate enough to be recommended for approval by the CSAB, we will be in a position to complete the necessary due diligence on the land parcels, determine which parcel best suits our school, and purchase the land in early fall of 2018, following an affirmative decision by the State Board of Education. Construction would begin shortly after the land purchase. This timeline will provide us with at least six additional months of construction time - more than enough for NHA to complete our facilities, and importantly, limiting parent and student anxiety about the school opening timeline.

We need 25 acres for our school facilities. This will include sufficient space for a play area, a play field, and adequate parking. Our K-8 facility will be approximately 48,500 square feet, and our high school facility will be approximately 58,000 square feet. Both facilities will include approximately 28 classrooms; student support rooms; art rooms; music rooms; media centers; gymnasiums; parent rooms; front offices; administrative spaces for school leadership; teacher workrooms; and, conference rooms. Our high school facility will also include science labs and a commons area for

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 eating lunch and other activities.

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

Attribution: Board and NHA

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<p>More evidence for why applicant has decided not to provide bus transportation at all is necessary. How will this not prohibit certain students from enrolling? Not all families can take advantage of carpooling and ridesharing- parents may not own a reliable vehicle, or their work schedule may not allow them to participate in a carpool. What (socioeconomic) student demographic does the school anticipate enrolling, when most students are expected to drive themselves to school?</p> <p>The applicant has proposed opening with grades 9-10- these students will likely not have a driver's license. Is it still most appropriate not to provide any type of transportation aside from carpooling and ridesharing?</p>	Danielle Allen	Transportati
<p>Asking students every day if they brought a lunch from home could be a source of embarrassment for students unable to afford to pack a lunch. School leaders should consider polling parents at the beginning of the year to determine need for nutrition services.</p>	Danielle Allen	School Lunch
<p>Will the schools have a cafeteria? If not, where will the students eat their lunch?</p>	Les Stein	School Lunch
<p>In the event that the construction effort is delayed or cannot be completed as planned, do you have a contingency plan for starting the school year on time? Are there existing facilities in the local area that could accommodate your needs for the short term?</p>	Les Stein	Facility and
<p>***Three of the NHA Schools that were supposed to open in the last 2 years (2016 and 2017) were not ready to open on time because of the facility. What guarantee does the NW Prep Board have that NHA will have its school (with 2 separate facilities) ready to open on time?            ***How is the cost per square foot comparable to the commercial and educational spaces for the proposed location?            ***The applicant did not provide a facility contingency plan.</p>	Kebbler Williams	Facility and

<b>Reviewer</b>	<b>Score</b>
Tracy Kelley	Pass
Deanna Townsend-Smith	
Danielle Allen	Pass
Glenn Allen	
Shannon Stein	Pass



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Les Stein	Pass
Kebbler Williams	Pass

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## VI. FINANCIAL PLAN

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

### **Budget: Revenue Projections from each LEA 2018-19**

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

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

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

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

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

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

#### **REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

#### LEA #1 920 - Wake County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,070.04	830	\$4,208,133.20
Local Funds	\$2,420.00	830	\$2,008,600.00
Federal EC Funds	\$4,253.55	83	\$353,044.65
<b>Totals</b>			\$6,569,777.85

#### LEA #2 350 - Franklin County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,715.73	209	\$1,194,587.57
Local Funds	\$1,615.20	209	\$337,576.80
Federal EC Funds	\$4,253.55	21	\$89,324.55
<b>Totals</b>			\$1,621,488.92

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$5,402,721	\$7,031,100	\$8,761,100	\$8,963,000	\$9,094,600
<b>-Local Per Pupil Funds</b>	\$2,346,177	\$3,209,700	\$3,989,300	\$4,083,500	\$4,144,100
<b>-Exceptional Children &amp; Federal Funds</b>	\$442,369	\$645,000	\$790,600	\$805,600	\$816,500
<b>-Other Funds*</b>	\$3,566,900	\$1,509,500	\$440,000	\$448,000	\$453,500
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$11,758,167	\$12,395,300	\$13,981,000	\$14,300,100	\$14,508,700

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	2	\$90,000	\$180,000	2	\$92,750	\$185,500	2	\$95,500	\$191,000	2	\$98,350	\$196,700	2	\$101,300	\$202,600
Assistant Principal	1	\$65,000	\$65,000	1	\$67,000	\$67,000	1	\$69,000	\$69,000	1	\$71,000	\$71,000	1	\$73,200	\$73,200
Dean	3	\$55,400	\$166,200	3	\$57,100	\$171,300	3	\$58,800	\$176,400	3	\$60,600	\$181,800	3	\$62,400	\$187,200
Registrar	2	\$34,500	\$69,000	2	\$35,550	\$71,100	2	\$36,550	\$73,100	2	\$37,650	\$75,300	2	\$38,800	\$77,600
Office Administrator	2	\$31,800	\$63,600	2	\$32,750	\$65,500	2	\$33,750	\$67,500	2	\$34,750	\$69,500	2	\$35,800	\$71,600
Guidance Counselor	.5	\$46,000	\$23,000	.5	\$47,400	\$23,700	1	\$48,800	\$48,800	1	\$50,300	\$50,300	1	\$51,800	\$51,800
Technology Facilitator	1	\$41,200	\$41,200	1	\$42,400	\$42,400	1	\$43,700	\$43,700	1	\$45,000	\$45,000	1	\$46,400	\$46,400
Admissions Representative	1	\$37,500	\$37,500	1	\$38,600	\$38,600	1	\$39,800	\$39,800	1	\$41,000	\$41,000	1	\$42,200	\$42,200
A - Total Admin and Support:	12.5		\$645,500	12.5		\$665,100	13		\$709,300	13		\$730,600	13		\$752,600
Instructional Personnel:															
Core Content Teacher(s)	40.3	\$44,200	\$1,781,260	51	\$45,300	\$2,310,300	63	\$46,600	\$2,935,800	63	\$48,100	\$3,030,300	63	\$49,600	\$3,124,800
Music, Art, Pe, Etc.	5	\$42,600	\$213,000	7.3	\$44,000	\$321,200	8.3	\$45,300	\$375,990	9	\$46,700	\$420,300	9	\$48,100	\$432,900
English Language Learner Teacher	1	\$46,000	\$46,000	1	\$47,400	\$47,400	1.5	\$48,800	\$73,200	1.5	\$50,300	\$75,450	1.5	\$51,800	\$77,700
Intervention Paraprofessionals	3.4	\$19,400	\$65,960	3.9	\$20,000	\$78,000	4.4	\$20,600	\$90,640	4.4	\$21,200	\$93,280	4.4	\$21,900	\$96,360
Exceptional Children Teacher(s)	4.5	\$46,000	\$207,000	5.5	\$47,400	\$260,700	6.5	\$48,800	\$317,200	7.5	\$50,300	\$377,250	7.5	\$51,800	\$388,500

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Exceptional Children Aides	2.8	\$21,500	\$60,200	3.6	\$21,700	\$78,120	3.6	\$22,300	\$80,280	3.6	\$23,000	\$82,800	4.6	\$24,700	\$113,620
Social Worker	1	\$47,000	\$47,000	1.1	\$48,500	\$53,350	1.2	\$50,000	\$60,000	1.2	\$51,600	\$61,920	1.2	\$53,100	\$63,720
Recess Aides	.9	\$15,400	\$13,860	.9	\$15,800	\$14,220	1	\$16,300	\$16,300	1	\$16,800	\$16,800	1	\$17,300	\$17,300
Substitute Teachers	2	\$18,200	\$36,400	2.5	\$19,200	\$48,000	3.2	\$20,100	\$64,320	3.2	\$20,700	\$66,240	3.2	\$21,300	\$68,160
B - Total Instructional Personnel:	60.9		\$2,470,680	76.8		\$3,211,290	92.7		\$4,013,730	94.4		\$4,224,340	95.4		\$4,383,060
A+B = C - Total Admin, Support and Instructional Personnel:	73.4		\$3,116,180	89.3		\$3,876,390	105.7		\$4,723,030	107.4		\$4,954,940	108.4		\$5,135,660
Administrative & Support Benefits															
Health & Dental Insurance	11.5	\$9,510	\$109,365	11.5	\$10,010	\$115,115	12	\$10,520	\$126,240	12	\$11,120	\$133,440	12	\$11,770	\$141,240
Retirement Plan--Other	11.5	\$1,450	\$16,675	11.5	\$1,490	\$17,135	12	\$1,530	\$18,360	12	\$1,570	\$18,840	12	\$1,620	\$19,440
Life & Disability Insurance	11.5	\$220	\$2,530	11.5	\$240	\$2,760	12	\$250	\$3,000	12	\$260	\$3,120	12	\$260	\$3,120
Workers Compensation	11.5	\$140	\$1,610	11.5	\$150	\$1,725	12	\$150	\$1,800	12	\$150	\$1,800	12	\$160	\$1,920
Fica/Medicare Tax	11.5	\$4,640	\$53,360	11.5	\$4,770	\$54,855	12	\$4,880	\$58,560	12	\$5,020	\$60,240	12	\$5,180	\$62,160
Futa & Suta	11.5	\$680	\$7,820	11.5	\$710	\$8,165	12	\$720	\$8,640	12	\$750	\$9,000	12	\$770	\$9,240
Tuition Reimbursement	11.5	\$500	\$5,750	11.5	\$520	\$5,980	12	\$510	\$6,120	12	\$530	\$6,360	12	\$540	\$6,480
Incentives/Stipends/Bonuses	11.5	\$4,290	\$49,335	11.5	\$4,450	\$51,175	12	\$4,480	\$53,760	12	\$4,640	\$55,680	12	\$4,800	\$57,600
D - Total Admin and Support Benefits:	92		\$246,445	92		\$256,910	96		\$276,480	96		\$288,480	96		\$301,200
Instructional Personnel Benefits:															
Health & Dental Insurance	58.8	\$9,320	\$548,016	74.4	\$9,770	\$726,888	89.4	\$10,300	\$920,820	91.1	\$10,940	\$996,634	92.1	\$11,650	\$1,072,965
Retirement Plan--Other	59.9	\$760	\$45,524	75.3	\$780	\$58,734	90.5	\$810	\$73,305	92.2	\$830	\$76,526	93.2	\$850	\$79,220
Life & Disability Insurance	59.9	\$150	\$8,985	75.3	\$170	\$12,801	90.5	\$190	\$17,195	92.2	\$190	\$17,518	93.2	\$200	\$18,640
Workers Compensation	59.9	\$120	\$7,188	75.3	\$110	\$8,283	90.5	\$120	\$10,860	92.2	\$120	\$11,064	93.2	\$120	\$11,184
Fica/Medicare Tax	61.9	\$3,070	\$190,033	77.8	\$3,190	\$248,182	93.7	\$3,300	\$309,210	95.4	\$3,410	\$325,314	96.4	\$3,490	\$336,436
Futa & Suta	61.9	\$530	\$32,807	77.8	\$550	\$42,790	93.7	\$550	\$51,535	95.4	\$570	\$54,378	96.4	\$590	\$56,876

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Tuition Reimbursement	59.9	\$340	\$20,366	75.3	\$380	\$28,614	90.5	\$410	\$37,105	92.2	\$410	\$37,802	93.2	\$420	\$39,144
Incentives/Stipends/Bonuses	28.3	\$220	\$6,226	40.3	\$380	\$15,314	53.3	\$360	\$19,188	55	\$360	\$19,800	56	\$360	\$20,160
E - Total Instructional Personnel Benefits:	450.5		\$859,145	571.5		\$1,141,606	692.1		\$1,439,218	705.7		\$1,539,036	713.7		\$1,634,625
D+E = F - Total Personnel Benefits	542.5		\$1,105,590	663.5		\$1,398,516	788.1		\$1,715,698	801.7		\$1,827,516	809.7		\$1,935,825
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	104.5		\$891,945	104.5		\$922,010	109		\$985,780	109		\$1,019,080	109		\$1,053,800
B+E = H - Total Instructional Personnel (Salary & Benefits)	511.4		\$3,329,825	648.3		\$4,352,896	784.8		\$5,452,948	800.1		\$5,763,376	809.1		\$6,017,685
G+H = J - TOTAL PERSONNEL	615.9		\$4,221,770	752.8		\$5,274,906	893.8		\$6,438,728	909.1		\$6,782,456	918.1		\$7,071,485

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Office:	Office Supplies	\$42,600	\$29,200	\$33,000	\$34,000	\$35,100
	Office Equipment	\$31,100	\$25,600	\$27,000	\$27,300	\$27,800
Facilities	Facility Lease/Mortgage	\$4,123,800	\$4,123,800	\$4,123,800	\$4,123,800	\$4,123,800
	Rent Of Equipment	\$15,800	\$17,400	\$19,100	\$19,700	\$20,100
	Maintenance & Repair	\$250,900	\$321,100	\$181,300	\$185,400	\$189,200
	Custodial Contract	\$138,600	\$136,500	\$140,600	\$144,800	\$149,100
Utilities	Phone And Internet	\$20,100	\$26,400	\$33,200	\$34,400	\$35,500
	Electric	\$120,900	\$124,200	\$127,600	\$131,000	\$134,900
	Gas	\$19,400	\$19,800	\$20,300	\$20,900	\$21,500
	Water/Sewer	\$19,000	\$27,300	\$35,800	\$37,200	\$38,400
	Trash	\$9,300	\$12,100	\$14,900	\$15,300	\$15,800
Transportation	Transportation Plan	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Other	Administrative Support	\$173,700	\$194,600	\$477,700	\$460,600	\$399,000
	Contracted Services	\$19,600	\$11,100	\$11,370	\$11,650	\$12,110
	Facility Acquisition	\$453,700	\$153,000	\$0	\$0	\$0
	Food Plan	\$235,500	\$276,200	\$313,800	\$318,400	\$322,000
	Insurances	\$45,500	\$48,000	\$50,600	\$51,900	\$53,200
	Legal & Audit	\$143,700	\$136,300	\$224,500	\$220,600	\$202,100
	Marketing Plan	\$115,500	\$95,100	\$89,200	\$89,100	\$89,900
	Partner Relations	\$73,100	\$73,500	\$86,400	\$85,800	\$83,200
	Travel And Meetings & Meals	\$31,400	\$37,100	\$43,100	\$44,600	\$46,000
	Other	\$68,997	\$66,594	\$66,502	\$66,294	\$66,305
	K - TOTAL Administrative & Support Operations	\$6,167,197	\$5,969,894	\$6,134,772	\$6,137,744	\$6,080,015
	Instructional:					
Classroom Technology	Technology Services	\$137,300	\$158,900	\$187,500	\$187,500	\$185,600
Instructional Contract	Staff Development	\$189,800	\$127,200	\$135,800	\$137,400	\$139,000
	Staff Recruitment And Retention	\$87,500	\$97,900	\$118,800	\$118,300	\$117,200
	Special Education Services	\$166,700	\$204,900	\$234,000	\$240,100	\$245,600
	Contracted Services	\$25,000	\$25,600	\$26,300	\$26,900	\$27,700
	Curriculum Development & Intervention Svcs	\$101,100	\$124,000	\$269,500	\$260,900	\$230,200
	Other	\$21,200	\$24,000	\$25,700	\$34,100	\$30,300

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Books and Supplies	Instructional Materials	\$26,300	\$30,600	\$34,800	\$35,200	\$35,400
	Curriculum/Texts	\$382,600	\$118,300	\$116,500	\$73,600	\$75,200
Books And Supplies	Printing & Copier Costs	\$18,400	\$21,200	\$24,400	\$25,100	\$26,000
	Student Assessment	\$55,300	\$58,400	\$62,900	\$65,400	\$65,500
Other	Instructional Equipment	\$122,500	\$129,200	\$136,000	\$139,200	\$142,600
	Field Trips	\$7,500	\$10,300	\$13,200	\$13,800	\$14,100
	Coaches, Officials & Uniforms	\$28,000	\$20,000	\$22,100	\$22,400	\$22,800
	L - TOTAL Instructional Operations	\$1,369,200	\$1,150,500	\$1,407,500	\$1,379,900	\$1,357,200
	K+L = M - TOTAL OPERATIONS	\$7,536,397	\$7,120,394	\$7,542,272	\$7,517,644	\$7,437,215



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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$4,221,770	\$5,274,906	\$6,438,728	\$6,782,456	\$7,071,485
M - TOTAL OPERATIONS	\$7,536,397	\$7,120,394	\$7,542,272	\$7,517,644	\$7,437,215
J+ M =N TOTAL EXPENDITURES	\$11,758,167	\$12,395,300	\$13,981,000	\$14,300,100	\$14,508,700
Z - TOTAL REVENUE	\$11,758,167	\$12,395,300	\$13,981,000	\$14,300,100	\$14,508,700
Z - N = SURPLUS / (DEFICIT)	-\$0	\$0	\$0	\$0	\$0

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

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

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

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

*Provide the break-even point of student enrollment.*

We plan to begin serving students in grades K-6 and 9-10 in the fall of 2019. Grades K-6 will serve approximately 604 students and grades 9-10 will serve 435, for a total of 1,039. In our second year we will add grades 7 and 11. In our third year we will reach our K-12 program by adding grades 8 and 12, but full enrollment will not occur until Year 4. We will serve four classrooms of kindergarten students and three sections of grades K-8 once our school is fully enrolled in 2022-23. Importantly, we plan to offer more student capacity in our high school (approximately eight classes per grade) in order to serve not only rising NW Prep ninth graders, but also to provide options for nearby charter school students. Nearby charters include Wake Forest Charter Academy, Rolesville Charter Academy (expected to open in fall 2018), Endeavor Charter School, and Envision Science Academy, as well as charters in the wider Raleigh metro area. We will also, of course, accept applications from any North Carolina student of appropriate age applying to our school.

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

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

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\*See overflow section for further detail.

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

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

Our budget is conservative, and includes contributions from NHA of approximately \$3.3 million in Year 1, and \$1.1 million in Year 2. These are contributions - not loans and no repayment is required. These funds allow us to provide the full school facilities and academic programs in years one and two, even though we will start with fewer students. Beyond our second year, revenue is estimated to be sufficient to cover the school's operating costs.

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

Attribution: Board and NHA

*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 projections in the first two years of operation include contributions - not loans - from NHA, with no financial repayment obligations whatsoever on the school or our Board. Contributions from our management partner are included in the line item "other funds," combined with federal entitlement funds and a small amount of private revenue from food sales to students. Contributions are budgeted at approximately \$3.3 million in Year 1, and \$1.1 million in Year 2.

Attribution: NHA

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

19:1 - \*See overflow section for further detail.

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

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

NHA will use a standardized human resource, purchasing, and payroll software system to internally manage all transactions related to the personnel, purchasing, and payroll functions. This administrative infrastructure will support full compliance with generally accepted accounting principles. Our management partner effectively manages compensation, payroll, and compliance for approximately 5,500 school-based employees in nine states, and have the experience and efficiency to properly provide these services to our school.

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

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On behalf of our school, NHA will follow applicable state and federal law with respect to the selection of contractors and large purchases on behalf of the school, including competitive bidding or sole-source documentation as applicable.

Attribution: NHA

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

NW Prep will annually maintain a balanced budget. NHA has opened and operates 84 schools in nine states, and at each school has ensured the establishment of the school's entire educational program, supplementing per-pupil funding as needed with additional contributions. Not a single NHA-partner school has closed because of financial difficulties of any type.

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

We will work diligently to ensure that the school is accessible to all students, and that transportation needs are not a barrier to any child attending the school. The school's budget includes \$15,000 to cover the cost of such transportation needs, including transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

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

Attribution: Board and NHA

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

While a substantial reserve fund balance is not intended, the risk that such a reserve fund would be designed to mitigate is in large part borne directly by NHA. NHA is committed to providing the educational program we have proposed, according to the budget the Board approves, regardless of any fluctuations or shortfall in public revenue. NHA is committed to providing both the initial investment needed to ensure a successful opening and the ongoing investment necessary to ensure that any planned educational programming need is fully covered in the budget, not just during our early years but in every year of our school's operation.

This support is detailed in our Services Agreement, which clarifies that NHA assumes the obligation for all expenses, and thus assumes all the financial

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risk. Because the obligation to cover planned costs is not our Board's, the need for the school to maintain a sizable fund balance is negated.

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

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

We recognize the guidance from NCDPI that schools show additional indicators of financial viability beyond the proposed Services Agreement. NHA-partner schools in North Carolina (as well as in the other eight states where NHA partners with local boards to operate schools) consistently receive unqualified audits, meet total margin ratios, and do not carry long-term debt. No school partnering with NHA has ever been closed for financial reasons, and NHA has never walked away from a partnership with a school - even when enrollment or funding at the school has decreased.

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

Attribution: Board and NHA

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

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

Accordingly, NHA has pledged contributions sufficient to meet operating

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expenses above revenues received in the school's early years and will provide school facilities built to house our school at full capacity. Appendix M includes a letter of revenue assurances from NHA representatives, which further details the organizations initial and ongoing commitment to our school, and Appendix I includes our executed Services Agreement, detailing the financing structure for our school.

Attribution: NHA

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

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

Attribution: NHA

\*Continued from: "budget narrative question #1."

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

Additionally, our partnership helps to ensure that we will always have the necessary cash on hand to meet all short-term obligations - importantly, including faculty and staff payroll - even prior to receiving the state, local, and federal charter school funds due to the school. This is a significant benefit in the early years of our school, easing and improving our financial planning process.

Attribution: Board and NHA

\*Continued from: "student to teacher ratio."

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

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ratio in the school's charter term.

Core Content Teachers:

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

Music, Art, PE Teachers, etc.:

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

ELL Teachers:

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

EC Teachers:

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

EC Aides:

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

Intervention Paraprofessionals:

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

Enrollment:

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

Teacher & Aides: Pupil Ratio:

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

Attribution: NHA

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

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

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

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

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

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

Attribution: Board and NHA

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

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

Attribution: Board

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

Our Board is currently considering the following audit firms:

Name: Plante Moran  
Address: 634 Front Ave NW, Grand Rapids, MI 49504  
Phone Number: 616-774-8221

Name: Rives & Associates, LLP

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Address: 4515 Falls of Neuse Road - Suite 450, Raleigh, NC 27609

Phone: 919-832-6848

We also have included details on the overview of the audit process in Appendix O.

Attribution: Board



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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
***The applicant included "other funds" in its revenue projections for each of the first 5 years, but it did not provide any documented assurance of these "other funds."	Kebbler Williams	Total Budget
Significant amount of "other funds" noted here. Source? NHA?	Danielle Allen	Total Budget
Is is necessary to have two principals, three deans, and two registrars in year 1, when the school anticipates enrolling K-6 and 9-10?  Why is the school only anticipating hiring one AP in years 3-5, when the proposed school will be K-12?  Why is only 1 guidance counselor in the budget for years 3-5, when the school anticipates being a full K-12? Is this in line with best practices? How will responsibilities be divided such that the sole counselor is not overwhelmed? Will he/she be able (reasonably) to split time between grades spanning K-12?  What is the role of an admissions representative? Will they be needed in year 1?  Staff is top heavy, especially in year 1.  Is 1 ELL teacher (and 1.5 in years 3-5) going to be sufficient to meet the needs of ELL learners in grades K-12?	Danielle Allen	Personnel Bu
***The applicant has been clear that the administration and support personnel are employees of NHA - not the board. Will state funds be used to pay for the salaries and benefits of these people?	Kebbler Williams	Personnel Bu
Having 2 principals year 1 is a strain on the budget.	Tracy Kelley	Personnel Bu
Why does the EMO fund for only one assistant principal? Will this individual be required to work at both schools? Why are there only 5 specials teachers (art, music, and PE)? Is a ratio of 1 specials teacher to 200 students, in the first year, reasonable? At an average salary of \$44,200 for core content teachers will the majority be entry-level professionals? Is one ELL teacher reasonable for more than 1,000 students? What kind of retirement plan will you offer the teachers?	Les Stein	Personnel Bu
Clarify contracted services and explain NHA fee structure. Please explain the facilities acquisition cost rather than leases. What is involved with the Administrative support expense, that seems high. 26k for instructional materials is not sufficient give over 1000 student projected year 1--totals \$26 per student per year. Legal and audit fees are way out of line and Applicant should be asked to justify that amount of money year 1. Applicant needs to explain partner relations cost.	Tracy Kelley	Operations B
Does your contracted services line item cover for the provision of related services for students with disabilities? (OT, PT, SLP, and Psychological Services, etc.)	Glenn Allen	Operations B
***For what is the line item labeled, "Partner Relations" to be used? ***For what specifically is the line item labeled, "Travel and Meetings and Meals" to be used? ***For what specifically is the line item labeled, "Other" in the Administrative and Support Operations to be used? ***For what specifically is the line item labeled, "Other" in the Instructional Operations to be used?	Kebbler Williams	Operations B
Applicant needs to clarify several aspects of the proposed budget: \$115K for marketing??? Is this the portion of AR and marketing that the marketing plan indicated would be covered by NHA? What is included in "Administrative support" for \$173,700? Facility acquisition vs. facility lease? What is included in partner relations for \$73K? What is included in "other" for ~\$70K?	Danielle Allen	Operations B

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Applicant should consider what a \$0 surplus each year might indicate about the financial health and spending decisions of the organization.	Danielle Allen	Total Expend
***The budget provides \$0 surplus.	Kebbler Williams	Total Expend
Applicant previously stated classroom sizes would be 25 at K-8 and 28 at 9-12. How then, is the anticipated ratio 19:1?  What is the benefit to NHA of contributing funds with no expectation of repayment? Applicant doesn't provide a breakeven point- what happens if the school doesn't meet projected enrollment? NHA will cover the difference in perpetuity? What is the draw for them?	Danielle Allen	Budget Narra
There are many question pertaining to the budget.	Tracy Kelley	Budget Narra
***The applicant did not provide a break-even point of student enrollment. ***The stated student-to-teacher ratio of 19:1 is misleading considering that earlier in the application, the stated class size was 25 in Kindergarten and 28 in grades 1-12. ***The applicant indicated in its budget that it will have several contracts, but did not describe the criteria and procedures for the selection of the contractors.	Kebbler Williams	Budget Narra
***The application does not thoroughly describe the internal control procedures and methods.	Kebbler Williams	Financial Au

Reviewer	Score
Danielle Allen	Pass
Deanna Townsend-Smith	
Tracy Kelley	Fail
Les Stein	Pass
Kebbler Williams	Fail
Glenn Allen	
Shannon Stein	Pass

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**VII AGREEMENT PAGE**

**Application Fee:**

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

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

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

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

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

haparler

Date: 09/22/2017

**Applicant Signature:**

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

Print/Type Name: haparler

Board Position: Board President, Hilda A. Parlér

Signature: \_\_\_\_\_

Date: 09/22/2017

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

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

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My commission expires: \_\_\_\_\_, 20\_\_\_\_\_.

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## **OVERALL ASSESSMENT**

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

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

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

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

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

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

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

### **Initial Screening**

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<b>Mission, Purposes, and Goals</b>	- dtsmith840
<b>Education Plan</b>	- dtsmith840
<b>Governance and Capacity</b>	- dtsmith840
<b>Operations</b>	- dtsmith840
<b>Financial Plan</b>	- dtsmith840
<b>OVERALL</b>	- dtsmith840 - dtsmith840 -0 fund balance in year 1. - dtsmith840

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> Applicant should be explicit when speaking about "moral" focus. Nothing about the response is clear. - kellelytracy</p> <p><u>Educational Need and Targeted Student Population</u> ***Forty percent of 300 is 120. That is the number - 120- of parents in the survey who agreed that they would be likely or very likely to send their child to a new charter school with a focus like NW Prep. Is that demonstrating need? ***There is no target population. ***The applicant mentioned overcrowding and growth in Wake County Public Schools countywide, but has provided no data related to overcrowding and growth in the WCPSS schools in the target area. - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u> The question of replication needs to be clarified. Why isn't the applicant replicating Wake Forest Charter Academy instead of the MI NHA school? The applicant does not make the case for need in a compelling manner. Claims of population expansion is not compelling and the question pertaining to how the school will materially differ from the district run schools is non responsive. Appendix A1 does not speak to the academic achievement levels of the LEA's schools as a reason for the North Wake. Again, because applicant does not identify a need it is hard to determine if the target population aligns with the proposed school mission. There is no discussion of sub group populations as a group in need of more school options. Is the demand for the HS being driven by families attending the K-8 schools, entirely? The letters and evidence seems to suggest that is the case. Overall, the response speaks more about inputs than outputs and struggles to make a quantifiable and objective case for cases for why the NW school will present a better option. If if the focus was on high school need, then what is the case for starting k-8? The rationale presented does not hold water. - kellelytracy</p> <p><u>Educational Need and Targeted Student Population</u> Applicant acknowledges that they will not target a specific population. Do these numbers</p>
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	<p>mirror demographics of nearby elem, middle, and high schools?</p> <p>With the apparent overwhelming demand for a school such as Wake Forest Charter (based on evidence applicant provided), why wasn't WFC selected as a model for replication?</p> <p>Evidence for educational need is inconsistent with applicant's plan for opening. If K-8 schools have expansive waitlists, why not start with grades K-6 or K-8 as opposed to K-6 and 9-10?</p> <p>There is no target population, so it is difficult to discern whether or not it aligns with the school's mission.</p> <p>Emphasis on "moral focus" is unclear, as is the assertion that this focus separates NWP from the local LEA. A major thrust behind public education is the idea that education is a public good- it teaches children how to be good citizens. Character education is not unique to NWP. None of the education plan appears to be unique to NWP. - daniellejallen</p> <p><u>Purposes of Proposed Charter School</u></p> <p>Question 2 indicated the board will hold NHA accountable but is too specific as to the targets, measures and metrics to be used to determine accountability. The case for expanded school choice is not compelling and does not align with the stated mission. Who are your targeted groups? Please clarify the demographic population of the other NHA schools and how they compare to the demographic and academic performance levels of the proposed community. - kellelytracy</p> <p><u>Purposes of Proposed Charter School</u></p> <p>Purpose 2: Why is there no mention of holding PrepNet accountable?</p> <p>Please provide evidence that the school selected for replication is posting student achievement growth/proficiency. Does this data support the assertion that a school modeled after East Arbor will improve student learning? What is the student achievement data for LEA schools in the area? Are they high performing? Will this model prepare students to outperform nearby schools? - daniellejallen</p> <p><u>Goals for the Proposed Charter School</u></p> <p>***What are the board's finance and governance goals?</p> <p>***The applicant talks about how it will hold NHA accountable and how it will review the performance of NHA, but what about PrepNet? Not providing this same level of scrutiny for PrepNet ignores the school's high school program. - kwilliams75</p> <p><u>Goals for the Proposed Charter School</u></p> <p>The goal of 90% attendance is low and does not evidence high expectations. It would help to know the LEA attendance rate in order to establish a baseline. The goal of 50% parent participation in surveys is also low. Goal of 5% over district school performance is also low and suggests that the district is already a high performing, if it is not then the target is too low and evidences low expectations for student academic success. - kellelytracy</p> <p><u>Goals for the Proposed Charter School</u></p> <p>How will "college-readiness" be measureable? (Need to define) - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u></p> <p>Goals are predominantly related to academics. How will board assess progress towards financial and operational goals?</p>
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<p><b>Education Plan</b></p>	<p>Unclear if academic goals are ambitious, as performance data for nearby LEA or charter schools was not provided as baseline. - daniellejallen</p> <p><u>Instructional Program</u>            ***The applicant has not demonstrated a comprehensive understanding of PrepNet and its instructional program/methods/assessments.            ***The applicant does not have a target population. - kwilliams75</p> <p><u>Instructional Program</u>            The assessment strategies are under developed and not well defined. Applicant should explain how it intends to progress monitor student achievement to ensure success on EOY state assessment. What other interim assessments will be used to guide curriculum development and ensure the curriculum is meeting the needs of the students? Applicant dose not provide documented evidence showing how the approach has resulted in improved academic outcomes for similar populations, especially sub groups and gap closing. Where has PrepNet been used and what were the outcomes for kids? - kellejtracy</p> <p><u>Instructional Program</u>            Can you provide evidence of PrepNet's successes? How many students, at the school's operated by PrepNet, are at or above grade level? What is the graduation rate of PrepNet's high schools? How well will the educational model used by PrepNet in Michigan convert to a school in North Carolina? - lstein692</p> <p><u>Instructional Program</u>            Greater specificity around how applicant expects teachers to build classroom culture (and how school leaders will create a schoolwide culture that permeates classrooms) would strengthen this application.</p> <p>More specificity around teacher assessment and the types of assessments that teachers will use and at what stages would help evaluators assess the strength of instructional program.</p> <p>Instructional plan for grades 9-12 is sorely underdeveloped. Unclear how this plan will lead to improved performance for the school's targeted population. - daniellejallen</p> <p><u>Curriculum and Instructional Design</u>            ***The curriculum framework and sample course scope and sequence are not concentrated to support a targeted student population.            ***How will students who do not intend to go to a 4-year college or university be included in this school? - kwilliams75</p> <p><u>Curriculum and Instructional Design</u>            Can you provide research that supports the success of your intended teacher to student ratio? Is it reasonable to have 25 students in each kindergarten class and 28 in grades 1 through 12? Do your other schools, both in North Carolina and nationwide, use this model? If so, can you describe their success? - lstein692</p> <p><u>Curriculum and Instructional Design</u>            Why is there an acceleration of credit expectations each year (i.e. 4 cr year #1, 6 cr year #2, 5.5. cr year #3, etc) - shannon_stein</p> <p><u>Curriculum and Instructional Design</u>            Why isn't the 9-12 curriculum discussed (in specifics) in the section on aligning the curriculum with the proposed mission? It appears that the 9-12 curriculum is not yet fully developed.</p>
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"Face to face driver" model of teacher-led instruction sounds much like the "sage on a stage" model- and educators know this method is not effective in engaging students. Adding technology to the proposed model seems woefully insufficient to ensure students are engaged.

Applicant should provide evidence that class sizes of 25 and 28 have been proven successful in providing opportunities for individualized instruction.

Requirement that all students complete an application to college in order to graduate is admirable and well-intentioned. Are there comparable measures in place for students who may be more interested in career pathways? Will the college application requirement be useful for these students? Or is there another iteration- perhaps an application to a certification or trade program- that they will find more tailored to their needs? - daniellejallen

Special Programs and "At-Risk" Students

\*\*\*The intervention approach appears to focus on elementary and middle school students. What will this approach look like in the high school?  
\*\*\*The applicant did not provide a plan regarding its academically gifted students. Instead, the applicant cut and pasted the same comments it wrote for ELL students. - kwilliams75

Special Programs and "At-Risk" Students

How will the intervention staff be trained? - kevin\_allen

Special Programs and "At-Risk" Students

The applicant does not adequately address the question pertaining to gifted and talented students. - kelleytracy

Special Programs and "At-Risk" Students

The section for intellectually gifted students repeats the information provided in the section for English Language Learner students. There is no discussion about a program for gifted students. - lstein692

Special Programs and "At-Risk" Students

Why is MTSS not addressed? - shannon\_stein

Special Programs and "At-Risk" Students

Please clarify "all students can achieve academic success when student learning is fundamentally an adult responsibility." Hasn't student learning generally been the responsibility of the adults charged with teaching them?

More information on the types of assessments given to struggling students and students with severe academic needs would be helpful. Is the applicant referring to more intensive assessments to be delivered weekly or every two weeks? Monitoring struggling students this infrequently is concerning. Teachers should likely be monitoring these students' progress daily, through formative assessments such as exit tickets.

Academically gifted section repeats information related to ELL students- oversight on part of applicant? - daniellejallen

Exceptional Children – Identification and Records

\*\*\*The applicant did not demonstrate an understanding of state and federal requirements regarding the record keeping for students with disabilities. - kwilliams75

Exceptional Children – Identification and Records

Applicant should request documentation from previous school whether or not parent has paperwork, to ensure complete records have been received.

Why aren't parents automatically invited to participate in IAT for their child(ren)?  
Language "parents \*may\* also be invited to participate" is inconsistent with previous language emphasizing a focus on parent participation and general best practices.

If a student has been identified as struggling, why is a possible outcome of the IAT "taking no further action while monitoring academic, behavioral, and social data"?  
Shouldn't some type of assistance be put in place to ensure the student doesn't fall behind?  
- daniellejallen

Exceptional Children – Education Programming

It is unclear whether student IEP goals will be adjusted more than 2 year or based on mastery. - kellestracy

Student Performance Standards

\*\*\*The goals provided do not expound upon the overall academic goals given in response to question 2 in the Mission, Purpose, and Goals section.

\*\*\*Exit standards were not provided.

\*\*\*Other than for 3rd grade, promotion standards were not provided. - kwilliams75

Student Performance Standards

See comments in response 2 for concerns relating to proposed academic goals. - kellestracy

Student Performance Standards

Student performance standards for K-8 do not appear to be included here? Goals for reading/math performance in K-8?

Is there a certain percentage of standards students must master at each grade level in order to be promoted? Policies regarding promotion/retention and exit standards should be clear so parents and students know what is expected. - daniellejallen

Student Conduct and Discipline

\*\*\*The applicant outlined a school-wide behavior management system for grades K-8, but no mention was made of a system for 9-12.

\*\*\*The applicant did not provide policies for student discipline, suspension, dismissal or expulsion.

\*\*\*The applicant did not provide a preliminary list of offenses which may result in suspension or expulsion. - kwilliams75

Student Conduct and Discipline

Will the 9-12 program implement a similar six-level, school-wide behavior management system? Unclear how positive behaviors will be reinforced at high school level.

More clearly defined expectations for student behavior, processes for correction, procedures for suspension/expulsion would strengthen application. Right now it is unclear what process school leaders intend to follow regarding suspension/expulsion, whether or not there is an appeals process, how school leaders will ensure all students are disciplined fairly and not disproportionately suspended/expelled. - daniellejallen

**Governance and Capacity**

Governance and Organizational Structure of Private Nonprofit Organization

Applicant should be asked to expound on what is meant by significant experience overseeing and starting charter schools? Please be specific and provide evidence of success in that regard. Ms Parler should be asked to explain her relationship with the Wake Forest charter school, also. Again more information is needed about the current performance levels of area high schools. There needs to be more context for NetPrep as the HS manager. What was the reason for the schism between the original application board and this one and why not just expand the current k-8 to include high school. The proposed board is experienced and diverse but questions exist as to their capacity given past issues. Please explain Rolesville charter, also. The fact that NetPrep is not depicted on the org chart is problematic. - kelleystacy

Governance and Organizational Structure of Private Nonprofit Organization

\*\*\*The applicant did not provide criteria regarding the evaluation of the governing board or individual board members.

\*\*\*The applicant did not describe the roles and duties of the parent organization it intends to develop, nor the reporting structure as it relates to the school's governing body and leadership. - kwilliams75

Governance and Organizational Structure of Private Nonprofit Organization

The narrative states that "teachers will be jointly employed by our Board." Does this mean that the board will have input on teacher salaries and benefits? In Appendix E should there be a dotted line leading from the teacher box to the Board box, to show that teachers will be reporting to both the board and NHA?

Will the Board receive a summary of grievances that have been submitted by parents, teachers, or staff? How will the Board avoid being surprised by serious problems? Do teachers have an option to bypass NHA and address their concerns directly with the Board? - lstein692

Governance and Organizational Structure of Private Nonprofit Organization

Will Ms. Parler step down in her leadership capacity since she is already sitting on another charter school board? - shannon\_stein

Governance and Organizational Structure of Private Nonprofit Organization

Org chart is inconsistent with the description of responsibilities outlined here.

Why is PrepNet not mentioned in the governance/org structure? They (or a similar org) will be primarily responsible for the HS program, so the omission here is troubling.

Will board members have term limits? Or will they serve indefinitely?

How will the board evaluate its own performance and that of its members?

NHA is contributing a significant amount of money to school operations. In the event that the board decides to terminate the partnership, is there a plan to cover expenses that were previously covered by NHA?

Will Ms. Parler remain President of the board at WFCA?

Still unclear why PrepNet, which operates schools in Michigan, is the preferred provider for HS services? Would a provider with successful experience in NC not be more appropriate? - daniellejallen

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Proposed Management Organization (EMO/CMO)

Applicant needs to clarify what is meant by the following statement:

In light of these conversations, we concluded it was in the best interest of NW Prep to partner solely with NHA, which in turn would subcontract with a high school operator much like PrepNet for the 9-12 curriculum.

and the following:

Further, a high school model similar to PrepNet's is very attractive to area parents.

and the following:

Because NHA will manage our K-8 school operations and subcontract with a company offering services similar to PrepNet's to operate our 9-12 program, NHA will be held accountable for the entirety of our academic results in addition to the fiscal soundness of NW Prep.

The issue pertaining to statements indicating that the HS will be run by organizations similar to NetPrep is concerning. The applicant does not provide enough background information on NetPrep and their experience and the org chart is not clear, and what role NHA will have over Net prep and the role Ms Parler will play as president of both charter schools. The EMO/CMO executed contract between NHA and the Board does not mention NetPrep, which is a significant problem.

- kellestracy

Proposed Management Organization (EMO/CMO)

\*\*\*Is PrepNet an EMO or CMO also?

\*\*\*The applicant needs to clarify the exact relationship between NHA and PrepNet.

\*\*\*The Management Agreement has not been updated since 2016, and is still showing the first school year beginning on July 1, 2018.

\*\*\*Queen's Grant Community School is a K-12 school (under one charter), but the NW Prep board/NHA has only chosen to include the fund balances for the K-8 program. Why has the high school been excluded?

\*\*\*The financial history and statements of the EMO/CMO over the last three years were not provided. - kwilliams75

Proposed Management Organization (EMO/CMO)

Does NHA have a requirement to have a representative on the Board? - shannon\_stein

Proposed Management Organization (EMO/CMO)

Application contains repeated language about subcontracting with a partner "much like PrepNet." Has the applicant not decided to use PrepNet? If not PrepNet, who do they intend to use to facilitate the instructional plan, staffing, etc. at the HS? How/why is this still unclear at this stage? - daniellejallen

Charter School Replication

The applicant does not present any verifiable academic performance data on NetPrep and the Arbor prep replicating school. - kellestracy

Charter School Replication

\*\*\*The applicant has not provided a strong rationale for replicating Arbor Prep High School. For example, what is Arbor Prep's academic performance on state summative assessments for the last 3 years? What is Arbor Prep's fund balance for the last 3 years? - kwilliams75

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	<p><u>Charter School Replication</u> Clarification on why/how the NHA/PrepNet partnership was selected is helpful, but more information on Arbor Prep's financial and academic performance (and why a HS in Michigan is more appropriate for replication than a successful model here in NC) would strengthen the application. - daniellejallen</p> <p><u>Staffing Plans, Hiring, and Management</u> There is a lack of details regarding who will lead the HS and who the HS leader will report to. This stems from a lack of clarity around NetPreps overall role and their absence from the contract between NHA and the Board. - kellelytracy</p> <p><u>Staffing Plans, Hiring, and Management</u> ***The applicant did not adequately address its plans to provide qualified staff for gifted students. - kwilliams75</p> <p><u>Staffing Plans, Hiring, and Management</u> Why is there only one assistant principal to support two schools? Which school will this individual support? - lstein692</p> <p><u>Staff Evaluation and Professional Development</u> The plan does not explicitly provide enough details about how the needs of HS teachers will be met. How will the NetPrep program be integrated in to the fabric of the school? - kellelytracy</p> <p><u>Staff Evaluation and Professional Development</u> ***The applicant provided a plan for how the school will mentor, retain, and evaluate staff in the K-8 school, but did not provide a plan for the high school. - kwilliams75</p> <p><u>Staff Evaluation and Professional Development</u> What qualitative measures will be used to evaluate teacher performance?  PD schedule specifically mentions K-8 teachers. Is there a similar plan in place for 9-12? - daniellejallen</p> <p><u>Admissions Policy</u> ***The applicant should strongly consider the fairness of the following part of the Admissions Policy: "...if a late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment-preference category." Why does the board consider it fair treatment to place someone who enrolled after the Open Enrollment Period on the waiting list before others who enrolled appropriately during the Open Enrollment Period? - kwilliams75</p> <p><u>Projected Student Enrollment (Table)</u> The table is not realistic nor does it align with best practice bc it straddles 2 grade bands-es,hs - kellelytracy</p> <p><u>Projected Student Enrollment (Table)</u> Where are there a 100 students enrolled in K, but then there is a decrease of 16 students for all future grades in ES? - shannon_stein</p>
<b>Operations</b>	<p><u>Transportation Plan</u> More evidence for why applicant has decided not to provide bus transportation at all is necessary. How will this not prohibit certain students from enrolling? Not all families can take advantage of carpooling and ridesharing- parents may not own a reliable vehicle, or</p>

	<p>their work schedule may not allow them to participate in a carpool. What (socioeconomic) student demographic does the school anticipate enrolling, when most students are expected to drive themselves to school?</p> <p>The applicant has proposed opening with grades 9-10- these students will likely not have a driver's license. Is it still most appropriate not to provide any type of transportation aside from carpooling and ridesharing? - daniellejallen</p> <p><u>School Lunch Plan</u> Will the schools have a cafeteria? If not, where will the students eat their lunch? - lstein692</p> <p><u>School Lunch Plan</u> Asking students every day if they brought a lunch from home could be a source of embarrassment for students unable to afford to pack a lunch. School leaders should consider polling parents at the beginning of the year to determine need for nutrition services. - daniellejallen</p> <p><u>Facility and Facility Contingency Plan</u> ***Three of the NHA Schools that were supposed to open in the last 2 years (2016 and 2017) were not ready to open on time because of the facility. What guarantee does the NW Prep Board have that NHA will have its school (with 2 separate facilities) ready to open on time? ***How is the cost per square foot comparable to the commercial and educational spaces for the proposed location? ***The applicant did not provide a facility contingency plan. - kwilliams75</p> <p><u>Facility and Facility Contingency Plan</u> In the event that the construction effort is delayed or cannot be completed as planned, do you have a contingency plan for starting the school year on time? Are there existing facilities in the local area that could accommodate your needs for the short term? - lstein692</p>
<p><b>Financial Plan</b></p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> ***The applicant included "other funds" in its revenue projections for each of the first 5 years, but it did not provide any documented assurance of these "other funds." - kwilliams75</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Significant amount of "other funds" noted here. Source? NHA? - daniellejallen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Having 2 principals year 1 is a strain on the budget. - kelleytracy</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> ***The applicant has been clear that the administration and support personnel are employees of NHA - not the board. Will state funds be used to pay for the salaries and benefits of these people? - kwilliams75</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why does the EMO fund for only one assistant principal? Will this individual be required to work at both schools? Why are there only 5 specials teachers (art, music, and PE)? Is a ratio of 1 specials teacher to 200 students, in the first year, reasonable?</p>

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	<p>At an average salary of \$44,200 for core content teachers will the majority be entry-level professionals? Is one ELL teacher reasonable for more than 1,000 students? What kind of retirement plan will you offer the teachers? - lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is it necessary to have two principals, three deans, and two registrars in year 1, when the school anticipates enrolling K-6 and 9-10?</p> <p>Why is the school only anticipating hiring one AP in years 3-5, when the proposed school will be K-12?</p> <p>Why is only 1 guidance counselor in the budget for years 3-5, when the school anticipates being a full K-12? Is this in line with best practices? How will responsibilities be divided such that the sole counselor is not overwhelmed? Will he/she be able (reasonably) to split time between grades spanning K-12?</p> <p>What is the role of an admissions representative? Will they be needed in year 1?</p> <p>Staff is top heavy, especially in year 1.</p> <p>Is 1 ELL teacher (and 1.5 in years 3-5) going to be sufficient to meet the needs of ELL learners in grades K-12? - daniellejallen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does your contracted services line item cover for the provision of related services for students with disabilities? (OT, PT, SLP, and Psychological Services, etc.) - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Clarify contracted services and explain NHA fee structure. Please explain the facilities acquisition cost rather than leases. What is involved with the Administrative support expense, that seems high. 26k for instructional materials is not sufficient give over 1000 student projected year 1--totals \$26 per student per year. Legal and audit fees are way out of line and Applicant should be asked to justify that amount of money year 1. Applicant needs to explain partner relations cost. - kelleltracy</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> ***For what is the line item labeled, "Partner Relations" to be used? ***For what specifically is the line item labeled, "Travel and Meetings and Meals" to be used? ***For what specifically is the line item labeled, "Other" in the Administrative and Support Operations to be used? ***For what specifically is the line item labeled, "Other" in the Instructional Operations to be used? - kwilliams75</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify several aspects of the proposed budget: \$115K for marketing??? Is this the portion of AR and marketing that the marketing plan indicated would be covered by NHA? What is included in "Administrative support" for \$173,700? Facility acquisition vs. facility lease? What is included in partner relations for \$73K? What is included in "other" for ~\$70K? - daniellejallen</p>
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	<p><u>Total Expenditure Projections (Table)</u>          ***The budget provides \$0 surplus. - kwilliams75</p> <p><u>Total Expenditure Projections (Table)</u>          Applicant should consider what a \$0 surplus each year might indicate about the financial health and spending decisions of the organization. - daniellejallen</p> <p><u>Budget Narrative</u>          There are many question pertaining to the budget. - kelleytracy</p> <p><u>Budget Narrative</u>          ***The applicant did not provide a break-even point of student enrollment.          ***The stated student-to-teacher ratio of 19:1 is misleading considering that earlier in the application, the stated class size was 25 in Kindergarten and 28 in grades 1-12.          ***The applicant indicated in its budget that it will have several contracts, but did not describe the criteria and procedures for the selection of the contractors. - kwilliams75</p> <p><u>Budget Narrative</u>          Applicant previously stated classroom sizes would be 25 at K-8 and 28 at 9-12. How then, is the anticipated ratio 19:1?</p> <p>What is the benefit to NHA of contributing funds with no expectation of repayment? Applicant doesn't provide a breakeven point- what happens if the school doesn't meet projected enrollment? NHA will cover the difference in perpetuity? What is the draw for them? - daniellejallen</p> <p><u>Financial Audits</u>          ***The application does not thoroughly describe the internal control procedures and methods. - kwilliams75</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u>          ***While East Arbor Charter Academy has outperformed the district and the state in the last 3 years, its performance has declined each year. In other words, rather than the percentage of students who are proficient increasing each year, the percentage has declined each year in both math and reading. Why has this school been selected as a model school? - kwilliams75</p> <p><u>Cover Page</u>          The relationship between NHA and PrepNet is very confusing and not clearly articulated. The rational for replicating a MI school that is barely outperforming the district and state is baffling. Additionally, it is not clear as to why NHA was chosen, specifically. Why cannot NHA provide services discussed pertaining to PrepNet? The applicant needs to clarify the relationship between North Wake and Wake Forest Charter Academy? - kelleytracy</p> <p><u>Cover Page</u>          What is the benefit of partnering with NHA when they have raised the possibility of subcontracting substantial aspects of operation such as the education plan, staffing, and policies for 9-12? Applicant should provide additional information on PrepNet, LLC and why this arrangement is being considered.</p> <p>If the education plan, staffing structure, PD programs etc reflect the NHA model, then why isn't NHA implementing/managing these aspects themselves? Unclear why the partnership with PrepNet is necessary. Applicant should provide evidence of PrepNet's</p>



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	<p>successful history with high schools.</p> <p>It is unclear why this particular school- which is K-8- was selected as a model for replication, when the proposed school will be K-12. Why a school in Michigan? - daniellejallen</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>                  ***The board has chosen to replicate a K-8 school, but wants to open a K-12 school. There is not enough evidence that the board has the capacity to open the high school at the same time as the elementary school and middle school and maintain enrollment projections. - kwilliams75</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>                  The proposed enrollment chart is not realistic and overly ambitious for a first time EMO and a first time governing board. The tension placed on the budget by simultaneously going with an ES and MS is not justified. - kellelytracy</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>                  Are there any concerns about starting school at all three levels (i.e. ES, MS, and HS), eventhough staggered started at the upper two levels? - shannon_stein</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>                  1000 students in year 1 is ambitious. Applicant should provide additional information that this projected enrollment number is indeed feasible. Further, opening with grades K-6 and 9-10 when the model school only has K-8 does not seem to make logical sense. Why not start with grades K-6 and grow over several years to a K-12 program? - daniellejallen</p>
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<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

**Overall Summary**

North Wake Preparatory Academy - North Wake Preparatory Academy will provide a challenging and individualized education program with a moral focus whilst preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond.

<b>Initial Screening</b> <b>09/27/2017</b>	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed for the application evaluation.
<b>Application Review</b>	
<b>Application Interview</b>	
<b>OVERALL</b>	