



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Piedmont Career Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

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

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: Piedmont Career 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: *Piedmont Career Academy, Inc.*

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

Name of contact person: *Dr. Robert E. Daniel, Jr.*

Title/Relationship to nonprofit: *Chairman, Board of Directors*

Mailing address: 163 Hugh Blalock Road
Roxboro NC 27574

Primary telephone: 336-583-4230 Alternative telephone: 336-583-4231

E-Mail address: roxdocred@gmail.com

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

County: PERSON

LEA: 730-Person 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. Charter Success, Inc.

List the fee provided to the third party person or group. None

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.

Charter Success crunched the numbers for us and provided financial information for use in the Financial Plan section of the application.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Piedmont Career Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	06,07,08,09,10	250
Year 2	06,07,08,09,10,11	300
Year 3	06,07,08,09,10,11,12	350
Year 4	06,07,08,09,10,11,12	350
Year 5	06,07,08,09,10,11,12	350

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

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

pca001 _____
Chairman _____
Signature

Robert. E. Daniel, Jr., Ph.D., PCA Board
Title

pca001 _____
Printed Name

09/17/2017 _____
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Piedmont Career Academy, in collaboration with community partners, brings real-world workplace experiences and perspectives to its students to develop and produce competent, confident, independent, self-reliant, career-focused, highly employable high school graduates.

Clearly describe the mission of the proposed charter school:

PCA is established to focus on the life needs of high school graduates who do not plan to attend 4-year schools upon graduation. PCA will emphasize career exploration and general employment skills training throughout the instructional program via daily coaching and instruction in real-world, hands-on projects and development of general skills and ethics to support success in the workplace. The student support and school culture programs will also reflect our commitment to career readiness.

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.*

Piedmont Career Academy's Targeted Student Population are those students who either cannot or do not, for any number of reasons, plan to attend 4-year colleges and universities immediately after high school graduation.

In the fall of 2012, the last year for which statistics have been published, only 51% of students who applied to enter any of the 16 UNC constituent institutions as freshmen were accepted ("Fall 2012 Applications, Acceptance Rates, and Enrollments by UNC Institutions"). This percentage rate is constant as late as 2015 (www.AcceptanceRate.com/NC). In 2012, 53.1% of Person County applicants were accepted into UNC institutions, but only 72 students - 24.5% of that year's graduating class - actually enrolled. Additionally, the acceptance rate for North Carolina's 35 private four-year institutions was only 49% in 2015 (AcceptanceRate.com/NC), a rate which has not varied significantly in the last several years. Taking into account both the in-state acceptance rates and allowing for the uncounted number of graduates who apply to out-of-state schools, it is reasonable to estimate that less than half to three-quarters of North Carolina's high school graduates go straight to four-year schools seeking bachelor's degrees, and significantly less than that number from Person County. In addition, of

those who do enroll, at least 5% do not return for their sophomore year and even more do not finish their degree programs.

Middle and high school students from Person and surrounding counties who do not plan to enter 4-year schools are our Targeted Student Population. They are the students who are most likely to enroll in community colleges and trade schools, enter the military, or go straight into the workforce upon high school graduation. Middle school students will NOT be identified as potentially non-college-prep, but will experience a traditional middle school academic curriculum with a focus and emphasis on career exploration options in advisory and coaching programs and elective course options.

PCA will not recruit students according to any demographic formula, but we recognize that a school such as ours, designed to emphasize workforce readiness vs. college prep, is likely to attract a higher percentage of Exceptional Children Program students and those who are considered "at-risk" than corresponding numbers of students enrolled in area LEA schools.

In school year 2015-2016, 34.3% of Person County Schools' middle school students (grades 6-8) were black, 49.9% were white, and 9.7% were Hispanic. 35.9% of Person County Schools' high school students (grades 9-12) were black, 50.5% were white, and 7.3% were Hispanic. We anticipate that the racial and ethnic composition of Piedmont Career Academy will most likely be comparable to that of the Person County Schools in corresponding grade levels, with a distinct possibility that our percentage of minority students may be somewhat higher.

The college acceptance and enrollment rate statistics cited above suggest that similar situations exist throughout the state of North Carolina, though perhaps not to the same extent. We seek to locate Piedmont Career Academy in southern Person County, therefore, to make it reasonably accessible not only to Person County students, but also to students in northern Durham, western Granville, northeastern Orange, and eastern Caswell counties as well. To that end, PCA is currently seeking from the Person County Board of Commissioners a long-term lease on the old Helena School facility in the Timberlake community of southern Person County. The facility sits only a short distance off US highway 501, the major transportation trunk running north-south through Person County. If that effort fails, we are exploring options to (a) renovate and re-purpose an existing empty structure in which to locate the school, or (b) to develop a currently undeveloped property for the construction of a new facility.

- 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 in grades 9-12).*

PCA projected enrollment is 50 students per grade in grades 6-12, a total of 350 students when fully enrolled in school year 2021-2022.

In school year 2015-2016, Person County Schools' ADM in grades 6-8 was 984. Using those numbers, PCA would therefore enroll approximately 15% (150 students) of PCS' total enrollment in grades 6-8. Person County Schools' 2015-2016 ADM in grades 9-12 was 1381. PCA would therefore also enroll

about 15% (200 students) of PCS' total enrollment in grades 9-12.

In our first year of operations (2019-2020), our enrollment in grades 6-8 would be the same (15%), but enrollment in grades 9-10 would be slightly less than 13% of Person County Schools' ADM in grades 9-10 (770).

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

While PCA students will take that academic coursework and complete those standards for high school graduation which could position them to seek college/university admission if they choose to do so, PCA is primarily designed to prepare students for post-graduation entry into the workforce and/or into career training programs at community colleges and trade schools.

Career-prep themes will run throughout all academic coursework materials and many instructional presentations. The NCSCOS provides ample leeway, for example, for teachers to make use of technical manuals, employee handbooks, and personnel forms as examples of primary study documents in English classes in addition to traditional literary works, which are more exclusively used in area LEA comprehensive and charter college-prep schools. Teachers will also be encouraged to make extensive use of community resources including frequent field trips and guest speakers to reinforce the workplace readiness aspects of the school's mission. Incorporation of these themes will bring relevance to academic study for students who may not find such relevance in traditional academic coursework, and to focus their learning energy on the real-world, hands-on kinds of assessment activities which accompany them. Use of workplace and employment materials and resources such as those mentioned will be tagged to the businesses and industries of the local and regional employment environment, giving an added measure of relevance. This approach is distinctively different from that of area LEA schools, whose vocational programs typically only emphasize job-specific skill development in narrow fields of course area offerings.

The PCA education plan incorporates three elements which are distinctly and significantly different from those currently offered in the Person County Schools: 1. Project-Based Learning ("PBL") as developed by the Buck Institute for Education and brought to national prominence by High Tech High of Chula Vista, California; 2) Student-Led Conferences ("SLC"), in which students lead their parents (or other designated adults) through a step-by-step re-creation of their learning processes in designing, developing, creating, and presenting the PBL projects they will present at the end of each semester on Project Demo night; and 3) Big Picture Learning ("BPL"), supported by a national network of BPL schools and characterized by 4-year Advisory groups, a keen emphasis on Authentic Assessments, and relevant, real-world, hands-on learning through mandatory internships in local workplaces.

Non-academic and elective coursework in grades 6-8 will include mandatory computer applications training and arts electives based on student interest. Middle school students will also take Career Connections each year, exposing them to the opportunities, requirements, and employment prospects within the business and industry clusters identified by local Economic Development Commissions. They will go on multiple field trips to area workplaces,

guided by actual employees and supervisors recruited by the PCA Business Advisory Council for that purpose.

Non-academic coursework in grades 9-12 will include mandatory Career Seminar each year designed to support students' BPL internship experiences and to delve deeper into the employment picture of the business and industry communities in and around Person County. High school students will also be required, as a condition of promotion and graduation, to engage in and achieve successful assessments in individual BPL internships each year. Introductory vocational elective courses will be required for graduation as well, and certain second- and third-level vocational electives will also be offered according to student interest and regional employment demand projections. Elective coursework in arts and special interest areas, identified by student and parent surveys, will also be offered.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. Due to the integration of career and employment components with the academic curriculum, the development and implementation of Project-Based Learning, Student-Led Conferencing, and Big Picture Learning, and the establishment of cohesive partnerships with business and industry employers to provide real-world internships and job experiences throughout each student's high school career at PCA, teachers must be trained in new approaches and methodology and must be intricately involved in the design, development, and delivery of these curricular components. The PCA professional instructional staff will therefore be organized in grade-level teams which will meet regularly to monitor student progress and assess the progress and effectiveness of the instructional program, including implementation of PBL, SLC, and BPL. Adjustments and revisions will be

initiated by teachers as a result of their findings in this monitoring-assessment process, creating a culture among the staff of emerging instructional leaders who will assume leadership of the guidance and shepherding of the instructional plan and its classroom implementation. It is the Board's desire to see this culture develop quickly and smoothly, resulting in eventual teacher ownership and oversight of the Instructional Program and partnership with the school's administration, featuring a strong teacher-led Instructional Program.

3. Traditional middle schools, comprehensive high schools, and college-prep charter schools typically place a strong emphasis on the college prep parts of the total school experience. This can lead to the natural prioritization of the importance of college preparation programs over career preparation programs by students, staff, parents, and communities. The result can be a feeling of second-class citizenship among career-prep students within their own schools. PCA seeks to abolish that feeling among its students. In addition to a strong and relevant academic education, career exploration and employability preparation are our primary goals; the emphasis on those choices, and on the variations in the focus and development of related learning experiences, are significantly different from those offered by other schools in this area.

5. Historically, research on at-risk students indicates less interest in and less success with traditional academics. College enrollment rates of less than 40% of local high school graduates supports these findings. Because PCA's program emphasizes relevant, real-world experiences, we believe that our enrollment will likely include a significant percentage of students deemed at-risk. Incorporation of PBL and BPL as critical elements of our instructional assessment plan will strengthen learning opportunities by drawing much more relevance into the learning process than is typical in traditional didactic instruction and assessment. Research into both of these approaches supports their application in courses and classrooms serving significant numbers of at-risk students.

6. The single most critical element of the PCA Education Plan is the integrated emphasis on career preparation throughout all curricular and instructional elements of the school's programs. Academic classes will include specific career-prep curriculum ties, as will Career Seminar and other career-prep classes. Classroom instruction will therefore be obliged to evolve in terms of demonstrable relevance while continuing to achieve saturation and coverage of curriculum components. PBL, SLC, and BPL incorporation will require teachers to re-think classroom assessment systems and develop a growing reliance on authentic assessments. In addition, teachers will be strongly encouraged to develop ways to include students themselves in their own learning designs, from overviews through assessment systems, and including some focus on the development of individual learning styles.

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.

Operations Goals:

1. PCA will establish and maintain a network of communications through the Parent Support Organization (PSO) for carpool parents and riders in our first year, securing transportation to and from school for the majority of students whose own parents cannot provide such transportation. This system will be maintained throughout our first five years.
2. PCA will take all possible steps to establish and maintain a contract with Person County Schools to provide school bus transportation for as many PCA students as need it, or with PATS to provide transportation if a PCS bus contract is not viable, in our first year. These contracts will be maintained throughout our first five years.
3. 100% of PCA students will have access to lunch by bringing it from home, ordering delivery through the OrgsOnline system, or provision via support of the PSO lunch fund. These systems will be maintained throughout our first five years.
4. PCA will meet all state and local Health and Safety requirements in the first year of operation, and will maintain compliance throughout the first five years.

Academic Goals:

1. In school year 2019-2020, at least 70% of PCA students will meet or exceed state proficiency standards as measured by NC student performance measures.
2. 2020-2021: 73% will meet or exceed state proficiency standards.
3. 2021-2022: 75% will meet or exceed state proficiency standards.
4. 2022-2023: 77% will meet or exceed state proficiency standards.
5. 2023-2024: 80% will meet or exceed state proficiency standards.
6. 100% of PCA students will participate in Project-Based Learning Project Demos guided by Student-Led Conferences each semester every year. Demonstration method: fall and spring Project Demo documentation, parent/adult SLC feedback forms.
7. 100% of PCA high school students will participate in Big Picture Learning assessed internship experiences every year. Demonstration method: internship assessment documentation.
8. Beginning in year #4 and continuing, PCA graduates will achieve 90% community college or trade school enrollment or full-time employment within 3 months of graduation. Demonstration method: graduate surveys.

Finance Goals:

1. PCA will meet its annual budget projections in each of our first five years. Demonstration method: audit reports.
2. PCA will realize a 5% average fund balance over the course of our first five year, establishing and maintaining a healthy net positive annual year-end report in each of our first five years. PCA will maintain 75 days' cash on hand after the 4th year. Demonstration method: audit reports.
3. PCA will establish sound fiscal management policies and procedures in our first year, and maintain these policies and procedures throughout our first five years. Demonstration method: audit reports.

Governance Goals:

1. PCA Board members will establish and maintain an individual attendance rate of 90% or better at Board meetings, absent catastrophic and/or emergency circumstances in a Board member's life prohibiting attendance. This rate

will continue throughout our first five years. Demonstration method: meeting minutes listing attendance and absences.

2. PCA Board members will undergo periodic training in governance issues in each of our first five years. Demonstration method: confirmation of training and Board member attendance in the official minutes of Board meetings following each session.

The Board will receive periodic updates and progress reports toward each of these goals throughout the first five years. Progress toward these goals will be communicated to the Board and other stakeholders via the PCA website, where minutes of all Board meetings will be posted. In addition, the Board will receive and review reports from administration and staff on enrollment growth, PBL and BPL achievement, budget and fiscal performance, staff retention, and student behavior and citizenship program progress.

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

The PCA Board will receive and review ongoing progress reports on meeting the goals set forth in this document throughout the year, each year. But in addition, the Board will meet with administration at least once each year, most likely at the Annual Meeting of the Corporation in the summer, to review the status of the school's mission (as articulated in the Mission Statement), vision, and goal summaries. Administration shall compile an annual report for presentation to the Board at this meeting, outlining progress in all these areas. Once approved by the Board, each annual report will also be posted on the PCA website.

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.

The PCA instructional program will follow traditional academic course patterns and structures in grades 6-8, with the addition of arts electives, computer application training, and daily Career Connections classes designed to bring students into a deeper awareness of the career opportunities, requirements, and employment prospects within the regional business and industry clusters identified by local EDC reports.

PCA's academic curriculum in grades 9-12 is identical to the NC College and Career Ready academic curriculum. Non-academic coursework in grades 9-12 will include daily alternating Career Seminar and Advisory sessions designed to support students' BPL internship experiences and to delve deeper into the employment picture of the local and regional business and industry communities. High school students will also be required, as a condition of promotion and graduation, to engage in and achieve successful assessments in individual BPL internships each year. Introductory vocational elective courses will be required for graduation as well, and certain second- and third-level vocational electives will be offered according to student interest and regional employment demand projections. Elective coursework in arts and special interest areas, identified by student and parent surveys, will also be offered.

Career-prep themes will run throughout all academic coursework, including the use of technical manuals, employee handbooks, and personnel forms as examples of primary study documents in English classes in addition to traditional literary works. Math and Science study will include exploration of math-science concept applications to employment situations. Social Studies classes will feature history of business and industry alongside other elements. Teachers will also be encouraged to make extensive use of community resources including frequent field trips and guest speakers to reinforce the workplace readiness aspects of the school's mission.

The PCA education plan incorporates three distinct elements: 1. Project-Based Learning ("PBL"), as developed by the Buck Institute for Education; 2) Student-Led Conferences ("SLC"), in which students lead designated adults through a step-by-step re-creation of their learning processes in designing, developing, creating, and presenting their PBL projects; and 3) Big Picture Learning ("BPL"), supported by a national network of BPL schools and characterized by 4-year Advisory groups, a keen emphasis on Authentic Assessments, and relevant, real-world, hands-on learning through mandatory

internships in local workplaces.

The PCA professional staff will develop and implement instructional strategies to support the level of relevance projected by the Instructional Plan. In addition to specific training in PBL, SLC, and BPL strategies, teachers will develop rubrics for the assessment of field trips, guest speakers, internships, and other related real-world experiences. Teachers will be strongly encouraged to utilize students' own perceptions about what and how they have learned in these non-academic settings, and coach them in helping to develop assessment and presentation methods to demonstrate that learning. Academic coursework will be presented and assessed in more traditional ways, with the addition of career-themed elements described herein.

PCA is designed to emphasize readiness for the workplace, because our Targeted Student Population are those students who do not plan to enter 4-year schools upon graduation. We are not discouraging students from attending college; we are focused on educating those who don't go. That includes provision of a strong sense of career and employment. Incorporation of these real-world themes throughout the curriculum will bring relevance to academic study for students who often do not find such relevance in academic coursework, thereby meeting the needs of our Targeted Student Population.

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.

In academic courses, PCA will utilize a traditional learning environment augmented by a strong focus on practical application of learning through hands-on projects. In addition to some measure of traditional instructional pedagogy, teachers will serve as facilitators of the application of classroom learning in the design, completion, and presentation of projects on 3 levels: regular classroom [mini-]projects, unit assessment projects, and semester-culminating final projects presented on fall and spring semester Project Demo nights. A significant amount of time, therefore, will feature student engagement in actual activity other than seated desk work. In addition, students will be coached in the process of gaining confidence in self-directed, exploratory, and experiential learning strategies.

PCA will seek to establish average class sizes of 20-27 in all classes, all grades 6-12.

Grades 6-8 will meet academic, non-academic, and elective classes in class periods of approximately the same length each day throughout the year, except that academic "blocks" may be established if possible to permit cross-curricular connections and collaborative efforts between related subject areas. Additionally, the daily schedule will be modified as needed to facilitate extended time to work on projects, teacher-student collaboration across subject areas, guest speakers, field trips, and other use of community resources.

In order to facilitate smooth transfers of students in and out of PCA and other area high schools during the school year, grades 9-12 will operate on a 4x4 block schedule plus a 30-minute time period which will alternate daily between grade-level Career Seminar class and BPL Advisory. Students will be periodically excused from classes 1-3 days at a time to participate in supervised internship experiences a few times each year, depending upon grade level and internship demands.

In order to avoid serious conflicts for the working families of its students who have other children enrolled in the local public schools, and to facilitate the smooth operation of our planned contracted bus transportation system with the Person County Schools, PCA will operate on the Person County Schools' yearly calendar (with some variation with regard to scheduled early-release and parent conference days).

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.*

Piedmont Career Academy's curriculum is directly aligned with its mission statement. To achieve our stated mission to "develop and produce competent, confident, independent, self-reliant, career-focused, highly employable high school graduates," PCA will offer a career prep curriculum delivered via a traditional learning model augmented by a strong focus on relevant hands-on practical application of learning through project-based assessment and real-world experiential learning via engagement in the local workplace, in the form of employment-related supervised internships. Occupational electives will be developed according to occupational and employment trends and projections derived from analysis of the reports released by regional Economic Development Commissions. Academic and Interest electives will be driven by student and parent interests, pegged in part to students' post-graduation employment goals.

The unique career and workforce readiness skills aspects of the PCA curriculum will be developed by mandatory student participation in daily Career Connections and computer applications coursework in the middle grades and by mandatory grade-level Career Seminar classes alternating daily with BPL Advisory groups and mandatory supervised internships in the high school grades. In all grades, these curriculum components are designed to increase awareness of local career and employment options and requirements and to build attitudes of employability, including work and workplace ethics as well as confidence and self-assurance in the use of traditional academic skills (reading, writing, math, etc.). Field trips, guest speakers - particularly supervisors and employees in entry-level employment situations - as well as other community resources are integral to curriculum delivery.

These steps directly align the curriculum with the our Targeted Student Population, which includes 3 identified groups of students who do not plan to enroll in or attend 4-year schools after high school and will therefore need specific preparation to enter training programs at local community colleges or trade schools and/or to enter the workforce upon graduation.

PCA's curriculum will align with the NC Accountability Model in that academic instruction will be planned and implemented in accordance with the NC Essential Standards to support student achievement on state-mandated EOG and EOC tests. PCA will also utilize an online progress monitoring system for assessment-driven instruction, the Response to Intervention framework, and extensive parent involvement to further support student learning. Teachers will work with school leadership personnel to set goals for student achievement early in the school year and meet regularly throughout the year to review student progress based on performance assessments.

- 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.*

The establishment and maintenance of workforce and career preparation themes across all subject areas is integral to the PCA curriculum. Teachers will therefore be asked to explore and develop the integration of career and workforce readiness themes in the instruction taking place in all classes, both academic and non-academic. Specifically, teachers will be obliged to incorporate increasingly prevalent instruction and assessment strategies grounded in practical applications, relevant real-world scenarios, and hands-on projects as demonstrations of learning.

In addition to serving as deliverers of some measure of traditional instruction, PCA teachers will also be facilitators of learning and assessment through the coaching of students in the design, development, and presentation of relevant, hands-on, student-directed projects in each class, which current research shows is a highly effective method of integrated instructional assessment leading to increased understanding and retention of knowledge. To achieve this, PCA teachers will be expected to master exploratory and experiential learning and assessment strategies, differentiate content and learning processes, and design a range of possible learning and assessment strategies based on individual student needs. Teachers will be expected to challenge all students using rubrics, evaluations, peer reviews, and thought-provoking questioning. Teachers will also be trained in interdisciplinary and collaborative approaches to learning to assist students in growing as collaborative and self-directed learners, and in making real-world, cross-curricular connections.

Incorporation and implementation of these strategies into the instructional framework will result in increased academic achievement for our Targeted Student Population by bringing a new level of relevance to the learning process, one which is probably higher than the level of relevance non-college-bound students have found in previous classroom experiences. Increased relevance has been shown to be a key factor in the motivation to learn and in the capacity for retention of knowledge.

At the middle school level, teachers will oversee the transitioning of students from primarily seatwork-based learning to a greater degree of real-world, hands-on learning, with increasing emphasis on both exploratory and experiential aspects of learning. In the high school grades, the focus on workforce readiness and career prep will be a new approach for many students, particularly freshmen, who have historically faced their toughest traditional academic year in the 9th grade. The intense emphasis on traditional academic learning in the 9th grade, including its too-often decreasing lack of real-world relevance, has been shown to contribute strongly to eventual decisions by some students to drop out of high school before graduation. The instructional strategies employed by PCA teachers will re-focus these students on learning, leading to increasing success in academic achievement.

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.

In addition to the NC Accountability Model as a foundation for assessment, PCA students will participate in grade-level appropriate PBL assessments and BPL workforce readiness events and learning activities across the curriculum - in academic, non-academic, and elective courses - throughout their educational experience at PCA. Relevance is the key in these authentic instructional and assessment models, which leads students to establish a deeper understanding of the knowledge and skills gained in their coursework and the practical application of same in real-world situations. Teachers will also use formative assessments, classroom observation, and comprehensive rubrics. Each semester, students will participate in PBL Project Demo events where they will showcase course projects in Student-Led Conference settings.

Promotion from grade to grade will be based on a variety of factors including (but not limited to) student achievement in academic and career-prep coursework, proficiency on state testing, PBL project development and presentation, and BPL workforce readiness events and activities. Full inclusion of non-academic student performance indicators in grade-to-grade transition requirements will elevate student and parent focus on these learning components of the PCA program and help students who are less academically oriented to achieve successful transition and promotion. Intervention plans for struggling students will provide the means to ensure that no student falls behind and all students are ready to transition to the next grade level.

Graduation from PCA will require a progressive gain of academic, non-academic, and elective credit designed to build student knowledge and skill acquisition from level to level. In particular, academic advancement is prescribed by the NC Standard Course of Study, which will be the cornerstone of PCA's academic core program. Non-academic coursework, which will be primarily career and vocation oriented, is centered upon the elements of Big Picture Learning, especially supervised internships. Guidelines and requirements for these experiences will be developed in collaboration with BPL coaches, and will be designed to be more intense at each successive grade level, requiring students to demonstrate learning progress from freshman job-shadowing experiences all the way through senior employment

internships. Successful BPL experiences, including both supervised internships and Career Seminar classwork, are PCA graduation requirements, requiring students to look ahead and to set and achieve successive learning goals in order to meet both promotion and graduation requirements.

Students will be supported in their efforts to gain knowledge and skill, and to transition from grade level to grade level, by a robust Student Support program grounded in both academic and vocational guidance. Student Support program elements will be designed and delivered by PCA guidance counselors, Personal Advisor Advocates in daily (middle grades) or every-other day (high school) Advisory sessions, and by the BPL Coordinator, who is responsible for managing the career-vocational elements of curriculum integration, the development of the middle grades' Career Connections and the high school grades' Career Seminar curricula, and the development of the BPL internship program, including placement of all high school students in area businesses and industries in internship situations. The Student Support program will be periodically evaluated by these professional staff members, working in partnership with school administration, to examine ongoing efficiency, efficacy, strengths, and weaknesses and to make revisions and implement suggestions from PCA's four Advisory Councils to strengthen program services to better serve students' academic and career prep growth and promotion efforts.

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?

PCA high school students will follow all academic course credit requirements of the Future-Ready Core: 4 units of English (English I,II,III,IV); 4 units of Math (Math I,II,III, and a 4th course aligned with career goals); 4 units of Social Studies (World History, American History I,II, and American History: Founding Principles, Civics & Economics); 3 units of Science (Physical Science, Biology, Earth & Environmental Science); and 1 unit of Health & Physical Education. Honors courses may be offered as online options if desired.

PCA high school students will also meet the Future-Ready Core requirements for non-academic and elective credits, but the structure of this requirement will differ from the standard F-R Core requirements in that a mandated sequence of courses in specific areas (Arts, CTE, etc.) will not be expected. Instead, all PCA high school students will take grade-level Career Seminar courses each year for a half-unit of credit (2 units total required over 4 years) and will be offered a variety of introductory occupation/career courses pegged to those workforce-related employment options identified by area EDCs. Second- and third-level tiers of these same course areas will be offered when demand is great enough to justify enrollment, allowing students to further explore (2nd level) and begin to specialize (3rd-level) in those career areas in which they are most interested. The objective is to prepare students to enter the workforce and/or community college or trade schools following graduation with an eye toward entry-level employment leading to an eventual career, rather than seeking to train high school students extensively for specific jobs through mandatory multiple course sequences in narrowly-defined career paths. Traditional, sequential CTE coursework, therefore, will not be required,

although some CTE courses may be offered as electives.

Other interest-based elective courses, including academic courses, arts courses, and special interest courses (such as computer science and digital tech courses) will also be identified through parent and student surveys and offered according to level of demand. These may include online courses and approved independent study options for students who exhibit a high capacity for self-directed learning. World Languages courses, for example, as well as other academic course offerings, will be available in these formats for PCA students who may seek 4-year college enrollment upon graduation.

PCA high school students will also engage in mandatory actual workplace internships each year, successful completion of which are graduation requirements. The structure and requirements of each grade level's internship experience will be developed in collaboration with BPL coaches and coordinated by the BPL Coordinator.

Taken all together, PCA students must earn a minimum of 28 course credits (and other designated requirements which are not based on course credit - see Appendix B2) to meet graduation standards. 10 of these course credits must be electives, including a minimum of 4 units in introduction/exploratory Occupational Career Prep courses.

EC students identified by their IEP teams as needing the Occupational Course of Study will be afforded that option. The demands of the OCS fit quite nicely into PCA's focus on career prep, particularly including the elements of Project-Based Learning and Big Picture Learning.

Course credit will be awarded upon the successful completion (defined as meeting a passing grade of 60 or higher as per the state's standard 10-point, A-B-C-D-F grading system) of each course's learning and assessment objectives. Grade point averages at PCA will be calculated the same way grade point averages are calculated under the NC High School Diploma provisions used across the state in the traditional public schools. Honors-level courses taken online will carry honors-level GPA weight.

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.*

PCA's calendar will align exactly with that of the Person County Schools LEA calendar for at least the first two years of operation, probably longer. This will allow us to meet the needs of PCA students and their families, making the transition to PCA from local LEA schools more familiar and comfortable. In addition, close alignment with the LEA calendar facilitates our planned contract for school bus services with the LEA. Alignment with the LEA calendar will also help us to minimize hardships on parents of PCA students who have other children attending LEA schools. Finally, alignment with the LEA calendar puts PCA students on an equal footing with LEA students in the "competition" for calendar break and summer employment and internship opportunities.

All high schools in the immediate area operate on the 4x4 block schedule. By adopting the 4x4 block high school schedule, PCA positions students to transfer in from other high schools at mid-year, the end of the first semester, without loss of credit due to inability to adapt their course schedules.

Adoption of this calendar gives us the maximum amount of flexibility possible to make use of community resources on a daily, weekly, monthly, and yearly basis. Because PCA students will be in school during those days and seasons when the community expects all students to be in school, we anticipate easier scheduling of field trips, guest speakers, job shadowing, and placement of student interns. All of these issues are operational components of our mission to produce "highly employable" graduates "in collaboration with community partners."

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.*

PCA will seek to prevent students from falling behind academically by identifying students who need assistance and employing early intervention which is both intense and individualized. Early diagnosis of "at-risk" students will include ongoing observations and frequent assessment by classroom teachers, who will screen students in their classrooms to identify struggling learners and apply appropriate levels of intervention to accelerate learning.

PCA will utilize the Response to Intervention framework as defined by the RtI Network:

TIER ONE - high quality classroom instruction, screening, and group interventions. Classroom instruction is designed and delivered by qualified personnel to ensure that identified students' difficulties are not due to inadequate instruction. Students are screened periodically; if identified as at-risk, they receive supplemental instruction during the day in the regular classroom.

TIER TWO - targeted interventions. Students not making adequate progress under Tier One provisions receive increasingly intensive instruction in small-group settings.

TIER THREE - intensive interventions and comprehensive evaluation. Students receive individualized, intensive interventions which target skill deficits. Students who do not show adequate progress in Tier Three are considered for EC eligibility.

PCA will offer a range of intervention strategies: differentiated instruction specific to student needs; before and/or after school tutoring (individually or in small group settings); push-in instruction; pull-out instruction. Within these intervention strategies, PCA teachers will utilize research-based computer-based adaptive and other resources as

appropriate. PCA will also actively involve parents in the intervention process in order to establish and maintain home-support systems to encourage and increase student motivation.

When necessary, teachers will develop Progress Monitoring Plans (PMPs) for students who require intervention. PMPs will use student performance and related data to assess skill levels, outline intervention strategies (including types and frequency), and set performance goals. PMPs will be monitored and results communicated to parents via parent conferences, phone calls, emails, and the online parent communication portal.

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.*

PCA will offer an English language immersion delivery model program to ELL students with the goal of developing the necessary language skills in these students to allow them to be successful in school and in the workforce after graduation.

1. Students will be identified as ELL as follows:

a) All PCA students' families will complete a Home Language Survey during Enrollment Intake on the occasion of each student's initial enrollment at PCA.

b) If English is not the primary language in the home and/or if the student is foreign-born, the student will take the WIDA-ACCESS Placement Test (W-APT) within 30 days of initial enrollment.

c) Students identified as ELL by W-APT results will receive a Personal Learning Plan (PLP), created by the student, his/her parent(s), his/her teacher(s), and a PCA counselor working in collaboration. The goal of the PMP will be to assist the student to meet the NC English Language Proficiency Standards. Ell students will re-test annually until they are formally exited from the program.

2. The ELL program will provide:

a) Instructional strategies such as scaffolding and modifications which support English language growth and content knowledge.

b) Course scope and sequence with appropriate modifications and accommodations such as supplemental texts, modified assignments, and other resources.

c) Age, grade level, and proficiency level appropriate English language development.

d) Opportunities to learn and master English through speaking, listening,

reading, and writing.

e) Before- and after-school tutoring.

3. Monitoring and evaluation of ELL students' progress and success, including processes for exiting students from ELL service and programs, will be implemented as follows:

a) Teachers will receive professional development related to instructional delivery, monitoring, and evaluating ELL students. They will be responsible for the appropriate documenting of ELL strategies used in lesson plans, PLPs, and each student's ELL program folder maintained by the PCA counselor.

b) When an ELL student demonstrates continued academic struggles following implementation of intervention strategies, he/she may be periodically pulled out of non-academic and/or elective classes to receive English language instruction via online resources such as Rosetta Stone. Such sessions will be supervised and facilitated by a teacher.

c) The W-APT will be administered again later in each identified ELL student's first year of enrollment at PCA, and annually thereafter as needed. All monitoring documentation will be placed in the student's ELL folder. Once a student has passed the assessment and is deemed proficient, he/she will exit the ELL program, but regular close monitoring by the student's English-Language Arts teacher(s) will continue. At this point, if the student fails to make intended progress, he/she will be referred to an ELL committee for review. The ELL committee will make the decision about the possibility of putting the student back into the ELL program.

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.*

Academically or Intellectually Gifted (AIG) PCA middle school students will be identified using multiple criteria including (but not necessarily limited to) state testing, classroom formative assessments, demonstrated excellence in the PCA Project-Based Learning and Student-Led Conference program, and state-approved tests for giftedness currently in use in North Carolina.

1. PCA will use a push-in delivery model to provide services to middle school AIG students. For example: an added top-tier "Challenge" level in the assessment rubric(s) may be deployed in a student's area(s) of giftedness. In addition, identified AIG students may be grouped together within a classroom for the purposes of one or more PBL projects, or disbursed throughout a classroom's project groups with specific assignments within the project process which require them to go deeper/further in one or more aspects of the project design, development, assessment, and/or presentation. PCA middle school teachers will be encouraged to seek AIG add-on certification, and will receive professional development specific to teaching and assessing AIG students.

In addition to the possible implementation of the push-in service delivery model utilized for middle school AIG students described above, PCA high school AIG students may be served through the availability of Honors-level coursework in academic core courses. When appropriate, this option may be delivered via approved independent study and/or online instruction, supervised and facilitated by a staff member.

2. All AIG screening and evaluation procedures will involve parents and will adhere to NC AIG standards. Middle school students who are identified as AIG through this process, as well as other middle school students who come to PCA having already been identified as AIG through this or similar processes, will receive a Differentiated Education Plan (DEP), which will include targeted and measurable goals, appropriate instructional strategies, and current performance standards. The DEP can span up to 3 years, and will be written at least once while each AIG student is enrolled in grades 6-8. The DEP and all relevant data used in the screening and evaluation process will be placed in students' AIG folders, maintained by the PCA counselor.

Exceptional Children

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

Identification and Records

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

1. Students who come to PCA having been previously found eligible to receive special education services will be identified as follows:

a) The PCA Enrollment Intake process will include a return form, filled out and signed by each student's parent(s), specifically requesting information about the student's current IEP or 504 identification status and services currently being provided by the student's school.

b) The PCA registrar will request complete student records and all other relevant documentation from the previous school. The EC Coordinator will review these records and documentation.

c) PCA personnel will use the NC Comprehensive Exceptional Children Accountability System (CECAS), which tracks EC student information across NC schools.

2. The Child Find Mandate, a part of the Individuals with Disabilities Act (IDEA), requires schools to locate and identify all children with disabilities. To identify students who may be eligible for EC services, PCA will take the following steps:

a) Students may be referred to the Child Find team by a teacher or parent, helping to identify all students suspected of having a disability and requiring learning accommodations.

b) The PCA Child Find team will monitor and track student performance using instructional data and will provide appropriate interventions through the RtI framework.

c) RtI intervention strategies will be regularly monitored and assessed. If intervention is deemed successful, student progress monitoring will be continued. If deemed unsuccessful and evidence supports the presence of a disability, the student will be referred for evaluation in compliance with NC 1503, which governs evaluations and eligibility determinations. Appropriate licensed professionals will conduct a comprehensive evaluation, including testing for all areas related to the suspected disability.

d) An eligibility meeting will be held once the evaluation is complete. The IEP team will determine whether the student requires specific EC services or will be referred for the development of a 504 plan. The IEP team includes (at minimum) one or both of the student's parents, a regular education teacher, an EC teacher, and an "LEA representative," or charter school administrator or Student Support program professional. Contracted professionals may be included on the IEP team. If EC services are needed, an IEP will be developed. If EC services are not required but the need for learning accommodations are indicated, the student will be considered for development of a 504 plan and a 504 team will be empowered, including (at minimum) a school counselor, a regular education teacher, and a parent.

Throughout this process, parents will be provided with written documentation of all procedures and processes. In the event the student's parents' native language is not English, PCA will seek to provide the parents with appropriate communication in their native language.

3. PCA will follow FERPA requirements and state policies to ensure that all IEP and 504 plans are kept in a secure file separate from each student's other school records. Only those persons with legal and operational standing for access to these files will have such access. A file sign-out system will be maintained to manage this access.

a) Records from previous schools will be requested by the school registrar, and only authorized personnel will have access to these records (including teachers, EC staff, counselors, and administrators).

b) All school staff will be trained on the importance of records confidentiality, including the NCDPI Compliance Checklist, which will be

used as an evaluation tool to ensure proper student records management protocols.

c) Records will be periodically reviewed and evaluated by the EC Coordinator. Areas of non-compliance will be immediately addressed and corrected.

Exceptional Children's Education Programming

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

1. PCA will provide a full continuum of services to meet all students' needs, including support for students with disabilities via provision of methods such as supplemental resources, services, modifications, and/or accommodations. As determined by their IEP teams, students needing special education and related services will be served in general education classrooms and/or in separate EC classrooms in an effort to serve them in the least restrictive environment possible.

PCA will use an inclusion push-in instructional model when appropriate, and teachers will be trained on best-practice instructional strategies including differentiation, scaffolding, modeling, and guided practice to help EC students achieve classroom success. General education teachers will collaborate with EC staff to identify areas of academic weakness and provide appropriate remediation and support.

Additional instruction will take place either during regular class time or during before and/or after school tutoring. When additional time is needed, students may also be pulled out periodically from non-academic and/or elective classes for this purpose. PCA will also employ proven research-based intervention programs to assist with remediation. Student progress will be closely and regularly monitored.

PCA will seek to hire only qualified EC staff to ensure that all federal and state requirements for caseload and class size are met. PCA will also contract with licensed professionals to ensure that all provisions of each student's IEP are met. Such contracted services will be determined by each student's IEP team and specified in the IEP. Training for EC and general education staff will be provided regularly.

2. PCA will ensure that students with disabilities receive access to a FAPE as required by law. PCA will follow a legally compliant process for identifying and evaluating students eligible for EC and related services. As determined by a student's IEP, provisions will be made to ensure access to such services as assistive technology, extended school year, and supplementary resources for extracurricular program participation, where appropriate. Staff will be trained in best-practice instructional and disciplinary strategies for students with disabilities to ensure compliance with all legal and policy-based provisions regarding teaching and disciplining students with disabilities.

3. IEPs will be implemented by both EC and general education teachers. EC staff will keep records documenting proper delivery of services, and all staff will work together to monitor student progress toward IEP goals. Teachers will be responsible for regular communication of relevant classroom data such as observations, grades, and testing results to IEP stakeholders, including EC staff and parents. EC staff will be responsible for regular communication of IEP expectations to general education staff. Parents will receive at least quarterly communication from EC staff regarding student progress toward IEP goals.

4. Related EC services will be delivered by licensed professionals contracted to provide such services as determined by each student's IEP team, including (but not limited to) speech or occupational therapy, psychology services, and social work services. All contracted services will be planned before the start of the school year to ensure that there is no gap in services due to lack of proper personnel. All service providers will maintain student confidentiality in accordance with FERPA requirements and will be required to maintain professional liability insurance. Contracted personnel will also be expected to participate in the student evaluation and monitoring phases of the IEP process, including such tasks as attending IEP team meetings and assisting in the development of IEPs.

Student Performance Standards

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

1. The NC Accountability Model will serve as the foundation for PCA performance standards as follows:

a) EOG, EOC testing: 70-80% (progressively years #1-5) will meet or exceed state proficiency standards.

b) Annual increase in academic core subject performance, measured by teacher-made formative assessments.

c) Annual performance composite scores indicating meeting or exceeding expected academic growth.

PCA will strive to increase annual student performance levels on formative assessments, classroom observation, project assessments, and authentic assessment rubrics.

2. Additional assessment tools:

a) Satisfactory performance on classroom, unit, and culminating semester PBL Project Demo events, measured by teacher-made rubrics designed to assess specific project elements (design, development, presentation, summary of findings).

b) Successful participation in Student-Led Conferences in conjunction with Project Demo events, assessed by teachers using parent feedback forms as part of the assessment rubric components.

c) Grades 6-8: Passing grades (60 or higher) in mandatory Career Connections class events and activities leading to increased knowledge about career preparation, local workforce opportunities and requirements, and growing awareness of the application of knowledge in real-world situations.

d) Grades 9-12: Successful annual participation in yearly BPL supervised internship experiences and passing grades in Career Seminar classes, events, and activities (assessment rubrics used in evaluation of internships to be developed).

e) Teacher-made tests, assessment rubrics, and classroom observation instruments.

Teachers will engage in PD on using assessment data to drive instruction. Teachers and administrators will meet regularly in grade-level teams to analyze student performance, comparing current student performance data with previous years' data. Results will be used in planning for curriculum and instructional improvement over time. Teacher evaluations will take student performance data into account; student performance results will be highly prioritized in evaluation conferences.

3. PCA will use a range of criteria and considerations, including the following, to make grade-to-grade promotion decisions:

a) Final course grades of 60 or higher (60 representing "D" on the 10-point, A-B-C-D-F grading scale) in all coursework: academic, non-academic, and elective. Proficiency levels on state assessments will figure into final course grades as a percentage of the total.

b) Passing grades as per 10-point scale or rubric assessment on student projects, portfolios, Career Connections and Career Seminar assignments, and BPL internships.

c) Pursuant to NC public school law, final promotion decisions rest with the Principal. The PCA Board believes that this responsibility should only be exercised, however, when a student's performance falls short of a clear promotion based on satisfactory performance on these first two criteria. When the first two criteria above clearly indicate that a student should be promoted, the student will be promoted.

d) Unless otherwise indicated in a student's IEP, EC students will be held to the same promotion criteria and requirements as non-EC students.

e) All students may have the opportunity to take recovery coursework for credit in order to be promoted to the next grade level.

Promotion criteria will be communicated to students and parents through the PCA Student-Parent Handbook. Teachers will also maintain regular contact with parents regarding student progress through email, use of PCA's online parent communication portal, conferences, and in person during Project Demo and Student-Led Conference events.

Students who are not making appropriate progress and who are deemed to be at-risk may receive Progress Monitoring Plans (PMPs) through the RtI Framework. PMPs will be updated periodically, and updates will be communicated to parents.

4. PCA will use the following exit standards for promoting all students from 8th to 9th grade. These standards represent the minimum knowledge and skill sets students will need when enrolling in PCA high school or any other NC public high school:

- a) Proficiency (Level III or higher) in Math, Reading, and Science EOG testing.
- b) Passing final grades on all other coursework.
- c) Successful (passing) participation and assessment on PBL Project Demo projects and SLC presentations.

At-risk students will be expected to meet these same minimum proficiency standards, but could be promoted to the 9th grade if they fall within one standard deviation of proficiency in one or two of these areas and if a review of their coursework records by a Promotion Review Committee of teachers recommends promotion due to circumstances which indicate a probability of success despite failure to reach proficiency.

Students with IEPs or 504 plans are also expected to meet these same minimum proficiency standards, but may be declared Proficient if they meet modified minimum requirements after remediation, modification, and/or accommodation provided by teachers in compliance with their IEPs or 504 plans.

Students will graduate from PCA when they attain the following:

- a) Academic course credit units: 4 English (English I,II,III,IV); 4 Math (Math I,II,III, a 4th Math aligned with career goals); 3 Science (Physical Science, Biology, Earth & Environmental Science); 4 Social Studies (World History, American History I,II, Civics & Economics); 1 Health & PE. [Note: EOC test scores will be counted as a percentage of the final course grade in courses where an EOC test is administered.]
- b) Career Seminar course credit: 2 units.
- c) Career Prep Occupational electives: 4 units.
- d) Other electives: 6 units.
- e) Passing grades on all culminating Project Demo projects, as measured by assessment rubrics to be developed and implemented by the instructional staff.

f) Successful BPL supervised internships each year, as measured by assessment rubrics to be developed and implemented by the BPL Coordinator.

EC students on the Occupational Course of Study (OCS) will graduate from PCA when they attain the following:

a) Academic course credit units: 4 English (English I,II,III,IV OCS pathway courses); 3 Math (Introduction to Math, Math I OCS Pathway course, Financial Management); 2 Science (Applied Science, Biology OCS Pathway course); 2 Social Studies (American History I,II OCS Pathway courses); 1 Health & PE. [Note: EOC test scores may be counted as a percentage of the final course grade in courses where an EOC test is administered, as per each student's IEP.]

b) Career Seminar course credit: 2 units.

c) Career Prep Occupational electives: 6 units.

d) Other electives: 2-8 units as per IEP provisions.

e) Project Demo project participation.

f) Completion of IEP objectives.

g) Career Portfolio.

Student Conduct:

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

Be sure to include:

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

In keeping with the PCA mission, the Board of Directors believe that all policies and procedures should, to the extent possible and practical, point students' attention toward success in the workplace as well as at school. All staff will be expected to draw specific references to workplace expectations when imposing disciplinary consequences, with the goal of impressing upon students the need for mature, appropriate behavior while "on the job." The PCA Code of Student Conduct has been developed accordingly, briefly summarized herein.

1. Effective discipline promotion practices:

a) Student-Parent Handbook including Code of Student Conduct distributed to all students and parents at the beginning of each school year. Teachers

will review the Code with students as the school year gets underway and will return to it periodically throughout the year. Students and parents will be asked to sign confirming that they have read the Handbook, including the Code.

b) Classroom rubrics for team assignments to include components for behavior and citizenship to promote effective teamwork and collaboration.

c) A positive behavior support system, including behavior awards recognition according to standards and recognition procedures to be developed by the staff.

2. Offenses which may result in suspension or expulsion:

Physical, mental, social, or cyber bullying, hazing
Threatening behavior (including communication of threats) or violence against anyone, student or adult
Inciting or instigating violence in or toward anyone else
Theft, robbery, extortion
Possession, use, or distribution of unauthorized or controlled substances or materials
Damage to school property
Disorderly conduct (legal definition)
Arson, attempted arson, creation of explosion (except accidental, as in a science lab experiment)
Trespassing on another school's property
Breaking and entering, at PCA or other school
False fire alarm, bomb threat
Gang activity

3. Handling rights of students with disabilities:

PCA will follow all federal and state requirements; a statement to this effect is included in the Code of Student Conduct. Where appropriate, staff will use a Functional Behavior Assessment to identify causes and functions of behavior issues and develop an appropriate Behavioral Intervention Plan to outline interventions including possible curriculum adaptations, modifications, and positive behavior support strategies. Multiple or repeated disciplinary actions will be addressed as per the Policies Governing Services for Children with Disabilities.

4. Disciplinary Due Process Rights, Grievance procedures:

a) Informal resolution: If there is no specific decision, action, or physical condition at issue, or no concern that federal or state law or regulation, State Board of Education or PCA policy or procedure has been misapplied, misinterpreted, or violated, then the Principal or his/her designee shall hear and address the concern, seeking the most reasonable resolution.

b) Formal resolution:

STEP 1: Informal meeting with staff member(s) initiating consequences. Student's PAA (Personal Advisor Advocate) is invited to take part.

STEP 2: File formal written grievance with the Principal within 5 days following step 1.

STEP 3: File formal written grievance with the Board within 5 days following step 2.

STEP 4: Written and in-person Appeal to the full Board within 5 days following step 3.

c) Expulsion Due Process: Written Appeal filed within 5 days of expulsion notification triggers an Appeal before the Appeal Committee, made up of 3 Board members. The Committee recommends action to the full Board. If expulsion is recommended and the student and/or his/her parent desires, the last step is Appeal before the full Board of Directors.

All Grievance Procedures and Due Process Rights, including Expulsion Due Process Rights, will be included in the Student-Parent Handbook.

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: Piedmont Career Academy, Inc.

Mailing Address: 163 Hugh Blalock Road

City/State/Zip: Roxboro NC 27574

Street Address: 163 Hugh Blalock Road

Phone: 336-583-4230

Fax:

Name of registered agent and address:

Robert E. Daniel, Jr., Ph.D.
163 Hugh Blalock Road
Roxboro, NC 27574

FEDERAL TAX ID: 81-2927005

Tax-Exempt Status 501 (c)(3)

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

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

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Robert E. Daniel, Jr.	Chairman	PERSON	Retired Educator	NC Professional Educator's License	N
Charles Derrick Sims	Vice-Chairman	PERSON	Environmental Health & Safety Manager	Radiation Safety Officer	N
Nan R. Jeffers	Secretary-Treasurer	PERSON	Nonprofit Executive Director	Microsoft User Specialist	N
Lynda D. Clayton	Board Member	PERSON	Legal Assistant / Secretary	None	N
Melvin L. Dorey	Board Member	PERSON	Construction Supervisor ; HVAC & Plumbing Div Mgr	OSHA; Welding; Crane Operation	N
Carl Winston Forsyth II	Board Member	DURHAM	Retired Educator	NC Professional Educator's License	N

Please provide the following in this location of the APPLICATION:

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

Governance of the school will be the direct responsibility of the PCA Board of Directors. The Board's primary goals will be to increase student learning and workforce preparedness for all PCA students. The Board will ensure that the school is in compliance with all laws governing NC charter schools.

The Board will be responsible for the overall operations of the school, including the development and maintenance of a balanced budget, hiring and direct supervision of the chief administrator, final approval of personnel hiring, termination, and other supervision recommendations, oversight of strong academic and career prep instructional and assessment programs, and development of a safe, healthy school environment.

The Board will be responsible for all legal and financial obligations of the school, including the creation and oversight authority of a responsible budget, frequent review of financial statements and reports, and assurance of the availability of sufficient funds to meet the school's mission parameters as well as operational expenses.

The Board will periodically review the school's overall academic

performance, monitor the school's climate, and supervise the school's progress toward meeting annual goals. The Board will be responsible for strategic planning and the updating of policies as needed. The Board will be responsible for ensuring that the school is in compliance with all applicable state and federal laws and all reporting requirements and deadlines.

The Board will recruit an experienced chief administrator from within the ranks of NC school leaders, active or retired, with a successful career in education including at least 3 years in effective school-based leadership (preferably more). The chief administrator must also have some experience in leading educational programs in Vocational Education or private-sector business and industry, or both, as well as teaching experience. He/she must exhibit a keen understanding of and a strong level of experience in the implementation of a school mission. He/she must demonstrate excellent oral and written communication skills and experience in implementing and maintaining a responsible, healthy budget, and should be well-respected in the community.

The Board plans to advertise the opening for the position of chief administrator throughout North Carolina, hoping to attract applicants with deep ties to the NC education community (charter and/or traditional schools). Selected applicants will be offered interviews; from those interviewed, the Board will check references and select the most desirable candidate for an employment offer.

The Board recognizes, however, that one of the 2 successful former school administrators currently serving on the founding Board of Directors may be the most appropriate and desirable candidate for the position of Founding Chief Administrator. If the Board decides at any point in the recruitment process that this is, indeed, the case, they reserve the right to extend an employment offer to one of these 2. Any such offer would be extended only after careful deliberation in the absence of the one(s) being considered by the rest of the founding Board members. In this case, the one chosen would resign from the founding Board before assuming any duties or responsibilities connected to employment as chief administrator.

The chief administrator will report directly to the Board. The Board will closely interact with the chief administrator in all facets and elements of school operation. The chief administrator will be directly supervised by the Board, and will serve as the primary "point person" in the Board's fulfillment of its own oversight responsibility. The chief administrator will be charged with both the responsibility and the authority of carrying out the Board's decisions and instructions.

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

The PCA Board of Directors will consist of 5-9 members. After the first 3 years of operation, all members will serve staggered 3-year terms and must rotate off the Board at the end of their 3-year term, remaining off the

Board for at least 1 year before being eligible to return to the Board.

Board officers: Chairman, Vice-Chairman, Secretary-Treasurer, all elected by majority vote of the Board.

The powers of the Board will be broad and comprehensive in nature to ensure successful operation of the school. Board members' duties include regular attendance at Board meetings and school events such as Project Demos, active contribution to the Board's decision-making process and casting votes which are in the best interests of the school, students, and staff rather than serving personal agendas or contributing to personal gain.

a) Areas of founding Board members' experience and expertise include teaching; school leadership and administration in both charter and traditional public schools; non-profit management; technology instruction for teachers; business and industry leadership; office administration, legal communication and support; and building construction supervision. The school will be well-served by this diversity of experience and expertise, which will contribute strongly to the school's educational and operational success. Successful educational and operational efforts will also be realized by a well-defined organizational and decision-making structure outlined clearly in effective adopted Board policies, open lines of communication among all stakeholders, and clearly-defined roles and responsibilities of Board members, administrators, and employees.

b) The PCA chief administrator will be directly supervised by the Board and evaluated annually using an evaluation system and instrument developed and officially adopted by the Board. The evaluation system and instrument will be designed to measure and assess the chief administrator's adherence to the values, mission, operational parameters, and educational criteria set forth by the Board. The system will be drawn and developed from such existing (and/or former) state, national, and private sector evaluation systems as the Board shall deem relevant and appropriate, and shall include some measure of professional goal-setting and evaluation toward meeting same.

c) The Board will utilize an Advisory Council model to ensure active and effective representation of key stakeholders. The Business Advisory Council, Parent Advisory Council, Faculty Advisory Council, and Student Advisory Council will all have direct access to the Board via their designated representatives, who will be encouraged to bring concerns, issues, and suggestions arising from each constituent stakeholder group to the Board during Board meetings for information, discussion, and decisions as appropriate. The chief administrator will be responsible for carrying out the Board's decisions and instructions concerning these concerns, issues, and suggestions at the Board's direction.

The Board will comply with the NC Open Meetings Law. The yearly calendar of scheduled Board meetings and special events will be posted on the school website prior to the beginning of each school year, including dates, times, and locations. Agendas for each upcoming meeting and approved minutes of each past meeting will also be posted on the website. The Board will actively seek additional input by providing a public comment period during each Board meeting and by posting each Board member's contact information on the school website as well.

A yearly Satisfaction Survey will be administered to staff, parents, and students to evaluate stakeholders' perceptions of school performance and to determine potential strengths and weaknesses. Results will be used in the Board's evaluation of the school's progress toward meeting its goals and in strategic planning.

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

The motivation for bringing together the founding Board of Directors grew from a grassroots effort to provide an innovative, fully integrated, career-prep education program for middle and high school students unlike any which currently exists in this area, different from and more workforce-prep intensive than the narrowly-defined, sequentially structured CTE course offerings at the local LEA high school and a few electives at the local college prep charter high school. An informal, flexible group of 12-16 people began meeting about 16 months prior to submission of this charter application to discuss the need for such a program. The original discussion group grew into a charter school movement, spreading the word throughout the community by word of mouth. The Roxboro Area Chamber of Commerce Board of Directors became aware of the effort to recruit Board members; they provided suggestions and referrals in the initial recruitment process. Eventually, the founding Board of Directors was seated from those who had contributed ideas and communications support and those recruited through the efforts of the RACC. Board members were eventually identified based on individual commitment to improving student learning while emphasizing workforce preparedness, a critical element in the local business and industry community recognized by the Chamber of Commerce, the Person County Board of County Commissioners, and the local Economic Development Commission. The founding Board possesses various and diverse areas of expertise which, when blended together, result in a strong, highly functioning group.

In the event of a vacancy on the Board, the vacant seat will be announced to the parents of enrolled students and to the local community with the help of the Chamber and the EDC. Approximately one month following the vacancy announcement, during which time the Board shall receive letters of application for the open seat from interested individuals as well as recommendations from current parents and Board members, the Board will fill the seat from among those applicants. The ideal candidate will reflect the ideals of the founding Board and will share a strong commitment to the school's mission and goals. The new member will serve out the remaining term of the member he/she is replacing, or will serve his/her own 3-year term if the seat is an expansion seat on the Board.

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

As per the Piedmont Career Academy, Inc. By-Laws, the Board will meet no less than once each calendar month throughout the school year. The Board will schedule additional meetings as needed and will publicly announce the dates of all meetings on the school's website.

- 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.*

Once notified of the CSAB's recommendation for the awarding of a charter,

the founding PCA Board will schedule and undergo training in charter school operations in the following areas, which training will be required of all founding Board members absent serious emergency requiring excusal from such training:

1. Governance and Liabilities - presented by the Board's chosen legal counsel, to be named at a later date.
2. Annual audit and 990 procedures - presented by Potter and Associates, the Board's chosen auditing firm.
3. Charter school financial procedures and student data management procedures - presented by Charter Success, Inc., the Board's chosen Financial Services and Student Data Management Services provider.

In addition, Board members will participate enthusiastically in training sessions provided by the Office of Charter Schools during our planning year. All sessions will be attended by at least 1 PCA Board member; all members will be strongly encouraged to attend as many as possible.

Topics of additional training will include the role of the Board, the design, drafting, and establishment of Board policy, NC charter school and Open Meetings law, State Board of Education policy related to charter schools, understanding the monthly financial statement, parliamentary procedure, strategic planning, and other topics deemed important by the Board, including PBL, SLC, and BPL overviews.

The Board understands that new member training is critical to PCA's long-term success. High quality orientation of new Board members will ensure the continuity of the school's mission and goals. A Board member designated by the Board Chairman will meet each year with new Board members to review with them the By-Laws, Articles of Incorporation, charter application, and selected minutes of previous Board meetings. Personnel from Charter Success, Inc. will provide an introduction to charter school finance structure, individual and collective financial responsibilities of Board members, and a review of current financial status. New and founding Board members will also receive governance training and related training on various topics at periodic workshops and conferences offered by the Office of Charter Schools and the NC Association for Public Charter Schools. All new member training sessions will also be open to current Board members for update and renewal.

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

The Board of Directors will comply with all state and federal laws which govern conflict of interest issues applying to non-profit organizations. Specifically, the Board will require each member to comply with the guidelines set out in Section 55A-8-31 of the NC General Statutes. Board members will be required to inform the full Board of any potential conflict of interest whenever discussion or voting is due to proceed on any transaction or potential decision with which the member has an outside interest. A Board member's conflict of interest shall exist in instances including (but not limited to) a member's financial interest or position as an officer, general partner, trustee, or director of any organization being

considered for any kind of business with the Board. In such cases, the affected member may participate in the discussion, but will be ineligible to vote on the decision or transaction in question. Such votes will be taken by the remaining Board members.

The Board of Directors will conduct itself with the highest of ethical and professional standards, such as those delineated by the NC School Boards Association. Furthermore, each Board member will be required to sign a Conflict of Interest statement requiring disclosure of any actual or potential conflicts of interest.

There currently exist no relationships which pose an actual or perceived financial conflict of interest with regard to any Board members, to our knowledge. The Board members will have no personal financial interest in the school.

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

The members of the PCA Board of Directors are committed to an open and transparent decision-making process. The Board will seek input from all stakeholders via the participation of school leaders and designated representatives of the Business, Parent, Faculty, and Student Advisory Councils when developing school policies. The Board will follow recognized best practices as presented in Board governance training sessions by the Office of Charter Schools and others when developing school policies. This process will include examination of the effectiveness of teacher professional development, assurance of high student expectations, maintenance of a safe and healthy school climate, careful scrutiny of financial procedures, records, and controls, and review of school accountability data to ensure that instruction is data-driven.

Once the need for a specific policy has been determined, the Board will consider input from all Board members and stakeholder groups on what procedures and language that policy should include. When a general consensus has been reached through open discussion, the Board Chairman will direct a Board member or staff member to draft an initial policy statement, which will be brought to the Board at a specified meeting for consideration on "first reading." The Board will table the policy to allow for review and reflection by all stakeholders until the next meeting, when the policy draft will be reconsidered on "second reading," at which time Board members will proffer recommendations for any needed revisions. The policy shall then be brought forward as a motion for discussion and vote. Once approved by a majority of Board members present and voting, the policy shall become effective immediately or, if so stipulated, at a time designated in the motion to approve.

In cases where the Board deems it appropriate, a policy may be adopted when introduced on first reading without the customary review and reflection period between introduction and vote. Such instances should be held to a minimum, however, and only used when the policy is of a routine nature or addresses an urgent situation requiring immediate and decisive action.

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

Business Advisory Council: A group of local business and industry owners,

managers, employers, and supervisors who will meet 2-4 times each school year with the Board and school leadership. The Board will seek input from the BAC with regard to PCA employment and career prep programs, integration of workforce preparedness elements into the PCA instructional program, and assistance with the design, development, and implementation of the best possible program supports as well as Board policies of interest to the business-industry community.

Parent Support Organization: All parents of students enrolled at PCA will automatically be members of the PSO. The PSO will operate independently of the school as a separate entity not under the control of the Board, except that the Board retains the authority of approval/non-approval of PSO events and activities on the school campus and/or which involve student participation. The PSO will meet on a called basis to develop and organize special student and/or parent activities. The PSO will be governed by the Parent Advisory Council (see below) who may call full PSO meetings to discuss and/or present issues of concern to parents. All PSO meetings, events, and activities will be open to all members of the Board of Directors and all school personnel; full reports of discussions will be transmitted to and addressed by the Board as soon as is reasonably possible.

Parent Advisory Council: One parent per grade level, elected by and representing the parents of students enrolled in that grade, and the member-elected presidents of each of the school's booster organizations (athletics, etc.). The PAC will serve as the governing body and standing steering committee of the PSO (see above). The PAC will meet periodically with the school's chief administrator; other school personnel may be invited depending upon the discussion items on each meeting's agenda. Board members will have a standing invitation to attend PAC meetings. The PCA administration and the Board of Directors will actively solicit PAC input on school programs and procedures, issues of concern to parents, and development of Board policies.

It is the Board's desire to work closely with the PSO and PAC on behalf of the school, its parents, and its students to build a positive school culture, to ensure that parents have a voice in school decisions, and to communicate with parents that their input and participation is vital to the success of the school.

Faculty Advisory Council: A group of staff members including administration-appointed department chairs and/or lead teachers as well as several members elected by the PCA staff. Instructional, student support, and classified personnel will all be represented by staff members elected by their peers. The FAC will meet with administration and guidance personnel at least monthly, more often if necessary, to discuss the full range of school programs and procedures. FAC concerns and suggestions will be carefully considered in the development and implementation of new programs and procedures, and FAC issues and concerns will be addressed by administration when brought to FAC discussions. After the first year of operation, the FAC will also assume the role and responsibilities of the School Improvement Team, with the addition of one or more Board members appointed by the Board Chairman and parents appointed by the PAC.

Student Advisory Council: The presidents of each grade level, elected by and

representing their respective grades. The SAC will meet periodically with the chief administrator and counselor, bringing issues of concern to students. Each issue will be addressed by administration. SAC input on new programs will be sought by administration, and SAC reps will be invited to give input to the Board on issues of concern to students.

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

1. Parent Grievance Procedure: the Board recognizes parents' right to seek redress of grievances, and the right of staff members to present their reasoning in cases of conflict with parents. When such situations arise, the following processes will be followed:

a) Informal resolution: If there is no specific decision, action, or physical condition at issue, or no concern that federal or state law or regulation, State Board of Education or PCA policy or procedure has been misapplied, misinterpreted, or violated, then the Principal or his/her designee shall hear and address the concern, seeking the most reasonable resolution.

b) Formal resolution: successive steps, with the desire to meet consensus at the lowest possible step, with the staff member(s) closest to the situation.

STEP 1: Informal meeting with staff member(s) initiating the situation which generated the grievance.

STEP 2: File formal written grievance with the Principal within 5 days of step #1.

STEP 3: File formal written grievance with the Board within 5 days of step #2.

STEP 4: Written and in-person Appeal to the full Board within 5 days of step #3.

2. Staff Grievance Procedure: In the event of a dispute involving employment or implementation of Board policies, and after a good faith effort between employee and supervisor to resolve the dispute, employees may submit their grievances as follows:

a) File grievance in writing within 5 days of the action triggering the grievance with immediate supervisor or, if the grievance is against the chief administrator, with the Board. The statement of grievance remains the same throughout the process.

b) Written grievance must include the employee's name, the action(s) or condition(s) at issue, citation of any law, policy, regulation, or stated procedure which the grievant believes has been misapplied, misinterpreted, or violated, and the specific resolution desired.

c) The official who receives the grievance will conduct an investigation of the pertinent facts and/or circumstances and render a decision within 5 days of receipt of the written statement of grievance. The investigator may meet with the grievant or any other party or witnesses related to the grievance. The investigator will provide a written response to the grievant following completion of the investigation.

d) All employees are entitled to appeal grievances and recommendations for termination to the Board. Appeals to the Board may be transmitted to any Board member within 5 days of receipt of notice of termination, who will share the appeal with the rest of the Board. The Board will consider the appeal at its next meeting or may convene a called meeting for the sole purpose of considering the appeal. The decision of the Board is the last administrative remedy and is final.

e) No reprisals of any kind will be taken by the Board or by any employee against any staff member who files a grievance, or who participates in the grievance or appeals process as a witness or who provides support for the grievant.

f) The Board and administration will cooperate with the grievant and his/her representative(s) throughout the grievance process and will furnish all information pertinent to the grievance and/or investigation of same unless such information is protected by the laws of confidentiality.

g) Should, in the judgment of the chief administrator, the investigation or processing of any grievance require the absence of the grievant from regular assignments, such absences will be excused without loss of pay or benefits.

h) Grievants may be accompanied by legal counsel at appearances before the Board, but counsel may be restricted to observation.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

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

X Not Applicable

Projected Staff:

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

Year #1: Projected enrollment 250

1 Administrator
1 Counselor
11 Core academic teachers
6.5 Non-academic and elective teachers (one of whom is also the BPL Coordinator)
2 Exceptional Children's Program teachers
2 EC program assistants
1 Secretary / Office Manager
1 Custodian

Financial management, student data management, and nursing services to be contracted out.

Year #2: Projected enrollment 300

2 Administrators
1 Counselor
13 Core academic teachers
7 Non-academic and elective teachers (one of whom is also the BPL Coordinator)
2.5 Exceptional Children's Program teachers
3 EC program assistants
1 Secretary / Office Manager
1 Custodian

Financial management, student data management, and nursing services to be contracted out.

Year #3 and beyond: Projected enrollment 350

2 Administrators
2 Counselors
14 Core academic teachers
8 Non-academic and elective teachers (one of whom is also the BPL Coordinator)
4 Exceptional Children's Program teachers
4 EC program assistants
1 Secretary / Office Manager
1 Custodian

Financial management, student data management, and nursing services to be contracted out.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

PCA will follow non-discriminatory personnel practices for hiring, supervision, and termination of employees. PCA will comply with all federal and state personnel laws governing NC charter schools, including those having to do with the meeting of program needs.

Because of the critical importance of the school staff in the day-to-day instruction and supervision of students, the hiring and supervision of staff are the most important tasks of administration, requiring the recruitment and retention of the highest-qualified candidates available. The chief administrator will be held accountable by the Board in discharging this most important duty. Open positions will be posted on the school website, on social media, and with national job search services such as Teachers-Teachers.com. Open positions may also be advertised in regional newspapers and transmitted to area colleges and universities for distribution to graduates and alumni.

The Board will hire the chief administrator, who will recruit and interview candidates for open staff positions and bring recommendations to the Board for hiring approval. Lead teachers, department heads, and other key staff members will work collaboratively with the chief administrator in the screening and interview process after the first year.

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

The chief administrator serves at the will of the Board and is responsible for the supervision and evaluation of employees in addition to recruitment and recommendations for hiring and termination. All employees work for the Board of Directors and are hired and terminated based on the recommendation of the chief administrator. The Board sets personnel policies outlining hiring, supervision, and termination of employees, which the chief administrator implements. All employees, including the chief administrator, are "at-will" employees and will be retained or terminated annually.

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

Vacant positions will be advertised and selected applicants will be identified for interview. Applicants for academic subject teaching positions will be licensed or eligible for licensure and will be expected to work toward licensure if not licensed at the time of hiring. The chief administrator will check 2-3 references before recommending that a candidate be hired.

As at-will employees, any PCA employee may be non-renewed at the end of the school year without statement of cause. Termination before the end of the school year will only be instituted following an employee's unsuccessful attempt to meet the requirements of a supervised Action Plan, or on account of one or more violations of law and/or policy.

Employees may resign at any time with one pay period's notice or by giving notice of intent not to return the following school year.

All employees will undergo a criminal background check by a company or individual experienced in this area contracted by the Board.

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

PCA will offer salary ranges closely aligned with the NC Department of Public Instruction's published pay scale. For budgetary purposes, we are using an average salary of \$40,000 for full-time instructional personnel, not including benefits. Part-time and contracted personnel, if any, will be budgeted at \$15-\$30 per hour, depending upon the position, but may vary above or below when contracted.

Full-time staff will have the opportunity to participate in the State Health Plan. The Board will investigate options for an independent retirement plan for employees as an alternative to participation in the Teachers and State Employees Retirement System. Full-time employees will accrue 1 leave day per monthly pay period for use as sick or personal leave, at the employee's discretion, up to a cap of 30 days past which unused leave days will not continue to accrue. Annual leave days for all employees will be built into the school calendar.

The Board may investigate options for additional employment benefits as it deems appropriate given the success of the school and the soundness of fiscal circumstances.

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

Employee grievances:

a) File written grievance within 5 days of the action triggering the filing of the grievance with the chief administrator or, if the grievance is against the chief administrator, with the Board. Grievance must include the employee's name, the action(s) or condition(s) at issue, citation of any law, policy, regulation, or stated procedure which the grievant believes has been misapplied, misinterpreted, or violated, and the specific resolution desired.

b) The official in receipt of the grievance will conduct an investigation and render a decision within 5 days of receipt of the grievance. The investigator may meet with the grievant or any other party or witnesses related to the grievance. The investigator will provide a written response to the grievant following completion of the investigation, including the decision on disposition of the grievance.

c) Employees are entitled to appeal both grievances and recommendations of termination to the Board. Appeals to the Board may be transmitted to any Board member within 5 days of receipt of the investigator's decision, who will share the appeal with the rest of the Board. The Board will consider the appeal at its next meeting or may convene a called meeting for the sole purpose of considering the appeal. The decision of the Board is the last administrative remedy and is final.

d) No reprisals of any kind shall be taken by the Board or by the chief administrator against the grievant or any other employee serving as a witness or offering support to the grievant.

e) The Board and administration shall cooperate with the grievant throughout the process, including furnishing the grievant with any non-confidential information needed by the grievant.

f) Grievants may be accompanied by legal counsel at the Board level, but such counselors are considered guests of the Board and may not speak openly during any proceedings without permission of the Board member chairing the hearing.

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

The School Counselor will manage AIG services and serve as 504 Coordinator. One EC teacher will also serve as the school's EC Program Coordinator. One full-time teacher, most likely a PE teacher, will also serve as the Athletic Director. The middle school Computer Applications teacher will supervise and coordinate any online courses taken by high school students. The BPL Coordinator will also teach high school Career Seminar classes and may teach 1 or more Introductory Occupational classes each semester.

Funding for all positions is expected to be derived from local LEAs, North Carolina ADM-based charter school disbursements, and federal funds including EC program funds and possible remedial grant funds. Depending upon the availability of state and/or federal VocEd funds, some funding may be available for Career and Employment program teachers. PCA plans to explore the possibility of VocEd-related grant funds, but is not relying on that in the budget.

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

PCA plans to employ 1 certified EC teacher-Coordinator before opening and will add additional EC teachers as needed, depending upon EC enrollment. We will make every effort to hire qualified teachers already licensed in AIG for the middle school and will encourage AIG licensure for other middle school teachers as they pursue certificate renewal. The PCA high school AIG program will be geared toward advanced course-level options including Honors-level courses.

PCA will encourage teachers to seek ELL add-on licensure. Professional development will be offered for the entire staff in differentiation to meet the needs of EC, AIG, ELL, and at-risk students.

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).

The PCA chief administrator is responsible for leading the school and managing its day-to-day operations. He/she is responsible for maintaining a safe and orderly environment conducive to teaching and learning and for ensuring compliance with all state and federal laws related to the operation of charter schools. The chief administrator is also responsible for implementing the directions of the Board of Directors. His/her priorities are to advance learning and foster student achievement and growth. He/she works collaboratively with all stakeholders to build a strong learning community and to establish and develop programs and procedures which will prepare students for entrance into the workforce upon graduation. The chief administrator should hold a Master's degree in an education field, preferably Educational Leadership, and a minimum of 3 years' teaching

experience.

School counselors are members of the school leadership team. Their role is primarily one of student advocacy and academic guidance. Counselors supervise 504 plans, assist with class and student scheduling, facilitate parent conferences, and work with administration in development of professional development, especially as it relates to ELL, AIG, and RtI. Qualifications for School Counselor include appropriate licensure, Master's degree, and (preferably) classroom experience.

The EC teacher-Coordinator will ensure that services to students with IEPs are met and that PCA complies with all state and federal laws relative to IDEA. This position requires specific certification and licensure as an EC teacher as well as related experience.

Teachers are responsible for delivering appropriate instruction which follows the NCSCOS, guiding students' learning, ensuring students' safety, and following PCA's outlined student achievement programs. Teachers are required to adhere to all state and federal laws related to the performance of their duties as outlined in, but not limited to, G.S. 115C-307. Teachers will communicate regularly with parents on the progress of their students. All teachers of core academic subjects will hold at least a Bachelor's degree and will (preferably) be fully certified in the subjects they teach. If not, they will be expected to pursue certification while employed at PCA. Non-academic, vocational, and elective subject teachers will either be certified in the subjects they teach (preferably) or will be acknowledged, experienced experts in the business/industry areas in which they are appointed to teach career classes.

The BPL Coordinator will either hold or be eligible to hold Vocational Education certification. His/her responsibilities include the development and supervision of the BPL program, including the coordination of the Business Advisory Council's events and activities and the recruitment and placement of students in area business/industry internships, along with the coordination of supervision and evaluation of student interns. The BPL Coordinator will also teach Career Seminar classes, in which he/she shall have the same responsibilities as all other teachers.

EC and instructional assistants shall be persons of strong moral character and work ethic with a love for teenagers and pre-teens. They will exhibit a personal propensity for patience and the capacity to assist teachers and administrators as directed. Their responsibilities include assistance in the instruction, supervision, and assistance in provision of services to students. These personnel do not require any particular licenses or designated experience.

Custodians are people of strong moral character and work ethic capable of working independently to maintain school facilities in cleanliness and suitability for all students and staff. No particular license or designated experience is required.

Staff Evaluation and Professional Development

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

Core academic teachers are responsible for maintaining valid teaching licenses or pursuing them if eligible but not yet licensed. All full-time instructional personnel must attend assigned PD sessions and maintain their own PD records.

- 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.*

Teachers will be formally observed and evaluated by administration. Lead teachers, department heads, mentor teachers, and peers may participate in the observation process in coaching roles and may be consulted by administration in the evaluation of other teachers, but will have no authority as evaluators.

In order to accomplish the most thorough evaluation of teachers possible with regard to the mission of the school, addressing both the academic and career prep focus areas of the total instructional program, PCA will develop and use an evaluation system which takes into account the unique elements of both fields of classroom and field-based instruction. This system will be based partly on the NC Educator Evaluation System but will also draw from the former NC Teacher Performance Appraisal System and other evaluation systems such as Charlotte Danielson's Framework for Teaching. Administration will rely on formal announced classroom observations including pre- and post-observation conferences, informal drop-in observations, and frequent walk-through snapshot observations as well as teacher-generated self-evaluations and personal development plans as parts of the total annual evaluation cycle. Administrators and other observers will place a high priority on frequent dialogue with teachers in order to both mentor and coach them to instill a climate of professionalism and collegiality. Peer observations will be encouraged and, in some cases, assigned.

Beginning teachers will be paired with a mentor, and both mentor and mentee will participate in a structured mentor program. The Board's intent is to maintain a teacher retention rate no lower than that of the local LEA retention rate, so administration will seek to establish a culture of emerging teacher leadership and will actively seek Faculty Advisory Council input into issues of concern to teachers, including teacher retention and professional development. Teachers will be surveyed each year to provide feedback to the Board with regard to the effectiveness of these measures.

When necessary, the chief administrator will develop and implement an Action Plan for a given teacher's improvement, complete with the teacher's input, substantial opportunities for dialogue and assistance, and multiple strategies for setting and reaching performance improvement goals.

- 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.*

All instructional personnel will be responsible for designing and implementing hands-on projects in compliance with PCA's focus on Project-Based Learning as a significant part of their student assessment systems. To that end, intensive PBL training will be offered every summer for new

staff and in periodic afternoon update sessions throughout the school year for all staff, with all staff expected to attend. Concurrently, all staff will be trained in the implementation and assessment of Student-Led Conferences, during which students will present the elements of their PBL Project Demo efforts.

All staff will receive training and periodic update sessions on Big Picture Learning and PCA's emphasis on career preparation and workforce readiness. Periodic BPL updates will be included in staff meetings throughout the year.

Staff work week PD will include sessions on using the Response to Intervention Framework, AIG and ELL program implementation and instructional differentiation, and EC program components. The Faculty Advisory Council will have strong input into the choice of PD topics.

Some PD sessions will be designed and presented by PCA teachers, others by outside experts. The Board is interested in developing PD partnerships with other charter schools in the area to maximize PD budget dollars. Staff members will be responsible for their own licensure renewal PD, but PCA will be open to bringing in some PD sessions of common interest to assist in this.

All PD efforts will be aimed at strengthening the PCA staff by providing professional technical support for self-directed teacher learning and growth and providing tools and experiences for use in the classroom and throughout the school program for the advancement of student learning, career preparation, and entry into the workforce. PCA's projected budget includes funding set aside for PD events and activities.

- 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.*

After Year #1, every every school year will begin with a 5-day staff work week involving meetings and PD training sessions targeting the opening of school and the beginning of instruction for that year. Just prior to the first year, however, the staff will be brought in 5 days before the regular staff work week, allowing for a 10-day period in which to accomplish not only the regular tasks of opening school and preparing for the school year, but also engagement in a period of intensive training in programs and procedures unique to PCA. The incoming new staff will be compensated for this first year's 5 extra days' work with 5 extra days' leave time in addition to the "regular" 10 days' leave time earned each year.

During this first year's 5-day training period, staff will undergo introductory training in Project-Based Learning, Student-Led Conferencing, and Big Picture Learning. PBL training will include the background and research which fostered the development of PBL and its practical application in the classroom, including the design and implementation of 3 levels of projects: classroom, unit, and culminating Project Demo. Each of these will include training in the classroom introduction of PBL to students and teacher development of assessment rubrics for design, development and presentation of projects.

Training for Student-Led Conferences, in which students will present the elements of their Project Demo projects' design, development, and presentation to designated adults (preferably their parents), will run concurrently with PBL training.

Staff will also undergo an introduction to Big Picture Learning and its applications in the PCA instructional program. These applications include the use of real-world materials such as instructional media, including (but not limited to) such things as technical manuals for English and History, Science lab experiments with practical applications in the workplace, and Math models relevant to those industrial applications used in business and industry. Also included in BPL training will be an introduction to the topics to be covered in middle grades' Career Connections and in high school Career Seminar classes, with an emphasis on how application of these topics in other classrooms can and should be supported.

During the "regular" staff work week this first year, the staff will engage in specific training in EC, ELL, and AIG instructional differentiation and in development and use of the Response to Intervention Framework. Teacher responsibilities with regard to the Personal Advisor Advocate program (PAA) will be introduced, as will the school's parent communication portal system. Finally, staff will be introduced to planning resources, online and otherwise, for their subject-area assignments and CEU licensure requirements.

PD sessions will be presented by experts in these fields and/or by in-house personnel (including Board members and staff personnel) with expertise in given areas. CEU credit will be offered as appropriate.

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.

PCA plans a minimum of 40 hours a year dedicated to professional development opportunities for staff, resulting in up to 4 possible CEU credits for participating staff members. Approximately 30 hours of PD are planned for the opening-year staff work week and the extra week before (see above), with an additional 10 hours or so spread throughout the school year, scheduled primarily in 2-hour afternoon workshops. The pre-work week training time will be replaced after the first year with optional, uncompensated opportunities scheduled at various times throughout the summer break weeks, open to all interested staff. [Note: if necessary, teachers may be assigned to specific, uncompensated summer training as part of their employment evaluations and/or Action Plan components.] Throughout the year, teacher workdays will also offer time to schedule PD opportunities.

The afternoon staff meeting schedule and the schedule of afternoon, teacher workday, and summer PD sessions will be developed jointly by the chief administrator and the Faculty Advisory Council. All staff will have input into the schedule of PD events and activities through their FAC reps.

Teachers may use their accrued leave time (10 days per year, 15 days during the first year) to engage in personal PD pursuant to their own CEU licensure requirements, if desired.

The school calendar, modeled on the local LEA calendar, allows for ample time to accomplish these PD goals, including scheduled teacher workdays. The daily bell schedule allows for 2-hour or longer periodic PD sessions after the end of the student day each day, subject to careful consideration by the chief administrator and the FAC. The PCA staffing structure, which provides considerable room for teacher participation in the decision-making process, will ensure the optimum amount of time possible and considerate scheduling of PD for all staff.

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)).

PCA will not discriminate on any basis in enrollment including, but not limited to, race, religion, gender, or disability. Any student eligible to attend a North Carolina public school is eligible to attend PCA. We are currently designing and will implement a marketing plan which targets those students identified throughout this application as our Targeted Student Population, namely those students who do not plan to attend 4-year colleges or universities immediately after graduation. Specifically, these students generally fall into 3 identifiable groups: those who plan to enter community colleges or trade schools, those who plan to enter the military, and those who plan to go straight into the workforce.

PCA Board members have already presented the proposed objectives of the school to the Person County Board of County Commissioners and the Roxboro Area Chamber of Commerce Board of Directors. We are currently arranging times to address gatherings of the regional Council of Governments, the Person County Economic Development Commission, and various area civic clubs. When it comes time to actively recruit student applicants, we will revisit those and other boards and committees, outlining the enrollment process and encouraging questions.

PCA will advertise its open enrollment through area churches, the Courier-Times, the News of Orange County, the Butner-Creedmoor News, and Durham Herald-Sun newspapers, on local cable access channels, and via a concentrated Facebook information campaign. Our website will also carry our student application, with options to either submit through the website or download and print a hard copy, returning it via US mail. Printed hard copies will also be available at the school site.

Because of the high percentage of students in Person County and surrounding areas who do not enter 4-year schools after high school graduation, we

expect to recruit applicants from rural areas where local assemblies such as church and word-of-mouth marketing are especially valuable. For this reason, the PCA Board of Directors is planning a series of public information sessions just prior to the beginning of the open enrollment period to take place in small, local settings.

Once approved, PCA will move forward with the following marketing plan described above, including:

- a) Regular updates posted on the school website, marketed online using wide distribution platforms such as Google AdWords.
- b) Continuation of the Facebook social media campaign.
- c) Continuation of the word-of-mouth campaign through active community engagement.
- d) Community meetings and information sessions at local places such as churches and neighborhood community centers.
- e) Advertisements in local papers mentioned above and local cable access channels.
- f) Print media flyers and brochures at area businesses, community centers, churches, farmers' markets, and places where area youth assemble.
- g) Signage at intersections and at businesses frequently patronized by community members on their daily commutes.

PCA will work to ensure that language is not a barrier to enrollment by providing print materials in Spanish where possible, aligning our recruitment effort with our targeted demographics. All marketing strategies will commence immediately upon application approval, with initial emphasis on online and word-of-mouth advertising followed by a stronger emphasis on print advertising closer to the opening of the application window. All marketing efforts will reflect the school's mission and emphasize the school's focus on career preparation and workforce readiness with the goal of successful preparation for community college or trade school enrollment or immediate employment upon graduation.

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.*

1. In-person communication with local and surrounding communities will be vital to the success of opening PCA. The Board will spend significant amounts of time in community meetings, churches, neighborhood meetings, sporting events, and other open venues discussing the opportunities which PCA will provide for middle and high school students. We will also use social media to inform and update the community as well as the local newspapers and other marketing strategies as outlined in our marketing plan.

To ensure that all parents and stakeholders understand the unique PCA education plan, parents and students will be given thorough explanations of the curriculum and school expectations prior to enrollment. This information will be delivered via enrollment verification emails and USPS mailings, open house events, published information including a comprehensive Student-Parent Handbook, flyers and brochures, online applications, social

media, and website question-answer modules. Once students are enrolled and the school year has begun, parents will continue to have flexibility to monitor student progress both online and through parent conferences.

2. The PCA Board members understand that parents are the school's most important partners in the learning experience. We will collaborate regularly with parents through the activities of the Parent Advisory Council, the scheduling of regular parent-teacher-student conferences, at regularly scheduled events such as the twice-yearly Project Demo with attendant Student-Led Conferences, and by holding themed parent information meetings and seminars such as Academic Survival & Success Skills, School Safety, and Cyber Safety Steps specifically for the parents of enrolled students. On a larger scale, the school will work with parents to build and develop the Parent Support Organization (PSO), which will support the school and provide support to families in such areas as transportation and lunch availability for disadvantaged students. PCA will also use its website and Facebook presence, and other social media platforms as they gain popularity, as vehicles with which to communicate with parents and students on a regular basis.

The school will establish and maintain an open-door policy for parents, ensuring that they will always be welcomed partners at school. This policy will extend to parent presence in the classrooms, subject to reasonable prior notice, restriction to observation during instruction, suspension of parent and other outside access during testing, and confidentiality protection regulations.

PCA will encourage the formation and development of active, thriving school booster clubs to support both the curricular and extracurricular functions and programs offered by the school. These groups will be officially recognized by the Board and the presidents of all duly constituted booster clubs will be regular members of the Parent Advisory Council.

The Board believes that students will best absorb and understand the focus of PCA's career prep and workforce readiness emphases when they are supported and backed up at home by parents. Recognizing parents' significant influence on student learning, PCA will actively encourage parents to join students on workplace field trips, at guest speaker occasions at school and in the classroom, and in other events and activities mounted through the middle grades' Career Connections and the high school grades' Career Seminar classes.

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.*

PCA will admit students without regard to race, gender, disability, religion, nationality, or ethnic origin. Admission to PCA will adhere to the following application and admission procedures:

1. First year:

Jan 2 2019 - Application window opens

Mar 1 2019 - Application deadline

Mar 9 2019 - Enrollment lottery

Mar 14 2019 - Enrollment verification notices and Return Forms mailed or emailed to accepted applicants

Mar 29 2019 - Acceptance confirmation deadline

August 2019 - Open House / Enrollment Intake events

Successive years will follow a similar timeline.

All applicants must apply online or via a paper application. Access to the online application will be provided upon request to those lacking reliable internet access. Paper copies will be provided to those who prefer it. Applicants must apply for the grade they will enter the following year, one application per year per student. Only North Carolina residents are eligible, domiciled in any NC county. Application deadline is firm; those received late will be considered for open spots if available or placed on the waiting list if not. Current students are not required to re-apply but must submit an enrollment intent letter each spring for the following year.

2. A random enrollment lottery will be held for each grade level in which more applications are received than spots are available. A computer program will assign random numbers to all applicants; the number will determine order of acceptance.

Siblings of students already enrolled and children of full-time staff and Board members will be given priority admittance to open slots; if there are more priority admittance applicants than open spots, a separate lottery will be held among them for open slots. Those not selected will be placed at the top of the waitlist.

Multiple-birth siblings will each submit an application, but only one application will be entered into the lottery. If chosen, all will be admitted.

3,5. Applicants not accepted in the lottery will be placed on the waitlist in order of their assigned lottery number and will remain on the waitlist until the end of the first semester of the following school year. When an enrollment slot opens during that window, the next applicant on the waitlist will be contacted and offered the slot.

Students not accepted in the lottery or called up from the waitlist will be encouraged to apply in successive years.

Withdrawing students will be required to complete paperwork ensuring that their records will be forwarded to their new school. New students will also be required to complete the appropriate paperwork requesting that their

records be forwarded to PCA. When a withdrawn student seeks to re-enter PCA, he/she will be required to follow the same admissions process as any other student, except when a student originally withdrew under circumstances allowed by charter school law for withdrawing students to re-enroll following withdrawal for specified reasons.

4. PCA plans no pre-admission activities for students and parents. Once admitted, however, both students and parents will be expected to:

- a) return all completed and signed Enrollment Verification return forms by the specified due date;
- b) read and sign indicating knowledge and acceptance of the policies and procedures outlined in the Student-Parent Handbook; and
- c) attend Open House / Enrollment Intake for their respective grade levels, held during the week prior to the opening of school. Handbooks will be distributed at this event, students and parents will be introduced to their teachers, and families will be provided with calendars of events and other informational items concerning the upcoming year, including events and activities sponsored by the PSO.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

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

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

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

1. *A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*

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

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Person County Schools
- LEA #2 Durham Public Schools
- LEA #3 Granville County Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390
Grade 06	45	3	2	40	5	5	35	10	5	35	10	5	35	10	5
Grade 07	45	3	2	40	5	5	35	10	5	35	10	5	35	10	5
Grade 08	45	3	2	40	5	5	35	10	5	35	10	5	35	10	5
Grade 09	35	10	5	30	10	10	30	10	10	30	10	10	30	10	10
Grade 10	35	10	5	30	10	10	30	10	10	30	10	10	30	10	10
Grade 11	0	0	0	30	10	10	30	10	10	30	10	10	30	10	10
Grade 12	0	0	0	0	0	0	30	10	10	30	10	10	30	10	10
	205	29	16	210	45	45	225	70	55	225	70	55	225	70	55
	250			300			350			350			350		

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.

PCA will provide transportation options for students and parents. Based on the demographics of our Targeted Student Population, which we anticipate will include a significant percentage of students designated low-income / disadvantaged, at-risk, or living in rural areas, we believe bus transportation may be a critical need for some students who wish to attend PCA.

The PCA Board Chairman met recently with the incoming Superintendent of the local LEA. He was open to the idea of negotiating a contract to allow PCA students to be picked up by LEA buses and transported to the LEA high school or one of the two LEA middle schools and then transfer to a "shuttle" school bus for transport to PCA. PCA plans to start classes each day at 8:45am, both to accommodate later-arriving shuttle buses and to capitalize on current research which strongly suggests that adolescents' learning is positively impacted by a later start to formal classes each day.

In the afternoon, PCA classes will end at 3:45pm, allowing LEA buses time to double back after their first loads to pick up students for the trip home. Because middle and high schools typically run a very reduced transport load in the afternoons due to after-school athletics and other programs, we anticipate a similarly reduced need for after-school transportation. We plan to institute neighborhood drop points instead of door-to-door service in the afternoons. Potential drop points will be strategically located and evaluated for safety and proximity to the greatest concentrations of students' homes. Examples of potential drop points include churches or public business areas. These contract details will be worked out once ridership need is established following confirmation of enrollment. One of the return forms sent out to parents of accepted student applicants will be a transportation request, from which these numbers will be determined.

As an alternate plan, PCA is currently investigating the possibility of either replacing the above LEA contract plan or augmenting such a contract with utilization of the Person Area Transportation System (PATS), a county-funded programs which runs throughout Person County on both regular and on-demand routes. It is entirely possible that we might run both plans, depending upon which PCA students need transportation and where they live.

It is also important to note that, as high school students grow older, they are more likely to either drive or ride with friends to and from school. This will figure into our ridership need calculations.

The Parent Support Organization (PSO) will be tasked with the responsibility of developing and maintaining a system of communications among parents for the formation of carpool partnerships using free mobile apps such as

Carpool-School Edition. Information about carpooling will be provided on the school website and in the Student-Parent Handbook. The PCA Board Chairman, who was founding principal of Falls Lake Academy Charter School in southern Granville County, was instrumental in setting up such a parent-run carpooling system at FLA when it opened in 2013. That system is still in operation and is still highly effective.

For students with disabilities, suitable transportation will be provided, if needed, according to the provisions of the students' IEPs.

PCA will evaluate the need for transportation annually and continue to grow the program as needed. Estimated initial transportation contract costs are reflected in the budget.

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.

PCA will ensure that all students are provided lunch options. Generally, students will either bring their own lunches from home or receive lunch delivered from approved vendors. Vendors will be required to follow all health and sanitation requirements set forth by the Food and Drug Administration and provide appropriate documentation supporting their compliance.

PCA will use an online system such as OrgsOnline to manage payments, track orders, and keep food counts. Some of these systems have proven success records in lunch management at other area charter schools. Parents will have the option of placing orders monthly or quarterly using the online system. PCA will assist any family with lack of internet access in placing online orders as needed.

The PCA Parent Support Organization will be asked to establish and maintain a fund set aside specifically to provide a basic lunch option for students of poverty. PCA will collect information via the National School Food Service's Free and Reduced Lunch Program application to determine eligibility for this program, even though PCA will not participate in the F/R Lunch Program. [Note: Free and Reduced Lunch Program application data is also used to determine such things as eligibility for E-rate internet access funding.]

Students who forget their lunch will be provided lunch by the school if unable to have someone bring lunch to them. A fee will be assessed to parents in such instances. Revenues received from the vendor program will be used to help offset such costs for lunch provision.

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

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

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,456.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$400,000		\$600.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$9,604.00
Total Cost			\$16,450.00

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

Health and Safety Requirements:

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

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

pca001 08/10/2017

(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.

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

PCA is working with the Person County Board of County Commissioners to secure a long-term lease for use of the old Helena Elementary School property on Helena-Moriah Road in the Timberlake community of southern Person County. It is not currently clear whether or not the county

commissioners will enter into such a lease, due to a late-breaking effort by the LEA to block such a move after our initially favorable discussions with the county commissioners, but it remains a fairly strong possibility and would be very feasible. Once updated, upfitted for ADA compliance, and renovated to meet our needs, this facility would be more than adequate in terms of classroom and meeting spaces, student services and administrative offices and conference rooms, visual and performing arts elective spaces, computer and science labs, and student congregation space. The facility would satisfy all occupancy requirements, including (but not limited to) meeting fire code and accessibility standards.

If the Helena lease does not materialize, the PCA Board has begun investigation into alternative facilities plans. We have identified several empty structures in Person County whose owners are willing to lease for the purposes of renovation and installation of offices and classrooms. There is no shortage of empty buildings in and around Person County, many of which are adequately spacious and structurally sound enough to accommodate the needs of a school the size of PCA.

It is also possible that the PCA Board may enter into a long-term financing option for a new facility altogether. Initial exploratory meetings between our Board members and potential financiers and construction contractors have already begun.

Regardless of the final decision, PCA will move forward upon approval of this charter application and secure suitable facilities, complete with an Educational Certificate of Occupancy, in time to open the school.

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.

Old Helena School campus: main classroom building 24,700 sq. ft. plus 3 smaller classroom buildings, gym. Est. renovation: \$3mil (\$122 per sq. ft. main). Anticipated minimum need if alternate plan used: 35,000 sq. ft. (100 sq. ft. per student).

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.*

Once the final decisions have been made concerning facilities, the Board will put into effect a backup plan utilizing temporary mobile or modular structures on or near the site of the chosen facilities for use while financial dealings are being finalized and the chosen facilities are being prepared for occupation, whether that entails renovation of the leased Helena School, renovation of another structure, or construction of a new facility altogether. The school will need a minimum of about 35,000 square feet (100 sq. ft. per student) on a 10-acre campus to meet all planned program needs, although a larger facility would be most desirable due to the need for expanded spaces for occupational/vocational labs. Nevertheless, we believe we can offer all planned programs -- with the possible exception of extracurricular athletics -- in a facility which includes at least 35,000

sq. ft., at least for our first few years. No planned programs (again, possibly except athletics) need be eliminated or postponed due to lack of space if we can secure a facility with at least that much square footage.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 730 - Person County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,439.36	205	\$1,115,068.80
Local Funds	\$1,689.28	205	\$346,302.40
Federal EC Funds	\$4,253.55	50	\$212,677.50
Totals			\$1,674,048.70

LEA #2 320 - Durham Public Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,254.22	29	\$152,372.38
Local Funds	\$3,129.00	29	\$90,741.00
Federal EC Funds	\$4,253.55	0	\$.00
Totals			\$243,113.38

LEA #3 390 - Granville County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,649.18	16	\$90,386.88
Local Funds	\$1,424.00	16	\$22,784.00
Federal EC Funds	\$4,227.52	0	\$.00
Totals			\$113,170.88

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,357,828	\$1,631,808	\$1,903,776	\$1,903,776	\$1,903,776
-Local Per Pupil Funds	\$459,827	\$506,784	\$591,248	\$591,248	\$591,248
-Exceptional Children Federal Funds	\$212,678	\$229,692	\$267,974	\$267,974	\$267,974
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,030,333	\$2,368,284	\$2,762,998	\$2,762,998	\$2,762,998

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$77,175	\$77,175	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Assistant Administrator	0	\$0	\$0	1	\$51,450	\$51,450	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$25,000	\$25,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3		\$115,000	4		\$188,625	4		\$195,000	4		\$195,000	4		\$195,000
Instructional Personnel:															
Core Content Teacher(s)	11	\$40,000	\$440,000	13	\$40,000	\$520,000	14	\$40,000	\$560,000	14	\$40,000	\$560,000	14	\$40,000	\$560,000
Electives/Specialty Teacher(s)	6.5	\$40,000	\$260,000	7	\$40,000	\$280,000	8	\$40,000	\$320,000	8	\$40,000	\$320,000	8	\$40,000	\$320,000
Exceptional Children Teacher(s)	2	\$40,000	\$80,000	2.5	\$40,000	\$100,000	4.5	\$40,000	\$180,000	4.5	\$40,000	\$180,000	4.5	\$40,000	\$180,000
Instructional Support	1	\$45,000	\$45,000	1	\$45,000	\$45,000	2	\$45,000	\$90,000	2	\$45,000	\$90,000	2	\$45,000	\$90,000
Teacher Assistants	2	\$20,000	\$40,000	3	\$25,000	\$75,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000
B - Total Instructional Personnel:	22.5		\$865,000	26.5		\$1,020,000	32.5		\$1,250,000	32.5		\$1,250,000	32.5		\$1,250,000

A+B = C - Total Admin, Support and Instructional Personnel:	25.5		\$980,000	30.5		\$1,208,625	36.5		\$1,445,000	36.5		\$1,445,000	36.5		\$1,445,000
Administrative & Support Benefits															
Health Insurance	3	\$5,377	\$16,131	4	\$5,377	\$21,508	4	\$5,377	\$21,508	4	\$5,377	\$21,508	4	\$5,377	\$21,508
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3	\$3,500	\$10,500	4	\$3,500	\$14,000	4	\$3,500	\$14,000	4	\$3,500	\$14,000	4	\$3,500	\$14,000
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	3	\$528	\$1,584	4	\$528	\$2,112	4	\$528	\$2,112	4	\$528	\$2,112	4	\$528	\$2,112
Medicare	3	\$638	\$1,914	4	\$638	\$2,552	4	\$638	\$2,552	4	\$638	\$2,552	4	\$638	\$2,552
Social Security	3	\$2,729	\$8,187	4	\$2,729	\$10,916	4	\$2,729	\$10,916	4	\$2,729	\$10,916	4	\$2,729	\$10,916
D - Total Admin and Support Benefits:	15		\$38,316	20		\$51,088	20		\$51,088	20		\$51,088	20		\$51,088
Instructional Personnel Benefits:															
Health Insurance	22.5	\$5,377	\$120,983	26.5	\$5,377	\$142,491	32.5	\$5,377	\$174,753	32.5	\$5,377	\$174,753	32.5	\$5,377	\$174,753
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	22.5	\$3,500	\$78,750	26.5	\$3,500	\$92,750	32.5	\$3,500	\$113,750	32.5	\$3,500	\$113,750	32.5	\$3,500	\$113,750
Social Security	22.5	\$2,501	\$56,273	26.5	\$2,501	\$66,277	32.5	\$2,501	\$81,283	32.5	\$2,501	\$81,283	32.5	\$2,501	\$81,283
Disability	22.5	\$484	\$10,890	26.5	\$484	\$12,826	32.5	\$484	\$15,730	32.5	\$484	\$15,730	32.5	\$484	\$15,730
Medicare	22.5	\$585	\$13,163	26.5	\$585	\$15,503	32.5	\$585	\$19,013	32.5	\$585	\$19,013	32.5	\$585	\$19,013
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	112.5		\$280,058	132.5		\$329,846	162.5		\$404,528	162.5		\$404,528	162.5		\$404,528
D+E = F - Total Personnel Benefits	127.5		\$318,374	152.5		\$380,934	182.5		\$455,616	182.5		\$455,616	182.5		\$455,616
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	18		\$153,316	24		\$239,713	24		\$246,088	24		\$246,088	24		\$246,088
B+E = H - Total	135		\$1,145,058	159		\$1,349,846	195		\$1,654,528	195		\$1,654,528	195		\$1,654,528

Piedmont Career Academy

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	153		\$1,298,374	183		\$1,589,559	219		\$1,900,616	219		\$1,900,616	219	\$1,900,616

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$2,000	\$2,400	\$2,808	\$2,808	\$2,808
	Paper	\$1,000	\$1,200	\$1,404	\$1,404	\$1,404
	Computers & Software	\$15,000	\$15,000	\$10,000	\$10,000	\$10,000
	Communications & Telephone	\$2,500	\$3,000	\$3,510	\$3,510	\$3,510
	Copier leases	\$3,000	\$3,600	\$4,212	\$4,212	\$4,212
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$1,500	\$1,800	\$2,106	\$2,106	\$2,106
	Student Accounting	\$11,250	\$13,500	\$15,795	\$15,795	\$15,795
	Financial	\$63,500	\$76,200	\$89,154	\$89,154	\$89,154
	Other Professional	\$12,500	\$15,000	\$17,550	\$17,550	\$17,550
Facilities	Facility Lease/Mortgage	\$275,000	\$295,000	\$325,000	\$325,000	\$325,000
	Maintenance	\$7,500	\$9,000	\$10,530	\$10,530	\$10,530
	Custodial Supplies	\$2,000	\$2,400	\$2,808	\$2,808	\$2,808
	Custodial Contract	\$5,000	\$6,000	\$15,000	\$15,000	\$15,000
	Insurance (pg19)	\$16,450	\$19,740	\$23,096	\$23,096	\$23,096
	Other	\$25,000	\$30,000	\$35,100	\$35,100	\$35,100
Utilities	Electric	\$5,440	\$6,528	\$7,638	\$7,638	\$7,638
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$2,320	\$2,784	\$3,257	\$3,257	\$3,257
	Trash	\$1,000	\$1,200	\$1,404	\$1,404	\$1,404
Transportation	Buses	\$10,000	\$12,000	\$14,040	\$14,040	\$14,040
	Gas	\$4,000	\$4,800	\$5,616	\$5,616	\$5,616
	Oil/Tires & Maintenance	\$2,000	\$2,400	\$2,808	\$2,808	\$2,808
Other	Marketing	\$500	\$600	\$702	\$702	\$702
	Child nutrition	\$34,272	\$41,126	\$48,118	\$48,118	\$48,118
	Travel	\$500	\$600	\$702	\$702	\$702
	Other	\$1,500	\$1,800	\$2,106	\$2,106	\$2,106
	K - TOTAL Administrative & Support Operations	\$504,732	\$567,678	\$644,464	\$644,464	\$644,464
	Instructional:					
Instructional Contract	Staff Development	\$12,000	\$11,400	\$13,338	\$13,338	\$13,338

Piedmont Career Academy

Classroom Technology	Software	\$2,500	\$3,000	\$3,510	\$3,510	\$3,510
Books and Supplies	Instructional Materials	\$70,000	\$39,000	\$40,630	\$40,630	\$40,630
	Curriculum/Texts	\$32,000	\$18,400	\$21,528	\$21,528	\$21,528
	Copy Paper	\$2,000	\$2,400	\$2,808	\$2,808	\$2,808
	Testing Supplies	\$850	\$1,020	\$1,193	\$1,193	\$1,193
	Other	\$1,000	\$1,200	\$1,404	\$1,404	\$1,404
	L - TOTAL Instructional Operations	\$120,350	\$76,420	\$84,411	\$84,411	\$84,411
	K+L = M - TOTAL OPERATIONS	\$625,082	\$644,098	\$728,875	\$728,875	\$728,875

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,298,374	\$1,589,559	\$1,900,616	\$1,900,616	\$1,900,616
M - TOTAL OPERATIONS	\$625,082	\$644,098	\$728,875	\$728,875	\$728,875
J+ M =N TOTAL EXPENDITURES	\$1,923,456	\$2,233,657	\$2,629,491	\$2,629,491	\$2,629,491
Z - TOTAL REVENUE	\$2,030,333	\$2,368,284	\$2,762,998	\$2,762,998	\$2,762,998
Z - N = SURPLUS / (DEFICIT)	\$106,877	\$134,628	\$133,508	\$133,508	\$133,508

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.

PCA's budget is based on an enrollment of 250 students the first year, 300 students the second year, and 350 students each year thereafter. "Full enrollment" is considered to be 350 students. Our research into the employment picture which exists in Person and surrounding counties suggests that the local and regional workplace can support 50 student interns per high school grade, a total of 200 students, each year. Additionally, we project enrollment in Introductory classes in occupation categories to include 15-25 students each and enrollment in academic classes to include 20-27 students each, giving us an optimal range of enrolled students per assigned teacher. We are reluctant to over-enroll classes and so have set the maximum number of students per grade at 50.

Because we anticipate the need to introduce solid career education elements to students before they enter the 9th grade in order to prepare students to think in terms of career preparation as soon as they get to high school, we believe a career-rich theme running throughout the entire curriculum and school culture in middle school which augments and enhances the traditional middle school curriculum and culture is both beneficial for all middle school students and especially important for students entering high school. We believe that PCA will be best equipped and positioned to provide such a career-rich theme, which will supplement our traditional middle-school academic curriculum and culture. PCA middle school students who choose to return to LEA schools or to any of a number of area college-prep charter high schools will find that they are fully prepared to do so academically, in addition to being more career-minded than their counterparts.

The research we have included in this application, particularly in Appendix A1, lays out the rationale for opening a school like PCA in this area. It is true that many, if not most, parents initially want their children to go to college when they graduate from high school, but the statistics point to the fact that, ultimately, the majority of Person County students do not enroll in 4-year schools upon graduation. Our own survey results indicate a growing awareness among county residents that a viable alternative to a highly expensive 4-year college education is rapidly gaining support. Such

an alternative would have to include preparation for the workforce if those high school graduates who take advantage of it are to be successful in life. This is the basis for the demand we see rising to place PCA in Person County.

PCA is designed to take advantage of several unique and innovative approaches to educating its students. We will be the only fully vocationally-themed school in this part of the state of North Carolina.

For budgetary purposes, the student enrollment break-even point is about 220 the first year. If necessary, due to reduced enrollment-generated revenue, we are prepared to reduce expenses commensurately.

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

If anticipated revenues are lower than estimated due to per student allotment reductions or lower student enrollment, the school is prepared to take steps to ensure solvent fiscal operation. The following steps are options, depending upon the type and extent of reduced revenue: apply for grants, raise funds through parent organizations, seek additional corporate donations, reduce staff positions, and adjust expenditures related to instructional supplies, staff development, hardware, and software to be commensurate with the lower student enrollment.

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

Piedmont Career Academy will not rely on sources of funds other than state, county, and federal funding in years 1 through 5. PCA plans to apply for grants, seek corporate sponsorships, and develop partnerships with area business and industry which may include capital and/or operating expense-sharing; however, these additional funds would be used for supplemental materials or positions and are not required operational budgetary items.

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

13:1

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

PCA plans to contract for legal counsel and related services, student information and financial management services, nursing services, speech therapy, psychological services, and other services required for legally compliant delivery of EC services. For these services and any future contracts for services, the school will follow the following steps:

1. The school's chief administrator will receive multiple bids for any contract over \$5,000.
2. The bidding vendors must provide proof of insurance, background checks, and any other necessary liability coverage.
3. Vendors will provide references and experience specifically related to NC Charter Schools.
4. Recommendations will be taken to the PCA Board of Directors for approval.

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

PCA's budget directly aligns with the school's mission by designating funds within the Instructional Supply line item to support career prep and exploratory occupational courses. The personnel budget includes sufficient funds for the employment of full-time counselors, who will be responsible in part for supporting the career development model of our BPL Advisory system; middle-school staffing allowing for the teaching of Career Connections classes to all students in grades 6-8; and a BPL Coordinator who will teach high school Career Seminar classes and coordinate BPL internships for all students in grades 9-12. A significant portion of funds budgeted for Professional Development will go toward initial training for the staff in BPL, PBL, and Student-Led Conferencing. The budget also includes an adequate amount to lease facilities of the size and type we need to provide exploratory occupational labs in addition to academic classroom spaces. Finally, the budget includes an amount estimated to be sufficient to cover contracted student bus transportation for those who need it, removing some barriers to student enrollment.

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.

Piedmont Career Academy projects and is planning to carry a fund balance average of 5% in our first five years of operation. We recognize that the first year's budget is based entirely on projection and conjecture, and that we may potentially miss that mark; if so, we stand ready to revise our expenditure projections to bring the fund balance up to the 5% goal by the end of the second year. The school's operational goal is to achieve a minimum cumulative fund balance of 75 days' cash on hand by the end of the fourth year of operation. The fund balance will be developed using careful consideration and planning for expenditures so that they do not exceed expected minimum revenues. PCA believes the allotted general fund balance amount will provide security while allocating the majority of funds to support student instruction.

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

PCA is currently actively working with the Person County Manager's office and the county attorney to develop a long-term lease for the use of a school campus in southern Person County which was closed several years ago when a new elementary school was built nearby. If such a lease agreement is not eventually forthcoming, we will evaluate several development organizations and enter into an arrangement under the following terms:

- a) The developer will first complete site work for trailers on a suitable property during year 1.
- b) The school will lease mobile classrooms for one year, during which time the permanent facility will be constructed.
- c) PCA will transfer operations to the permanent facility and lease the structure from the developer with an option to purchase in years 3-5.

Members of our Board have been in contact with area real estate firms, regional developers, and financiers with expertise in charter school financing. If it becomes necessary to develop a property and lease a structure built for the school, we are prepared to do so. Our budget reflects an amount estimated to be sufficient to cover such an enterprise.

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

Currently, Piedmont Career Academy does not have any assets from other sources. When PCA receives approval for its planning year, the Board plans to begin soliciting donations as a 501(c)(3) organization from corporations for furniture and equipment.

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?

Piedmont Career Academy will use a finance contractor which will provide a separation of duties and safeguards between the different levels of organizational authority. PCA will require two signatures on all checks. Authorized signing authority will reside with the chief administrator and two other Board members. The finance contractor will not retain any authority to sign checks. The school will designate a person to open the mail who will be different than the person remitting payments. All checks will be made through the accounting software LINQ. No handwritten checks or debit cards will be used on a bank account. The individuals with access to process checks through LINQ will have no signing authority on the bank account. Deposits will have two reviewers verifying the money received and deposited. There will be a separate person reconciling the bank statements from the person who makes the deposits. All purchases will be made through purchase orders. A monthly financial review will take place with the Board Treasurer and, if applicable, the Board Finance Committee. The finance contractor will also present a budget report at each Board meeting.

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

There are no known or possible related party transactions.

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.

Potter and Company CPAs
Mr. Eric Smith
434 Copperfield Boulevard NE
Suite A
Concord, NC 28025
Phone: 704-786-8189
FAX: 704-786-4447

VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

pca001

Date: 09/17/2017

Applicant Signature:

The foregoing application is submitted on behalf of Piedmont Career 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: pca001

Board Position: Robert. E. Daniel, Jr., Ph.D., PCA Board Chairman

Signature: _____

Date: 09/17/2017

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

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