



### Application Preliminary Evaluation Packet

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

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

#### Subcommittee Members:

Heather Soja  
Tammi Sutton  
Steven Walker  
Deborah Brown  
Cheryl Turner  
Alex Quigley  
Alan Hawkes  
Alex Quigley  
Deborah Brown  
Arasi Adkins  
Jessica Kelly  
Joe Maimone  
Lindalyn Kakadelis  
Glenn Allen  
Lynn Kroeger  
Nicole Charles  
Phyllis Gibbs  
Robert McOuat

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Sherry Reeves

Deanna Townsend-Smith

**Date of Review:**

09/26/2017

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## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **B.L.U.E.-G.R.E.E.N. Academy**

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

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

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

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

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

**APPLICATION DUE DATE/TIME**

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

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

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

**APPLICATION SPECIFICATIONS**

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

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

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: B.L.U.E.-G.R.E.E.N. 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: B.L.U.E.-G.R.E.E.N. Academy

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

Name of contact person: *Daye Brake*

Title/Relationship to nonprofit: *Chair/CoFounder*

Mailing address: 1224 Magnolia Street  
Winston-Salem NC 27103

Primary telephone: 407-952-2006 Alternative telephone: 301-266-3586

E-Mail address: bluegreenacademy@gmail.com

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

County: FORSYTH

LEA: 340-Winston Salem/Forsyth County Schools

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

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*Acceleration*

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

*What is the name of the nonprofit organization that governs this charter school? B.L.U.E. - G.R.E.E.N. Academy*

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

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

*Projected School Opening: Year 2019 Month August*

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

No:

Yes:

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

*Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	05,06	200
Year 2	05,06,07	300
Year 3	05,06,07,08	400
Year 4	05,06,07,08	400
Year 5	05,06,07,08	400

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

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*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.*

bluegreenacademy  
*Signature*

Chair/ CoFounder  
*Title*

bluegreenacademy  
*Printed Name*

09/22/2017  
*Date*



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<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b><u>Reviewer</u></b>	<b><u>Page Reference</u></b>
<u>Is the name of the school an acronym? I notice the periods after each letter in "B.L.U.E.-G.R.E.E.N." What does that stand for?</u>	<u>Deborah Brown</u>	<u>Cover Page</u>
<u>Does the LEA include 5th grade in middle school? How were these grades chosen?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>realistic numbers</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>
<u>What data contributed to these projections?</u>	<u>Deborah Brown</u>	<u>Grade Levels</u>

<b><u>Reviewer</u></b>	<b><u>Score</u></b>
<u>Heather Soja</u>	<u>Pass</u>
<u>Tammi Sutton</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>
<u>Deborah Brown</u>	<u>Pass</u>
<u>Cheryl Turner</u>	
<u>Alex Quigley</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Deborah Brown</u>	
<u>Arasi Adkins</u>	<u>Pass</u>
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Deanna Townsend-Smith</u>	<u>Pass</u>

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## **II. MISSION and PURPOSES**

(No more than three total pages in this section)

### **Mission:**

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

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

The mission of BLUE-GREEN Academy is to empower all stakeholders to become agents for change in the school, community and world, through literacy, inquiry, innovation, leadership, entrepreneurship and engagement.

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

All stakeholders will play a part in promoting and initiating positive change, locally and globally. Our school will be a catalyst for upward mobility in social justice, economic opportunities, and academic growth in this community. The students of BLUE-GREEN Academy will be known for their infectious optimism towards learning and success. Students will be prepared for college, careers and entrepreneurship.

### **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.*

BLUE-GREEN Academy (BGA) targets the under-served, low-income communities of Winston-Salem to build college and career-ready students for a life of leadership and entrepreneurship. Our educational program embraces technology and single-sex education to address student-centered learning and the development of active, life-long leaders. We provide an education that nurtures the whole child, emotionally, academically, socially, and physically, empowering them to initiate and implement social change. In order to improve student learning experiences and opportunities for economically disadvantaged students (EDS) in Winston-Salem, BGA will open a city-centered school on 3800 N. Liberty St., across from the Smith-Reynolds Airport; or another suitable building within 10-20 miles of our targeted city areas, including, but not limited to, Waughtown, Columbia Heights, Northeast Ward, East Ward and Southeast Ward. These areas are among the poorest urban areas in the state of North Carolina, ranked for having "the most economically distressed [US Census] tracts" (WSChronicle). EDS can take advantage of the student-centered learning environment, designed to enhance background knowledge and create exposure, while introducing STEAM careers and entrepreneurship opportunities.

Our education plan is rooted in a tri-focused literacy approach, including adolescent literacy, digital literacy, and financial literacy. In order to reach our mission, it is critical that our students and their families, who

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often lack in these areas, are educated. The community will become literate as they are encouraged to approach life differently, in order to make positive changes towards growth and achievement.

In Winston-Salem, low-income students make up over 51% of students in the district (ed.gov). Most of our students will be African-American and Hispanic, which combined make up roughly 49% of the students in the district. Our school will address the academic and social issues of the community through active student engagement in texts of all mediums. According to the National Council of Teachers of English, adolescent literacy combines traditional literacy (reading and writing) and digital media literacy, allowing students to interpret and synthesize across experiences. Students will receive literacy instruction that is tailored to the more complex forms of literacy that are required of adolescent students. Our program works to combat the significantly low reading proficiency scores of adolescent African-American and Hispanic males in WS/FCS. Currently, less than 45% of students in this demographic show proficiency in reading and math.

There are 23 low performing schools in the district. As compared to other districts in the state, WS/FCS is a predominantly urban district. Tammy Howard, director of accountability services for the N.C. Department of Public Instruction, identified that there are no schools with less than 50% poverty earning an "F" in the district. The lowperforming D and F schools have concentrations of low-income students above 85 percent. Five of those schools are middle schools, serving students who live in our target areas. BGA will address the need to engage, encourage and empower the under-served population of low-income students in the district.

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

In the first year of operation, the projected enrollment for B.L.U.E. - G.R.E.E.N. Academy is 200 students, starting with 5th and 6th grade, then adding a grade level each year to serve 5th-8th grades in year 2021. By year 2023, the total projected enrollment is 400 students.

There are a total of 14,972 students enrolled in grades 5-8, in Winston-Salem/Forsyth County schools. Our total projected enrollment accounts for less than 3% of the ADM when compared to the enrollment in grades 5-8 of the LEA.

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

B.L.U.E.-G.R.E.E.N. stands for Boys Learning Unlimited Education and Girls Receiving Every Educational Need. It is our mission to provide a student-centered learning environment, customized to fit each individual. Each student will receive a mentor/teacher or administrator to guide them through a continuous goal setting process. As students work to master the standards, they will apply real world experiences to their learning. Parent and Community stakeholders will play a key role in the implementation of our leadership program. Students will participate in mandatory community services and engage with community leaders regularly. We strive to develop global minority leaders in non-traditional roles.

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Unlike most Winston-Salem/Forsyth County Schools, our education plan includes single-sex classes that are designed to assist in the development of the whole child; academically, socially/emotionally, mentally and physically. Our approach to education includes a college and career track with a direct focus on leadership and entrepreneurship.

Kagan Cooperative Learning strategies are used in every class for deliberate collaboration and constant movement throughout the school day. Consistency of classroom collaboration will build social skills and pride in our population. Unlike most schools in the LEA, BGA will follow a school wide cooperative model. Our plan includes inquiry-based and project-based learning, as well as the blended learning model that encompasses competitive innovations and community outreach. Students will complete an end of the year project, essay and/or presentation that is judged, sold, or bid on based on the student's interest, achievement level and desired career path.

In contrast to schools in the LEA, we offer two required courses that are designed to enhance community engagement. The Leadership/Business Acumen course is a daily seminar/assembly that focuses on the leadership needs of students as business leaders. Students are trained through the lens of Disney's Approach to Leadership Excellence and Junior Achievement USA. Within this course, students will learn from community leader keynote speeches, and students will have an opportunity to start their own business with the help of their peers, teachers, parent and community volunteers. Our Cultural Awareness class, which is taught by ELA teachers, is a daily mini lesson using non-fiction literature that introduces students to the African diaspora and other historic context specific to the families of our demographic.

In comparison to the local LEA, the Common Core State Standards (CCSS) will be used as the core curriculum. In the same way, a few schools in the LEA are deemed STEAM (Science, Technology, Engineering, Arts and Math) schools, our education plan also includes a direct focus on the STEAM curriculum. We plan to use similar benchmark assessments and diagnostic testing as the local LEA.

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

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

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

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities*

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*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. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. BLUE GREEN Academy will provide professional development opportunities for teachers to incorporate research-based strategies and resources aligned with the mission and proven to be successful with our target population. Teachers will experience the same leadership and entrepreneur training as the students, so that they are able to participate in, develop and understand how this training can be a life-changing experience for the student. In addition, teachers will work together in Professional Learning Teams to develop instructional frameworks and curriculum maps. Teachers will learn the best ways to practice and implement the adolescent literacy approach, cooperative learning, integration of technology into instruction, higher-order thinking, differentiation, and the development and use of assessments. Working in teams, teachers will be engaged in an ongoing assessment cycle to develop and implement inquiry-based teaching and learning programs that will promote higher levels of student achievement. Teachers will participate in monthly data chats to examine student performance, refine instruction in the classroom, create appropriate curriculum maps, and provide supports and resources for student academic growth. Teachers will also have training designed for supporting a project-based learning environment that includes project design, alignment to standards, effective feedback to students, and project rubrics as authentic measures of student mastery of content. Teachers will be empowered to plan lessons and projects tied to state standards. All-teachers will receive the training needed to successfully lead a single-gender classroom effectively, as proven through research and practice.

#### 4. Improve student learning.

BGA improves student learning by deliberately disrupting the traditional classroom and implementing an array of project and inquiry-based learning opportunities that will include engaging activities and events, field-experiences and internship opportunities. We understand that the underprivileged student may not have the same background knowledge needed to excel in the public school system. A single-sex school is an ideal environment for nurturing the leadership skills of each student. While learning is aligned to the state standards, it will also be engaging, practical and systematic. All students will receive explicit instruction at their grade level in all content areas, but the projects will help synergize the learning, improve overall performance, and increase the college and career readiness factor by providing students with opportunities to demonstrate learning in real-world scenarios, and to excel beyond their beliefs.

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

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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.*

Goal 1: Increase number of students who will be well-prepared for success in college, careers and life through high quality instruction and support services that will meet or exceed state requirements.

Year One: At least 50% of our students will be performing at or above grade level on NC State EOG Testing.

Year Two: At least 55% of our students will be performing at or above grade level on NC State EOG Testing.

Year Three: At least 60% of our students will be performing at or above grade level on NC State EOG Testing.

Year Four: At least 65% of our students will be performing at or above grade level on NC State EOG Testing.

Year Five: At least 70% of our students will be performing at or above grade level on NC State EOG Testing.

In order to ensure academic growth and proficiency, the board will review the data from the benchmarks, BOG and EOG assessments each year with the goal of exceeding the districts and the states averages. The board will know that the school is working towards achieving this goal if the data increases over time and students score proficient on the benchmark assessments.

Goal 2: Maintain at least 2% of our revenue as a surplus.

We understand in year one, there will be a lot of marketing and technology investment. As that decreases, we will shift and allocate our funds to other key components such as the building mortgage. Our goal is to be fiscally responsible while not sacrificing the standards of BLUE-GREEN Academy. The BGA Board of Directors will meet monthly and preview the school budget to date. The monthly expenditures, compared to budget, will be reviewed and approved by the board at each monthly meeting as evidenced by board minutes. The annual budget will be reviewed and approved by the Board by June 30 of each year as evidenced by board minutes. The annual audit will be reviewed and approved by the board by October 31 of each year as evidenced by board minutes. The actual budget will not exceed the approved budget by more than 20% as evidenced by school financial statement.

Goal 3: The number of community members involved in the school, as measured by hours of service by community members, social service providers, and/or other organizations that are not paid vendors to the school, will increase each year of school operation as evidenced by sign-in sheets and data recorded in the student services tracking system.

Leadership and highly-qualified teachers will be in place prior to school opening and will be maintained throughout the charter term. School staff and teachers will form a Parent/Community Engagement Committee that will work to acquire community partnerships, volunteers, donors and sponsors. Monthly reports from the committee to the principal will be provided to the board

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regarding community member involvement. The percentage of student, parent and staff respondents expressing satisfaction with the school should increase each year as measured by an annual satisfaction survey. A report of satisfaction survey results will be provided to the board by the principal.

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

It is the mission of BLUE-GREEN Academy that all stakeholders be empowered to become change agents in the school, community and world, through literacy, leadership, inquiry, innovation, engagement and entrepreneurship. In order to fulfill our mission, it is critical for students to be academically proficient, equipped with leadership skills and characteristics, and to practice entrepreneurial skills in their daily lives. Academic, financial and operational goals have been established to direct us towards the fulfillment of our mission. The BGA Board of Directors will attend monthly meetings to discuss the following elements that determine the school is working toward attaining the mission. In order to ensure academic growth and proficiency, the board will review the data from the benchmarks, BOG and EOG assessments each year with the goal of exceeding the districts and the states averages. The board will know that the school is working towards achieving this goal if the data increases over time and students score proficient on the benchmark assessments.

The BLUE-GREEN Academy board will meet monthly to discuss the proposed budget to obtain secure funding for the school. The Board will review the financial report quarterly to make sure the schools yearly audit will be successful. Student and parent engagement in the school and the community will also help the governing board to know if the school is working toward attaining the mission statement. The number of community members involved in the school and the number of students involved in the community should increase each year. Monthly reports of community service hours and activities will be provided to the board by the principal. The percentage of student, parent and staff respondents expressing satisfaction with the school will increase each year as measures by an annual satisfaction survey. A report of the satisfaction results will be provided to the board annually. The board can use this data to confirm the school's ability to meet the needs and expectations of the students and the school community.

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<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
	Nicole Charles	Mission Stat
The mission of BLUE-GREEN Academy is to empower all stakeholders to become agents for change in the school, community and world, through literacy, inquiry, innovation, leadership, entrepreneurship and engagement. Will there be goals aligned to each of these?	Tammi Sutton	Mission Stat
How will you measure "infectious optimism" and college readiness? In the phrase, "designed to enhance background knowledge and create exposure," what background knowledge is being referred to, and what exposure is being created?	Deborah Brown	Mission Stat
Aside from the single-sex aspect, could you be more specific about how the actual curriculum plan differs from the LEA? For example, "blended learning" is mentioned, but no specifics. Who will manage the end of year project processes? Are the mentor/teachers the core classroom teachers?	Arasi Adkins	Educational
How will you measure if students are mastering the standards? How will students "apply real world learning"? Semantic point: "Boys Learning Unlimited Education" makes a nice acronym, but doesn't make grammatical sense, "learning education" implies studying pedagogy, etc. What documentation is offered that single-sex classrooms will better achieve your goals?	Deborah Brown	Educational
There is not a full explanation of the education plan and how it specifically differs from the LEA.	Heather Soja	Educational
Can the applicant describe in more detail the single sex components given that single sex can potentially violate mandate depending on the structure?	Nicole Charles	Educational
Please clarify more on how you will educate the community. The way it is currently written indicates the the community is not literate; what supports will be in place to ensure this happens?	Jessica Kelly	Educational
-When will the professional development for teachers occur?	Arasi Adkins	Purposes of
Re: "will include engaging activities and events, field-experiences and internship opportunities" What opportunities exists for community partnerships, internships, etc	Deborah Brown	Purposes of
Will the staff be fully trained on project-based learning prior to the opening of the school year?  Who will be conducting the professional development for the staff?	Jessica Kelly	Purposes of
How do single sex classrooms contribute to better learning outcomes for students in poverty?  There is not a focused plan outlined other than same sex classrooms and pbl in generalities.	Heather Soja	Purposes of
Can the applicant clarify if it will be a single gender school as its name implies it will not. In its proposed purposed there is reference to a single gender school.	Deanna Townsend-Smith	Purposes of
The high standards for the students are impressive, however, are there other academic goals that outline success given the student population i.e growth measures?	Nicole Charles	Goals for th
Clear alignment to mission is not evident.	Heather Soja	Goals for th
Goal 3 - Is there an initial target goal for total number of community service hours for community members, social service providers, and/or other organizations? Goal 3 states that it will increase each year but increase from what?	Lynn Kroeger	Goals for th
Quarterly reviews of financials especially in your first year is not recommended; consider monthly.	Jessica Kelly	Goals for th
In the targeted community do you feel it will be easy to create parent engagement		



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<b>committee?</b>		
<b>There is only one academic goal? How will you measure student growth?</b>	<b>Tammi Sutton</b>	<b>Goals for th</b>
<b>What additional goals do you have to measure: inquiry, innovation, leadership, entrepreneurship and engagement</b>		
<b>-What will happen if goals are not met?</b> <b>-What is the selection process for teachers? Teaching in a single-sex environment is unique, and may require a different skill set. As a proud graduate of a single-sex public school (Philadelphia High School for Girls - one of the schools cited on an attachment) I can attest to both the value and the unique nature of a single-sex education.</b> <b>-How, specifically, will you help parents to be engaged, especially with the grade range you are starting with (5th-6th)?</b>	<b>Arasi Adkins</b>	<b>Goals for th</b>

<b>Reviewer</b>	<b>Score</b>
Heather Soja	Fail
Deanna Townsend-Smith	Pass
Steven Walker	Fail
Deborah Brown	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	
Alex Quigley	
Deborah Brown	
Arasi Adkins	Pass
Tammi Sutton	Fail
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Glenn Allen	
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jessica Kelly	Pass

### **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.

B.L.U.E. - G.R.E.E.N. Academy (BGA) has developed and will constantly work to improve an instructional program that caters to the needs of our students. Our instructional program is based on the expectations that students will grow and develop to be leaders in the community and promote upward mobility in the economy through literacy, inquiry based learning models, innovation, entrepreneurship opportunities, and active engagement. Using the Common Core State Standards (CCSS), an emphasis is placed on STEAM and 21st century learning and thinking skills. Blended learning supports the instructional framework as teachers collaborate to provide differentiated lessons with various opportunities for teacher autonomy.

Our program is built on the belief that students learn best in a safe learning environment where they are supported and actively engaged. While teachers will be encouraged to practice a variety of instructional methods, the major instructional methods to be used by teachers include: collaboration and cooperative learning (Kagan strategies, discussion, aggressive monitoring), inquiry based learning (problem/solution based lessons, debates), project based learning (STEAM lessons and opportunities for innovation), blended learning (technology, digital media), and field experiences (community service and visits, local businesses, simulation, interactive lessons, interviews). At BGA, we anticipate the development of distinguished citizens who will flourish in digital literacy, financial literacy, and adolescent literacy. Literacy is the core of our instructional program and will be implemented in every content area; including, English/Language Arts, Mathematics, STEAM (Science, Technology, Engineering, Arts and Math), Business Acumen and Leadership, Cultural Awareness, Spanish and Academic Enrichment.

All students will be pre-assessed, using state provided practice tests as benchmarks in order to identify pre-requisite knowledge, skills and learning profile. Formative and common summative assessments will occur daily in the classroom, including assessment strategies such as presentations, essays, observations, discussions, aggressive monitoring during individual and partner work, graphic organizers, questioning, and various cooperative learning strategies (Gallery Walk, Inside-Outside Circle, Four Corners, Timed-Pair-Share, etc.) Quarterly benchmarks will influence the assessment strategies used at any given time, and a daily evaluation of student achievement data will drive the development of lesson plans. Teachers will analyze the data and identify the need to re-teach or to adjust the instructional strategies used to achieve mastery.

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Our instructional program works to establish consistency across classrooms. Each instructional and assessment strategy is scripted to standardize instruction and increase fidelity. Because many BGA students will come with proficiency rates below 40% in some content areas, the instructional program will involve teachers using common strategies, academic language, formal and professional vocabulary. The literacy platform that upholds the curriculum will assist students with fluency, comprehension, testing skills, retention and vocabulary acquisition.

Our program is designed to provide each student with a Student-Tailored Education Plan (STEP) which identifies specific academic and social/emotional needs, and goals, based on the standards, for each student. Plans are developed using classroom assessment data that is analyzed throughout the school year by teachers and administrators. The STEP process allows all students to learn at their own pace, assessing as often as needed to achieve mastery. Principals, teachers and students have a coaching/mentor relationship that is established as students enroll. It allows each student to have a personalized experience, where teachers can focus on the growth and mastery of individual student achievement levels.

### **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.*

B.L.U.E. - G.R.E.E.N. Academy (BGA) will provide a safe and nurturing learning environment for all of our students. A culture of leadership stresses the importance of people management and social entrepreneurship. As a result, students will 1) respect themselves and others, 2) build relationships and make connections with peers and adults, 3) be motivated to implement and support positive change in the school, community and world, and 4) make mistakes, then learn from them through a culture of practice, observation and feedback.

In order to achieve this dynamic in the student population, a block scheduling setup outlines the middle school structure of grades 5-8. We will start with grades 5 and 6 in the first year and add one grade level each year; going up to 8th grade by year 3. Core content classes embrace the single gender classroom environment. Elective classes are co-ed classrooms for students. There will be no more than 20 students per class, which allows for close analysis of student mastery and group investigation learning practices.

Each student will begin the day in "Leadership" a 30 minute, single-sex, Business Acumen and Entrepreneurship focused assembly like course that sets the tone for the day. Motivational speeches, hands on activities, field experiences, videos and interactive lessons that highlight themes and content from Ron Clark's "Essential 55", Disney's Approach to Leadership Excellence, as taught by former Disney executive Lee Cockerell, and Junior Achievement's "It's My Business" program. The curriculum of the course is designed to provide students with a toolkit of skills in leadership, entrepreneurship and business management across social and economical contexts.

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After the "Leadership" course, students follow a block schedule of English/Language Arts, Mathematics, STEAM (science, Technology, Engineering, Arts, and Math), and Spanish or Cultural Awareness. Learning habits are constantly modeled in all classes. Cross-curricular content is shared across subjects and grade levels to assist in curriculum alignment and student learning through exposure and repetition. At the end of each school day, students participate in a daily rotation of Spanish (For Beginners or Native Speakers), Academic Enrichment, and Silent Sustained Reading (SSR). During Academic Enrichment and SSR days, pre-scheduled Student-Tailored Education Plan (STEP) meetings will occur between students, teachers and administrators. Teachers use this time to meet with students individually for conferencing or coaching sessions. Student-Tailored Education Plans (STEP) are updated and acted on during this block, as students use technology resources and software for targeted practice with curriculum standards. One day a week, students dismiss from school thirty minutes later in order to participate in mandatory clubs. This mandatory elective allows teachers to showcase their talents and expertise by hosting clubs and an Entrepreneur workshop that promotes active engagement and involvement in the community. On Fridays, students are dismissed two hours early, providing an additional time period for teachers to participate in professional development training and workshops.

Provide a synopsis of the planned curriculum, including:

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

Our mission to empower all stakeholders to be change agents in the school, community and world through literacy, inquiry, innovation, leadership, engagement and entrepreneurship is embedded in the curriculum of all content areas:

**Leadership/ Business Acumen:** The study of business for BGA students is an introduction to opportunities and risks in business situations. A keen understanding of business sense supports our mission to develop change agents, upward mobility and entrepreneurship with our students. In order to successfully propel towards economic growth in the community, we believe that it starts with the involvement of community youth. The purpose of the class is to develop business savvy scholars with the involvement of school and community stakeholders, including students, parents, community partners and representatives, teachers and staff. The course provides opportunities for guest speakers, field experiences, seminars, and interactive lessons.

**English/ Language Arts:** At BGA, we are committed to strengthening the communication skills of our students through relevant and rigorous content. With Common Core State Standards (CCSS) in reading, writing, speaking and listening, skills are taught using a balance of fiction and non-fiction

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texts, digital media resources, and social networks. A focus on adolescent literacy supports our initiative to develop socially, morally and cognitively responsible scholars who are able to think critically and creatively, critique and analyze the reasoning of others, implement cross cultural skills and develop practical claims through research and evidence. Students will begin to build their literacy inquiry skills through research based self-made books and published digital content. A clear focus on standardized test preparation provides academic enrichment opportunities through exposure and practice.

**Mathematics:** We will adopt the CCSS for mathematics, furthering the 21st century learning proficiency of critical and creative thinking. An introduction to financial literacy supports our mission to promote student engagement by teaching strategies that will influence generational economies and support social entrepreneurship. Implementation of the Eight Mathematical Practices provide a foundation for real-world application in the classroom.

**STEAM (Science, Technology, Engineering, Arts, and Math):** The North Carolina Essential Standards for Science will be grade level specific and supported by project-based learning and blended learning methods and strategies. By working with Forsyth Technical Community College, BGA has identified face-to-face and online module opportunities for students to participate in STEAM related activities, providing exposure and interactive learning experiences. Shadows and field experiences will be supplemented in STEAM curriculum, which uses CCSS in a blended learning environment.

**Foreign Language:** All English speaking students will take Spanish during the first three years of the school's operation. In year 4, we will add additional languages for students to take. Spanish speaking students will be required to take a Spanish for Native Speakers class. Because many of our students will come from Spanish speaking homes, it will be important for all students to communicate in proper Spanish and English.

The North Carolina Accountability Model includes End-of-Grade assessments in reading and mathematics in grades 5-8, and state science assessments in grades 5 and 8. Academic growth and performance in these content areas are counted for in the course selection and assessment results. The use of the CCSS curriculum and instructional framework aligns with the targeted student population through other successes with similar communities. Students at Henderson Collegiate, a public charter school in Henderson County, NC, with 86% of students qualifying for free or reduced lunch, average over 2 years of growth in reading and math.

- 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.*

B.L.U.E. - G.R.E.E.N. Academy (BGA) will expect all teachers to master the instructional strategies embedded in student-centered learning in the scope of race and gender, adolescent literacy, digital literacy, inquiry-based instructional methods, blended learning strategies, differentiation, and Kagan Cooperative Learning. In addition, we expect Mathematics instructors to be competent in financial literacy and STEAM instructors will excel in project-based learning methods and strategies. All of these instructional

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strategies are supported by research and theory to prove effective in student achievement; showing sustainable growth in schools with a majority of low-income and minority students.

Single-gender instruction: Although the beliefs have been challenged over time, single-gender classrooms have shown to be effective for both adolescent boys and girls. It will be important for BGA teachers to know and understand the research supporting single-gender classrooms and misconceptions that often follow. Teachers can be more mindful and aware as they develop their instruction and classroom procedures. For example, research supports that boys call out eight times as often as girls; teachers often value boy's comments more than girls comments in a heterogeneous classroom environment, and boys are often encouraged to solve problems on their own, while teachers tend to help girls who are stuck on problems. Awareness and deliberate practice allows stereotypes to be confronted and erased, thus embracing social equality.

Source:<http://www.nea.org/tools/17061.htm>

Adolescent literacy: When students enter the middle school grades, they transition from "learning to read" to "reading to learn." Explicit vocabulary instruction, direct and explicit comprehension-strategy instruction, intensive and individualized interventions, extended discussion of text meaning and interpretation, are a few of the research-based learning strategies used in adolescent literacy that show strong evidence of effectiveness. Our target student population will most likely include students that are still learning how to read on their grade level. As a result, differentiated reading and writing strategies are incorporated in all classes, and interventions are acted on daily. Students receive the time they need to focus on their individualized learning, as they reach mastery at different points in the year, using various assessment strategies.

Source:

<https://standleadershipcenter.org/sites/standleadershipcenter.org/files/media/WWSF-Literacy.pdf>

Digital and financial literacy: The gap between those who have access to technology and those who do not is a contributing factor to the issue of poverty. We expect that over 50% of our students will live in homes without an internet connection or digital resources. This digital divide ultimately impacts proficiency scores in reading and math, due to inadequate exposure in the rapid expansion in 21st century learning and thinking. Our students will most likely come from families of financial struggles, and excessive debt. "Together, financial and digital literacy are vital tools to access financial and social services and achieve economic mobility."

Source: <https://www.forbes.com/sites/causeintegration/2016/01/07/addressing-poverty-through-digital-and-financial-literacy/#499b12710b32>

Kagan Cooperative Learning: These instructional strategies allow students to be actively engaged through positive interdependence, individual accountability, equal participation, and simultaneous interaction. Schools such as Discovery Academy of Lake Alfred public charter school in Florida have seen significant growth in student achievement, social skills and student engagement by incorporating Kagan strategies in all classrooms.

Source:

<https://www.polk-fl.net/districtinfo/departments/learning/charter/documents/2004RenewalDocumentAppendix1.pdf>

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- 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.*

Our instructional plan is designed based on strong curriculum, instruction and assessments that reveal how close a student is to college and career readiness instead of where they are at the moment. The interdisciplinary approach, rigorous curriculum, high student expectations, teacher expectatiосn, and instruction strategies all culminate and produce a career and college-ready student, who is capable and empowered to initiate and implement new community businesses. By exposing students to various outlets and opportunities, students will be able to succeed in any arena they decide to plant themselves.

In relationship to underrepresented students in STEAM careers, BGA will be a driving force in closing the graduation and achievement gap. Our students will be intrinsically motivated to fill the void of the nation's identified lack of skilled workers for hundreds of thousands of unfilled STEAM related jobs. Our students will graduate with a proficient and near expert working knowledge of Microsoft and Java programming skills that are highly sought after by their future employers and can be developed into entrepreneurial opportunities for our graduates.

In addition, BGA will partner with the local non-profit and small business community for students to do onsite career days throughout the year. Students will be exposed to leadership opportunities and work directly with community stakeholders to gain knowledge and experience. Our approach to redirecting student behaviors and increasing academic achievement begins with student-led planning and development of their personal trajectory. The Student-Tailored Education Plan (STEP) follows each student from grade to grade, showing mastery levels in each CCSS. It includes academic and career goals, as well as steps towards accomplishment. Furthermore, all students will be required to maintain a digital portfolio that includes their STEP, work samples during their duration at BGA, and coaching/mentor meeting notes. Some student work will be published and presented in a variety of venues including online, in hallways, at Board meetings, and throughout the community.

Promotion from grade to grade will be based on a multitude of factors; including, but not limited to student achievement in the classroom, proficiency on state testing, and digital portfolio work. An intervention plan is in place to ensure no student falls behind and all students are ready to transition to the next grade level.

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

Students attending B.L.U.E. - G.R.E.E.N. Academy will have the opportunity to complete approximately 58 more hours per academic calendar year than

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required by the State of North Carolina. Students begin the school year one week sooner than the traditional public schools in the LEA. Students will take diagnostic assessments for developing the Student-Tailored Education Plan (STEP), become familiar with and practice the school-wide procedures and routines, set clear expectations, and be introduced to commonly used instructional strategies (Kagan and inquiry based learning strategies) and begin to adapt to the school climate and culture. The calendar was designed to have additional hours of instruction to ensure the students are provided with the tools to become successful citizens, with leadership capacity and entrepreneurship capabilities. The calendar includes structured time for community involvement and the engagement of all school stakeholders. Staff members are given 35 days (80+ hours) of professional development per academic calendar to ensure that high quality teaching is being provided for our students success. Professional development along with leadership training is essential for growth and support of our teaching staff. Students and teachers participate in conferences, at least once a quarter, to provide face to face interactions with teachers and stakeholders of students to keep all informed of the student academic and behavioral progress along with providing revisions to Student-Tailored Education Plan (STEP)goals.

### **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.*

BGA will assess all students during the first week of school. Those test results will give needed information to drive decisions towards placement. Flexible grouping and scheduling allow students to be placed in the most beneficial classes for their level of mastery and proficiency. Teachers will develop carefully scaffolded and differentiated lessons, as students learn to use skills and apply strategies for mastery. Blended instruction integrates the best of teacher-led, face-to-face instruction with engaging, individualized online instruction to maximize the depth, intensity, and effectiveness of the intervention. Woven through every lesson are multiple opportunities to build students' vocabulary and fluency. Programs such as Corrective Reading, iReady, Accelerated Reading, etc. can be adopted to serve these students needs.

All students will receive a Student-Tailored Education Plan (STEP) that outlines student academic and college/career goals, level of mastery of state standards and steps towards success. Students receive a teacher mentor that follows and guides them from grade to grade through their STEP. A coaching model is used to assist teachers and students in adapting a culture of error and a culture of practice. Stakeholders of students are constantly updated on student progress and play an active role in student success.

Students with IEP's or 504 plans will receive appropriate services. Tutoring will be offered through Saturday school and after school. The last hour of the school day is devoted to Academic Enrichment with opportunities for remediation, review, and assessments. STEP meetings also occur during this time. Students will be placed in their Academic Enrichment block, according to test results, by general achievement levels in a subject or by specific skill mastery. Tutoring groups are fluid, so that when goals are met, students move to another skill or subject. Other support for our students include improving self-esteem, offering rewards of various types, providing mentors, exposing them to community resources related to their studies, etc.



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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.*

Methods: Under the Annual Measurable Achievement Objectives for NCLB Title III (Limited English Proficient) BGA will administer a home language survey to every student at the time of enrollment which will be maintained in the student's permanent record. As we identify limited English proficient students who need assistance, the school leader and student performance team will implement effective methods of determining the students' current level of English proficiency in order to determine what types of assistance are needed. The student performance team will observe, interview, administer formal and informal proficiency tests, review the data, former teacher referrals or recommendations if available, parent information; monitor student course grades; and portfolio-based assessments. Based on the home language survey, students identified as Limited English Proficient ("LEP") will be administered additional English Proficiency Exams for placement.

The ELL program will provide the following to the student:

- 1) Instructional strategies such as scaffolding and modifications by highly qualified teachers that support English language growth and content knowledge
- 2) A minimum equal amount of instructional time and the same scope as sequence as the non-ELL students with the appropriate accommodations and modifications such as supplemental text, modified assignments, and other resources.
- 3) Age, grade level, and proficiency level appropriate English language development
- 4) Opportunities to learn English through speaking, listening, reading, and writing
- 5) Additional after school tutoring. Teachers will receive professional development related to working with ELL students and appropriately document the ELL strategies used in lesson plans, the Enrichment hour, and in the ELL program folder maintained by the school counselor.

Although it is the school's goal to protect a student's Enrichment hour time, if a student is not making successful gains using previously mentioned instructional strategies and interventions, the Enrichment hour time may be used for English language instruction via an online resource such as Rosetta Stone, that is facilitated by a teacher.

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.*

BGA will identify and serve academically or intellectually gifted (AIG) students as mandated by North Carolina legislation. AIG students will be identified using multiple criteria; including, but not limited to state testing, benchmark testing, classroom assessments, and research-based tests

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for giftedness. All screening and evaluation procedures will involve parents and adhere to NC AIG Standards.

As with other students with special needs, BGA will utilize a "push-in" delivery model to provide services to AIG students. An example of differentiated instruction provided to AIG students is a special rubric for project work that includes a top tier "challenge" level above and beyond the standard rubric. BGA will employ a majority of highly qualified teachers and train them regularly on differentiation and other instructional strategies of benefit to AIG students. Furthermore, BGA will support and encourage AIG add-on licensure for teachers. In addition to highly trained teachers who challenge AIG students in the regular classroom, BGA will offer other growth opportunities to AIG students. All AIG students will participate in PLT where students are given the opportunity to pursue learning that is of particular interest to the student such as a foreign language, advanced game design, or preparing for competitions such as Battle of the Books. As with all students participating in Enrichment hour, AIG students will also keep records of how they spend their Enrichment hour on their digital portfolios and have the opportunity to present their work at Presentation of Learning (POL) events, Board meetings, and at special events throughout the community. These community resources and mentors would also benefit AIG students, especially through increased exposure to those involved with higher education, technology, business, etc.

Efforts will be made to include those whose strengths may not show through typical standardized testing (such as those who show high levels of creativity or who may have learning disabilities which mask types of intelligence). Academically gifted students will be offered higher level math classes and options for higher reading levels will be available. Programs such as iReady and Accelerated Reading will be used to support higher performing students due to their multiple levels. Academic Enrichment, at the end of the school day, for the above average student, will include advanced math and reading lessons and skills. Students will have an opportunity to participate in academic clubs such as Math Counts, Lego Robotics, or Battle of the Books.

2. Assessment strategies include student projects and presentations, student responses to off-campus experiences (job-shadowing, visits to businesses, interviews with adults in various fields, etc.). Assessments and rubric results will be used to monitor and evaluate the progress and success of AIG students.

### **Exceptional Children**

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

### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education*

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*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. To identify students who have previously been found eligible for special education services or are protected under Section 504 of the Rehabilitation Act, BGA will:

a) Request complete documentation from the previous school and review for EC and/or 504 indicators. The school registrar is responsible for obtaining records and the EC teacher is responsible for reviewing records.

b) Request information from families as part of the enrollment process allowing families the opportunity to self-identify and provide previous copies of 504 or Individualized Education Program (IEP) documentation.

c) Use the Comprehensive Exceptional Children Accountability System (CECAS) which tracks EC student information across schools in NC.

2. To identify students who may be eligible for special education services as identified in the federal Child Find mandate, BGA will adhere to the following identification and evaluation plan. Students may be referred to this team by a teacher or parent with the goal of helping to identify all students suspected of having a disability and requiring accommodations. The committee will monitor and track student performance using instructional data and other forms of assessment and provide appropriate interventions using the RtI system. Intervention strategies will be regularly monitored and assessed. If intervention is deemed successful, the team will continue to monitor student progress. If intervention is deemed unsuccessful and evidence exists to support a disability, the student will be referred for an evaluation in compliance with NC 1503 which governs evaluations and eligibility determinations. If written parental consent is obtained for an evaluation, the appropriate licensed professionals will conduct an evaluation. Evaluations will be comprehensive and include testing for all areas related to the suspected disability. As required, licensed professionals will be contracted to assist in the evaluation process. An eligibility meeting will be held once the evaluation process is complete.

3. Once evaluations are complete, a determination will be made by the IEP team as to whether or not the student requires specific EC services or a referral for a 504 Plan. This team includes at a minimum a parent, regular education teacher, EC teacher, and an LEA representative. Professionals whose services may be contracted based on student needs may also be included on the IEP team. If EC services are required, the student will receive an IEP written by the IEP team. If EC services are not required but accommodations are, the student will be considered for a 504 plan. The 504 committee will include at least the school counselor, a regular education teacher, and a parent. Throughout the process, parents of students with disabilities will be provided written documentation of all procedures and processes.

In the event a parent's native language is not English, BGA will work to provide the parent with the appropriate communication in the parent's native language. BGA will follow FERPA requirements and state policies to ensure all IEP and 504 plans are kept in a separate and secure confidential file.

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Records from previous schools will be requested by the school registrar, and only authorized personnel will have access to these records including the student's teachers, EC staff, the counselor, and school administrators. All school employees will be trained on the importance of record confidentiality. Staff will receive training on NCDPI's Compliance Checklist and use it as an evaluation tool to ensure proper protocol when managing student records. Areas of non-compliance will be immediately corrected by BGA.

### 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.*

The RTI model at BLUE-Green Academy is designed to create a supportive learning environment with high expectations for all students, including students with disabilities. Students deemed eligible for special education will also be served through a continuum of specially designed supports and services. To the extent possible, students will be served in full inclusion settings, with the accommodations and modifications identified in their IEPs. Students IEPs will be case managed by special education teachers, who will work with IEP teams to develop annual IEPs. Case managers will work with teachers, related service providers, and academic behavior specialists to monitor IEP implementation, and make sure that students are receiving the types and levels of supports and services outlined in their IEPs.

BGA will ensure to comply with Federal and State regulations for serving exceptional children. Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states: All exceptional children are entitled to an appropriate free public education, therefore existing IEP accommodations including assistive technology devices and speech therapy will be met within 30 days of enrollment. Teachers suspecting a student may need additional services will notify the student's parents immediately to arrange an initial conference to discuss the teachers concerns. Parents must give consent to the testing within 10 days of the meeting. If parent refuses the testing, then documentation of the parent's refusal will be placed in the school file.

If parent consents to testing, upon completion of the testing, the first initial IEP meeting will commence with the parent and the Team. After careful explanation of the testing results if parent agrees with recommendations then BGA will implement services within 30 days. BGA will not interrupt core subjects for any services. It is important that students maintain their instruction in core classes with their peers as much as possible. Therefore, exceptional children may also receive additional educational opportunities, depending on the types of exceptional and IEP mandates, after-school intervention may also be implemented. Students with severe disabilities, who might not meet the learning outcomes in general education, will have a customized curriculum to help them reach their goals. All IEPs will be reviewed annually by the Team. Parents may initiate a review at any time during the course of the school year.

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BGA will hire the appropriately qualified EC staff to ensure all federal and state requirements for caseload and class size are met. BGA will also contract with the appropriate certified and licensed professionals to ensure all specifications of a student's IEP are met. Contracted services will be determined by a student's IEP and include all necessary related services such as speech or occupational therapy. Training for EC and general education teachers will be provided regularly to better meet the needs of all students including those with disabilities. BGA will ensure all students including those with disabilities have access to a Free and Appropriate Education (FAPE) as required by law.

BGA will provide a full continuum of services to meet the needs of all students with disabilities. As outlined previously, BGA will follow a legally compliant process for identifying and evaluating students eligible for EC and related services. As determined by the IEP team, provisions will be made to students to ensure access to education and include, but is not limited to, assistive technology, an extended school year, and other requirements such as supplementary resources for extracurricular activities. Furthermore, staff will be trained on best practice instructional and discipline strategies for students with disabilities to ensure BGA meets all requirements for teaching and disciplining students with disabilities.

### **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.*

BLUE-GREEN Academy (BGA) curriculum will provide what students will need in order to be successful in college, their careers, and as leaders in the world. The expectations will be clearly communicated through the performance standards. Student achievement accountability standards for each grade level will be based on state and federal annual measurable objectives. Teachers will use knowledge about students skills, assessment data, and their learning style surveys to determine when whole class instruction, small group work, or one-on-one tutoring is appropriate. Differentiation strategies and techniques will also be based on this data. Instruction will be student-centered and targeted to meet each individual student's needs. In addition, teachers will give students and parents weekly feedback about the student's academic performance throughout the academic year.

The NC State Testing assessments and instruments will be used to measure student achievement and proficiency in math and reading. Students will prepare for the end of grade tests using Discovery Education Assessments as benchmark exams. Other programs such as iReady will be used to monitor academic progress in reading and math on a daily basis. This data can be used to guide instruction, and prepare for standardized tests. In addition, project based assessments and internships will be the catalyst for measuring

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high performance in the electives, sciences and technology.

BGA will utilize the North Carolina end of grade promotion standards. Students will meet the standards outlined by teachers for each course as measured by teacher made assessments such as quizzes, unit tests, midterms, final examinations, oral presentations and digital portfolios. Promotion criteria will be communicated to parents and students at an initial entrance conference and during each benchmark grading report. During year 3 of the school, as students become 8th graders, promotion to 9th grade will be based on the completion of an internship in a local business of Winston-Salem, a research-thesis essay, or innovative creation project and presentation.

All students will be required to take English/Language Arts, Math, STEAM (Science, Technology, Engineering, Arts and Math), Leadership/Business Acumen, Spanish, and Enrichment Hour throughout their school career. Enrichment Hour during the last 30 minutes of the day will provide all students will additional lessons, homework assistance, guided practice, and tutoring in all subjects. While many of the students at BGA could be considered traditional "At Risk" students, early identification of students identified as higher "At Risk" students will allow for these students to be provided with additional tutoring and guidance services, as needed. Students will be prepared to score high enough on all exit examinations in order to be considered college and career ready. BLUE-GREEN Academy will design and implement a college and career readiness program that will begin with the students who are in 6th grade. Students will begin to set goals aligned with their aspirations, identifying opportunities for leadership and entrepreneurship. As students progress in the program, students will focus on college and career readiness thru the application process. Parents can also benefit from the program, setting goals and considerations of going back to school or going for the first time. The program will help parents in preparing themselves and their child for the rigors of the college application process, including the requirements for completing financial aid applications.

### **Student Conduct:**

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

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

*Be sure to include:*

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

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where it is the norm to put forth best effort, develop a passion for learning, and practice respect. We will implement a customized discipline plan that is similar to PBIS (Positive Behavioral Interventions and Supports), and uses an electronic card system for measuring and rewarding student behavior. The card is designed to encourage students to follow the Code of Conduct as implemented by the LEA. Students receive rewards for positive behavior and are given multiple skill builders to redirect negative behaviors, before facing a predetermined consequence. Students and parents are aware of the high expectations placed upon them.

School wide and classroom systems include:

- 1) Common purpose, language and approach to discipline
- 2) Clear set of expectations and behaviors
- 3) Procedures for teaching expected behaviors
- 4) Continuum of procedures for encouraging expected behaviors
- 5) Continuum of procedures for discouraging inappropriate behaviors
- 6) Procedures for on-going monitoring and evaluation

Effective Classroom Management is rated by:

- 1) Behavior Management
- 2) Teaching routines
  - a) Ratio of 5-6 positive to 1 negative adult to student interaction
  - b) Instructional and curricular management
- 3) Selection
  - a) Modification and design
  - b) Presentation and delivery
- 4) Environmental management

Non classroom Systems include:

- 1) Teaching expectations and routines
- 2) Active supervision
  - a) Scan
  - b) Move
  - c) Interact
- 3) Pre-corrections and reminders
- 4) Positive reinforcement

Individual Student Systems include:

- 1) Behavioral competence
- 2) Function-based behavior support planning
- 3) Comprehensive person-centered planning and wraparound processes
- 4) Targeted social skills and self-management instruction
- 5) Individualized instructional and curricular accommodations

2. The following list of offenses may result in suspension or expulsion of students:

- \*Fighting or assault resulting in serious personal injury
- \*Assault involving use of a weapon
- \* Bullying, harassment or extreme horseplay
- \*Assault on school officials, employees or volunteers
- \*Making bomb threats or engaging in bomb hoaxes
- \*Possession of a firearm or weapon
- \*Vandalizing, defacing or damaging school property
- \*Sexual assault or offenses
- \*Smoking or possession of tobacco products or lighters
- \*Theft

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\*Being under the influence or possession of intoxicants of any kind

\*Willfully burning of school building or any school property

3. Consistent with the Schools Code of Conduct and to the extent that discipline would be applied to students without disabilities, students with a disability (SWD) may be suspended if they violate the schools Code of Conduct and in accordance with the school discipline plan. If a SWD is suspended for 10 or more days within a school year, a manifestation determination (MD) meeting will be held to determine whether or not there is linkage between the behavior that resulted in the suspension and the students disability. If linkage is found, then the child will not be suspended for longer than a total of 10 days, although a change in placement may occur if the MD team concludes that it is in the educational best interest of the student.

4. In all situations, parents will be contacted first and notified of the suspension and its process. An IEP meeting will be held within 10 school days after the initial suspension to conduct a manifestation determination meeting or sooner if the child has been suspended previously within the school year. Suspensions resulting in more than 10 days are cause for the student to be dismissed from the school and sent to an Alternative Learning Center. This will be at the discretion of the school administrators. Ultimately, the result of the MD meeting will determine next steps for the SWD.



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<b>Section III: Education Plan</b>		
<b>Concerns and Additional Questions</b>		
Please clarify how your staff are going to be fully certified/trained in the Kagan strategies since that is such a focus.	Jessica Kelly	Instructiona
PBL and STEAM must be very intentionally trained to dovetail with the state standards and the assessments associated and required by the state. There is not acknowledgement of this.	Heather Soja	Instructiona
What will "blended learning" look like in practice? How might you incorporate the Digital Learning Standards? What do you mean by, "Each instructional and assessment strategy is scripted"? Who writes the scripts? What other techniques could ensure "standardization of instruction"? How will qualify educators be able to respond to individuals and changing classroom conditions if the activities are scripted? Will the staff be able to contribute to those scripts and have co-planning time to prepare? What is the value of "consistency across classrooms?" Who develops the "STEP" plans? What role do students and families play in their development?	Deborah Brown	Instructiona
-How will you recruit teachers who exhibit a culture of leadership? What is the selection criteria? -Are there after school options for students on Fridays during early dismissal?	Arasi Adkins	Curriculum a
What are the specific promotion and retention standards? Applicant should clarify this portion.	Deanna Townsend-Smith	Curriculum a
What is BGA doing to address student need while the teachers are in PD and the students are released two hours early/ Are out of school time activities planned and budgeted for?	Nicole Charles	Curriculum a
How does block scheduling, as described, contribute to your goals, and why is it more desirable than other types of instructional schedules? How are "learning habits constantly modeled"? Will the staff use common language and descriptions to teach learning habits? What "technology resources and software for targeted practice with curriculum standards" are available and will be used? Do the families and communities have the resources to support middle school children being released from school two hours early once per week?	Deborah Brown	Curriculum a
How will you use data from previous schools and previous testings?	Deborah Brown	Special Prog
-Who will teach Saturday school and after school? -Will teachers be compensated extra for providing academic enrichment after school? -Will there only be 1 ELL teacher to serve the school? What if you have a high population of varying levels of ELLs?	Arasi Adkins	Special Prog
who will have access to students data and where will it be stored?	Deborah Brown	Exceptional
The plan for managing student records is not clear. You may want to elaborate on "separate and secure confidential file." In particular, how will the school ensure that the records are confidential (FERPA)? How will the school track the use of the folders to ensure only relevant folks are accessing the records? A protocol is mentioned but not made clear.	Robert McQuat	Exceptional
Can the applicant describe the record keeping protocol in more detail?	Nicole Charles	Exceptional
Since the lottery system means you will not know the needs of your students before they are enrolled, do you have a budget plan that will allow for the hiring of additional EC teachers if your students arrive with or develop a need for additional support?	Deborah Brown	Exceptional
Since community assistance with the business/leadership program is critical how will the school be working on that prior to the opening? Are there already partnerships in place?	Jessica Kelly	Student Perf
Will teachers be trained and have ongoing PD to support this kind of evaluation of student performance?	Deborah Brown	Student Perf
Promotion and retention needs further development as it is not clearly outlined only slightly referenced.	Deanna Townsend-Smith	Student Perf
-What will the tutoring program look like, and who will staff it?	Arasi Adkins	Student Perf
Does BGA already have business partners in Winston-Salem to aid in internship placement?	Nicole Charles	Student Perf

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Does the applicant have a clear understanding of the allowable age for expulsion?	Deanna Townsend-Smith	Student Cond
will fill a great need	Joe Maimone	Student Cond
The code of conduct is clear, however, can the applicant provide examples of how the culture will be embedded across the school	Nicole Charles	Student Cond
Have you explored some of the more recent research on the negative effects of reinforcement systems such as the ones you describe?  How will you make sure these norms are established across the school? Will you have PD to make sure all staff are using the same language and techniques? How will you communicate these expectations to students?	Deborah Brown	Student Cond
#4 mentions an Alternative Learning Center - please explain - who will operate this center?	Lindalyn Kakadelis	Student Cond

Reviewer	Score
Deborah Brown	
Tammi Sutton	Pass
Alan Hawkes	
Alex Quigley	
Cheryl Turner	
Deborah Brown	Pass
Steven Walker	Pass
Deanna Townsend-Smith	Pass
Heather Soja	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Glenn Allen	
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jessica Kelly	Pass
Arasi Adkins	Pass
Alex Quigley	

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**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* B.L.U.E.-G.R.E.E.N. Academy

*Mailing Address:* 1224 Magnolia Street

*City/State/Zip:* Winston-Salem NC 27103

*Street Address:* 1224 Magnolia Street

*Phone:* 407-952-2006

*Fax:*

*Name of registered agent and address:* Daye A. Brake  
5135 Ambercrest Dr. #A5  
Winston-Salem, NC 27106

*FEDERAL TAX ID:* 81-3652777

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

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

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

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

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

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

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

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

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Toure Marshall	Member	FORSYTH	Reverend of Grace Presbyterian Church		
Daye A. Brake	Chair	FORSYTH	NC Principal Fellow		
Deena DeShazor	Co-Chair	FORSYTH	High Point Leadership Academy Principal Intern		
Myra Arggaard - Espersen	Secretary	FORSYTH	Retired Teacher		
Satya Poliseti	Treasurer	MECKLENBURG	Piper Jaffray & Co. Analyst, Mergers		
Walter Johnson	Member	FORSYTH	Director/Principal for WS/FCS		
Tiffany Gibson	Member	FORSYTH	Women's Health Practitioner		
Peter Ely	Member	FORSYTH	Adjunct Professor Fayetteville State University		
Antonio McCoy	Member	FORSYTH	Business Consultant		

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

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

The Board of Directors will utilize Maximum Enterprise Inc. (Reginald D. McCaskill) to provide guidance regarding the governing board's functions, primary duties and responsibilities in overseeing the charter school, utilizing individual board member knowledge, and professional development to the entire Board. Maximum Enterprises Inc. provides services to assist in the following areas:

- 1) Assure programs and services are consistent with the mission and the charter.
- 2) Approve measurable organizational outcomes.
- 3) Approve annual, attainable board and management level goals.
- 4) Monitor progress in achieving the outcomes and goals.

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- 5) Assess the quality of the program and services.
- 6) Enhance BGAs public standing
- 7) Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
- 8) Provide for a written annual report and public presentation that details BGAs mission, programs, financial condition, and progress made towards charter promises.
- 9) Ensure legal and ethical integrity and maintain accountability
- 10) Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
- 11) Adhere to the provisions of the organization's bylaws and articles of incorporation.
- 12) Adhere to local, state and federal laws and regulations that apply to the organization.
- 13) Ensure compliance with all federal state and local government regulations.
- 14) Recruit and orient new board members and assess board performance
- 15) Define board membership needs in terms of skill, experience and diversity.
- 16) Cultivate, check the credentials of and recruit prospective nominees.
- 17) Provide for new board member orientation.
- 18) Conduct an annual evaluation of the full board

The Board is responsible for ensuring that the academic program of BLUE-GREEN Academy is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization. Blue-Green Academy (BGA) is governed by a Board of Directors whose ultimate responsibility is to uphold the mission of the school by providing for the well-being of the institution in the present as well as the future. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its Charter, by-laws, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and facility.

The Board must also identify, select, work with, support and evaluate the Head of School, who is the professional educational leader of the school as well as its administrator. The Founding Board of Directors have decided that the current Chair and Co-Chair will serve as the head administrators in the opening year of the school. With two current board members serving as employees, and losing voting rights, we increased the number of members. This will help to maintain a strong board and education representation.

In order to successfully undertake all board responsibilities, the Board must organize, manage, and assess itself in an efficient, business-like manner, make its decisions for the present and future welfare of BGA as a whole, rather than in response to personal priorities or the wishes of vocal factions. No Board Member may speak for the Board on any issue until the Board in its entirety has decided that issue. All Board meetings are held in compliance with the provisions of the "Open Public Meetings Act." For a detailed review of the role of the Board of Directors, please refer to the by-laws.

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*

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*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 Board of Directors will include at least five members, with the exact number to be specified in the by-laws. (The by-laws currently specify 10.). Members will possess: demonstrated individual leadership skills; demonstrated community involvement; undergraduate and/or graduate degrees; and demonstrated passion for exemplary educational opportunity, personally and professionally. A majority of the Board will live and/or work in Winston Salem, North Carolina.

The Board of Directors will review the Head Administrator's performance by initiating an "Embark" conversation, prior to the beginning of the school year, to determine and agree upon the Administrator's five key goals and supporting goals for the year; a "Midpoint" Conversation/Interview reviewing the progress in achieving stated goals, an annual written performance review and conversation regarding achievement of goals and goals for the coming year. Goals may include, but are not be limited to academic benchmarks, enrollment, school culture, faculty/staff retention, and finance.

During the first operational year, the Board will actively recruit two additional members who represent BLUE-GREEN families - parents, grandparents, or other family members. The two founders will step down from their board seats to become the school leaders. The addition of these Board members will provide a complete spectrum for the composition of the BLUE-GREEN Board. In addition, the Board is empowered by its by-laws to create committees that include non- Trustees as committee members, it is expected that the Head of School, parents, and faculty members will be included in such committees as appropriate. The Board may choose to create a standing Teachers' Advisory Committee to serve as a permanent channel for teachers to make their concerns known directly to the Board, including the Head as a member executive office. Such a standing teachers' committee would also provide feedback to the Board in its self-evaluation exercises which serve as the basis for future planning. The students may influence issues of immediate concern to them in their daily school environment by forming a school government which may provide input to the formulation of in-school discipline.

*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?*

There are nine founding board members in which two are the founders of the school. Upon opening, the founders will relinquish their voting position on the board in order to operate the school. The seven (7) Founding Board Members were recruited and selected due to their professional expertise individually and collectively; their desire for exemplary educational opportunities for all North Carolina children within the public sector; their strong commitment to education as demonstrated in their personal and professional lives; their involvement in community - local, state, and regional; and their personal stories which speak to the power of education in transforming individual lives. Our belief is that setting high academic standards, while providing a structured environment that allows students to achieve ever increasing roles of responsibility within their school and their community, will allow us to do this. While several of the board members know each other through community involvement and/or professional relationships, they are a diverse and highly engaged group of individuals who seek to bring their expertise to a public charter school board in

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Winston Salem, a city that they view as under-served in providing exemplary educational opportunity for all children.

Members of the Board serve a term of three years, with approximately one-third replaced each year. Terms of office of outgoing members will expire on June 30, and incoming trustees will take office on July 1 annually. The by-laws provide for a majority of the Board members to be elected from among the parents and guardians of students enrolled in the school. Seats reserved for parent trustees are elected by the parents/guardians of enrolled students. Candidates are nominated by the nominating committee of the Board of Directors, or by petition of the parents/guardians of students enrolled in the school. The number of signatures shall be no less than ten percent of the number of enrolled students. The non-reserved seats are filled by majority vote of the Board of Directors and may provide desirable expertise or diversity.

Upon approval of the application the organizing board will transition into the Initial Board Members role. Initial Board members will establish which specific board members are on tied to which terms. The staggered terms will ensure that not all Board Members term limits end at the same time. Board members will have staggered terms as follows, dependent upon number of total Board Members. To begin with the term will be staggered to maintain organizational history and program continuity.

- i. Up to three (3) four-(4) year appointments
- ii. Up to one (1) three-(3) year appointments. (1) parent representative.
- iii. Up to one (1) two-(2) year appointments. (1) parent representative.

After the Initial Board Members have completed their specific terms all members will serve 4-year terms. The regular voting members of BGA Governing Board can serve two consecutive term limits; a total of 8 years. Letters of Application will be accepted from Board candidates. Interviews will be conducted either by the entire BGA Governing Board, or an appointed committee of the Board. Board applicants must be Parents and/or Community Members who exhibit and profess a strong desire to be involved in the success of the BGA. Board applicants must also exhibit strong moral behavior and be willing to give of their time, energy and abilities to help the school achieve its stated mission and purpose. Board applicants must demonstrate an ability and willingness to attend all Board meetings, and to work with other Board Members, staff and faculty, and others in achieving specific goals or completing projects adopted by the Board of Directors.

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

The Annual Meeting and Retreat of the Board of Directors shall occur in July of each year to prepare for the upcoming academic year. Regular meetings of the Board of Directors shall be held once a month from August through June and at such other times as emergency meetings need to occur. Timely notice of all meetings shall be publicized.

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

The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation, as outlined by Reginald McCaskill and Maximum Enterprises, Inc.

*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*

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*application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

Board of Director members are nominated and elected on the basis of a firm commitment to the mission, goals and objectives of BLUE- GREEN Academy (BGA). They should unequivocally support the educational philosophy espoused in the bylaws and confirmed by the granting of a charter to the school. In addition, board members are nominated and elected for the qualities of leadership, service, and expertise in a range of fields that they bring to the school. No member represents a specific constituency. It is imperative that the Board of Directors make its decisions for the present and future welfare of BLUE-GREEN Academy as a whole, rather than in response to personal priorities or the wishes of vocal factions. No Trustee may speak for the Board on any issue until the Board in its entirety has decided that issue. All Board meetings are held in compliance with the provisions of the "Open Public Meetings Act."

The Board of Directors will comply with all state and federal laws that govern conflict of interest issues that apply to non-profit organizations. Specifically, the Board will require each member to comply with the guidelines set out by Section 55A-8-31 of the North Carolina General Statutes. A Board member will be required to inform the full Board of any potential conflict of interest when there is any transaction or decision that the Board is discussing or scheduled to vote upon. A Board member conflict of interest shall exist in instances including but not limited to when a Board member has a material financial interest or if the Board member is serving as an officer, general partner, trustee, or director of the organization or business being discussed. The Board member with the conflict of interest may participate in the discussion, but will be ineligible to vote on the decision or transaction. The vote will take place by the remaining Board members with no conflict of interest. The Board of Directors will conduct itself with only the highest standards of moral and ethical standards. To ensure the compliance the Board will follow the guidelines set forth by the North Carolina School Boards Association. Furthermore, each board member will be required to sign a Conflict of Interest statement that will require each member to disclose any actual or potential conflicts of interest. There are no current relationships that pose an actual or perceived financial conflict of interest within the Board of Directors.

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

The Board of Directors will serve as a governing board acknowledging that the daily operations and leadership of the school reside with the Head Administrator(s), the Dean(s), and faculty. The Board of Directors, guided by the work of Reginald D. McCaskill, Maximum Enterprise Inc., will develop policies for a governing board. The Administrators in collaboration Faculty members will develop operational policies and procedures applicable to the students, faculty, and constituents. Each year, the Dean/s and Principals will present the Faculty Guide; Student Guide; and General school operational policies to the Board of Directors for their consideration and approval.

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

At the discretion of the Board, an advisory board (the Advisory Board) may be established and the number of the members constituting the Advisory Board shall be determined by the Board from time to time. Members of the Advisory Board shall serve as advisers to the Board, may be invited to attend



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meetings of the Board and may be members of committees of the Board. Members of the Advisory Board shall serve only in an advisory capacity and will work closely with the leader administrator, shall not have any vote on any matters under consideration by the Board, and shall not have or owe any fiduciary duty to the corporation.

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

The BLUE-GREEN ACADEMY Board of Directors has established the following grievance policy for students and parents:

Phase One: In the event of a disagreement involving a student's academic performance or long-term suspension, the student or parent/guardian must try to resolve the disagreement by meeting with the appropriate staff members to identify the problem, suggest possible solutions, agree on a timeline for implementation, and outline a follow-up plan. A written plan of the good faith effort must be given to the principal.

Phase Two: If the good faith effort is unsuccessful, the student or parents/guardians may submit a grievance in writing to the principal within five (10) working days. The principal will schedule a hearing at a mutually convenient time and place for discussion of the grievance with all parties involved. The principal will set a date for a meeting within five (10) working days.

Phase Three: If the student or parents/guardians wish to appeal the principal's decision, the next step is to submit a request for an appeal to the Board of Directors within five (10) working days of the principal's decision. After receiving an appeal request, the Board will schedule a meeting to consider the appeal as soon as is practical. Board members with a conflict of interest, as defined in the Bylaws, shall excuse themselves from participating in the hearing. For cases that involve long-term suspension, appeals must be submitted to the Board of Directors within two (5) days of the student's dismissal. The suspension will remain in place until the Board of Directors meets and reviews the appeal. The Board has 30 days from the date of receipt of the written notice to schedule and make a final decision in written form. The decision of the Board of Directors is final and may not be appealed. The student disciplinary matters that may be appealed to the Board are those taken under N.C. General Statute 115C-390.7, 115C390.10 or 115-390.11.

The BLUE-GREEN ACADEMY Board of Directors has established the following grievance policy for staff:

In the event of a dispute involving employment or the implementation of the personnel policies and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. Such effort will include identification of the problem, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

1. The employee may submit his/her grievance in writing with the principal within five (5) days of a failed good faith effort to resolve the dispute.

2. Within five (5) working days of receipt of the written complaint, the principal shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, to be held no later than twenty (20) days after receipt of the written complaint and after notification to the employee.

3. The decision of the principal shall be final unless appealed by the employee to the Board of Directors which may review and modify the decision

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of the principal if it finds that the principal failed to properly follow the grievance process described above. A request for an appeal may be submitted to the Chairperson of the Board within five (5) days of the decision of the principal. After receiving an appeal request, the Chairperson shall schedule a meeting to consider such an appeal as soon as practical. Board members with a conflict of interest, as defined in the Bylaws, shall excuse themselves from reviews of the principal's action. Any such proceedings shall be conducted in closed session unless requested otherwise by the employee.

The Board's decision is final and concludes the Grievance Process.

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

#### Include in the Appendices:

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

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

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

**X Not Applicable**

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

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

**X Not Applicable**

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

**X Not Applicable**

### 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.

Our school will have 2 Principals; one for B.L.U.E. Academy and one for G.R.E.E.N. Academy. Both Principals will be supported by 1 Dean in the first year of operation. In the first year, an administrative secretary will also serve as the operations manager, strongly supporting the principals. We anticipate the need for one curriculum facilitator, one technology coordinator and three teachers for each core content subject in the first year (9

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teachers), one Spanish teacher, one EC Coordinator/Teacher, and one ELL Coordinator/Interventionist. Our part-time employees will include the custodial staff, school nurse, and cafeteria staff. By year 2 we anticipate the addition of a school counselor (2 counselors by year 4). Additional teachers will be hired each year to help us fulfill the 20:1, student:teacher ratio. By year 3, we plan to incorporate an athletics department, hiring an Athletics Director.

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

Include the following information for the proposed charter school:

Recruiting procedures for talented faculty at BGA will describe and post positions on the BGA website, Facebook, Twitter, LinkedIn, teachersteachers.com, local newspapers, online job accounts, and Indeed.com. Retention of high performing teachers faculty will be achieved by listening and responding to the faculty needs through online survey results, feedback through the evaluation process, suggestion box, and valuing their hard work through annual bonuses.

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

All employees will be employees of the Board. The Board will oversee the Principals. Other school employees will not have a direct relationship with the Board. The Principals will interview and recommend staff for hiring approval by the Board. The Principals will be responsible for daily operations at the School and will serve as the educational leader, and supervise and evaluate staff employed at the school site. The board will hold the Principals, as the head of the school, responsible for creating and maintaining the culture of the school, based on our core values and mission. Principals must adhere to the policies and procedures in place and meet the outlined goals. The board will ensure the school has the resources to build an environment of support for the staff, where students can thrive. The board will receive regular updates regarding the schools performance and how the school is meeting outlined goals. The board will be informed of any issues that need board involvement and respond accordingly.

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

The Principals will begin the process of recruiting, interviewing, and recommendation of potential staff for hiring approval by the Board. The pre-employment background check and screening process will mirror that of the local School District. We believe that the majority of the staff will come from within the local community. As necessary, the School will use all traditional means of recruitment including social media and social networks, newspaper, online ads, and professional recruiters. After narrowing the number of candidates based on initial application information, principals will conduct a screening. Only after passing the screening, interviews will be scheduled. A conditional offer/no-offer decision will be based upon this interview. Upon the candidates acceptance of the conditional offer, employment papers will be completed and the appropriate reference and criminal background checks will be executed immediately. The Principals will monitor these on a continuous basis. We guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

Employment contracts will be issued for the purpose of specifying salary,

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position title, and duties. Contracts do not bind either the employee or the School to a specific time period. The annual number of days for employees will include a minimum of 190 compensated work days, but may be adjusted by the Principal based on the needs of the School. Employees will be free to terminate their employment with the School at any time, with or without reason. The School intends to provide its staff with the opportunity to respond to issues prior to action being taken by the Board. Likewise, the School will have the right to terminate the employees employment, with or without reason, but within state labor laws.

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

B.L.U.E. - G.R.E.E.N. Academy (BGA) will comply with the requirement for full disclosure of salary ranges in compliance with NC Open Records Law. We desire to pay all regular employees salaries that are competitive with state salaries. As referenced in the budget, the salary ranges are as follows:

Principals \$55,000 - 80,000

Dean \$40,000 - 45,000

Curriculum Facilitator(s) \$40,000

Secretary/Clerical \$25,000 - 45,000

Classroom Teachers \$32,000 - 50,000

Exceptional Children's Teachers \$32,000 - 40,000

Elective Teachers \$35,000 - 45,000

Interventionist \$18,000 - \$28,000

Custodian \$25,000 - 33,000

Food Service \$30,000

Counselor \$35,000 - 50,000

Nurse \$18,000 - 30,000

The School Principal will determine salary offers for initial employment based on each candidate's knowledge, experience, and evidence of success with the target student population and key elements of the educational model. Compensation will vary with individual performance and in compliance with all applicable statutory requirements. The School will apply the same principles of fairness to all employees, regardless of organizational level, race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

Employee benefits will include:

Insurance Coverage: A comprehensive, quality insurance program will be provided to eligible employees in the areas of health, dental, and life insurance. Insurance will also be available to eligible family members.

Recognized Holidays: Regular full-time employees will be eligible for holiday pay. Recognized holidays include those school holidays, which are recognized by the public school district (according to the district calendar) in which the employee is employed with the Charter School. This does not include the summer holidays.

Sick Leave: Full time employees earn 1 day monthly.

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

In the event of a dispute involving employment or the implementation of the personnel policies and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. Such effort will include identification of the problem, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good

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faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

1) The employee may submit his/her grievance in writing with the principal within five (5) days of a failed good faith effort to resolve the dispute.

2) Within five (5) working days of receipt of the written complaint, the principal shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, to be held no later than twenty (20) days after receipt of the written complaint and after notification to the employee.

3) The decision of the principal shall be final unless appealed by the employee to the Board of Directors which may review and modify the decision of the principal if it finds that the principal failed to properly follow the grievance process described above. A request for an appeal may be submitted to the Chairperson of the Board within five (5) days of the decision of the principal. After receiving an appeal request, the Chairperson shall schedule a meeting to consider such an appeal as soon as practical. Board members with a conflict of interest, as defined in the Bylaws, shall excuse themselves from reviews of the principal's action. Any such proceedings shall be conducted in closed session unless requested otherwise by the employee. The Board has 30 days from the date of receipt of the written notification to schedule and hold the hearing or to deny a request for the hearing, with or without cause.

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

In the first year, the Administrative Secretary will serve as the Operations Manager, working directly with the Principals for administrative, operational and some financial tasks and responsibilities. During this opening year, the Administrative Secretary will receive a salary of \$25,000 - \$40,000.

Principal salaries will range from \$55,000 - \$60,000 in year one.

*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.*

Teachers for students with disabilities, ELL students and gifted students will be required to meet the following minimum qualifications:

Bachelors Degree, Special Education certification (as appropriate), or similar; required license for EC, AIG, or ESOL; experience serving students in the target population to be taught; and positive work history.

The School will initially employ 1 full-time Exceptional Child (EC) teacher/coordinator and is planning to add additional EC teachers as needed based upon student enrollment. The School will hire appropriate staff certified in ELL/LEP and AIG based on the number and requisite needs of students. Additional staff may also be employed or contracted to provide support as needed.

*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 School Principals will have earned a Master's degree or higher in Educational Leadership or School Administration. Job responsibilities include executing and administering School policies, interviewing and recommending staff for hiring approval by the Board, serving as the educational leader, and supervising and evaluating staff employed at the School site.

The Dean will have earned a Master's degree or higher, preferably in an

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areas of Counseling, Psychology, or Educational Leadership. The Dean supports the Principal and serves as Administrator on Duty in the Principals absence. The Dean works primarily with student behaviors and discipline, initiating and maintaining a positive school culture and safe environment. The Dean is also responsible for modeling the appropriate image for the School; creating a welcoming environment for students, staff, parents, and visitors.

The Curriculum Facilitator is responsible for the oversight of all teaching faculty, curriculum design and improvement, coordination of classroom activities with internship activities, teacher professional development, and teacher assignment in close cooperation with the Principal.

50 percent of teachers employed by the School, including classroom teachers, EC teachers, and elective teachers (Spanish, Business Acumen, etc.) will hold a Standard Professional 1 or 2 Professional Educator's License. Teachers will provide a learning environment that is team-oriented, student-centered, and aligned with the School's mission, goals, and educational program design. Teachers are responsible for designing and implementing instruction, overseeing and monitoring individual student progress and the use of resources and equipment, appropriately enforcing our Code of Conduct. Interventionists must have an Associate's degree or higher or have completed 2 years (48 semester hours) of college coursework. Under the supervision of a classroom teacher, interventionists will provide instructional assistance to students in need of academic support.

Qualifications for the Operations Manager and Secretary will include Associates Degree (Bachelors Degree preferred), experience with managing complex tasks involving a variety of resources, and demonstrated ability to manage the details of multiple tasks. The Operations Manager is responsible for school transportation and school lunch, human resources and benefits administration; bookkeeping and related tasks; and providing administrative assistance and general office support to the Principal. The Secretary is responsible for answering telephones and all other communications in a professional manner, and directing the caller to the appropriate extension; appropriately greeting and directing visitors in a manner that is respectful and professional; maintaining awareness of the physical control of entry into the reception area; and secretarial duties as assigned.

The Maintenance and Custodial team will have considerable knowledge of the methods, equipment, and supplies used in the cleaning and appearance of buildings, and will be responsible for the routine maintenance of buildings, grounds, and equipment.

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

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

The Principals will work with the Curriculum Facilitator to ensure that teachers meet and maintain NC teaching license requirements. These roles will work together to lead the staff's professional development.

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.*

We believe that adults, even those with engraved patterns of behavior, can change, grow, and improve; with persistence, technical support/resources and reinforcement from our team. Our teachers are expected to adopt a growth mindset and a sense of urgency to do and be better for the benefit of

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everyone. Our teachers will participate in an effective teacher education plan that allows them to feel valued, respected, and empowered to become better versions of themselves and better examples for our students. These feelings and an increased set of professional skills will translate to investment in their jobs and retention of top talent. Growth and development for adults in the building is designed with the understanding that our expectations, values, and processes should match those we use with students. We will give frequent, specific feedback, using a coaching model in order to help the learner to practice and improve. Inquiry-based learning will encourage reflection and change. We will provide positive reinforcement, encourage and empower our teachers to make a positive difference daily, whether in the school, community or the world. The Principal will make professional development and resource acquisition decisions during the year based on needs expressed during the interaction with faculty.

All beginning teachers will receive a mentor, who is either a veteran teacher or school administrator. Mentor meetings will take place monthly, including required observations and participation in the mentor/mentee events, hosted by the school.

In addition to our internally developed teacher education plan, we will use the state evaluation tool and process (NCEES) for observing and evaluating teachers. We will follow the state requirements and schedule for teacher evaluations and professional development plans.

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

Core components of the professional development plan include deliberate practice, cooperative learning strategies and hands on experiences. We will train our teachers in the same way that we teach our students, using the same instructional and assessment strategies and an individualized professional development plan that allow teachers to reflect on their growth and progress in the profession. This approach allows our teachers to easily replicate their experience, yet customizing it to fit their student audience. Teachers can effectively implement the instructional strategies that they are taught because they will actually learn them while using the same strategies.

Most professional development training and workshops will be uniform, whole group experiences, facilitated internally by the principals, curriculum facilitator, dean and lead teachers. Teachers and staff will be encouraged to seek external professional development opportunities and the funding to support them. We expect additional external opportunities to become available as the budget increases. Community partnerships and donations will contribute to the funding of the professional development plan.

- 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.*

Our Professional Development and Teacher Education Program is designed to:

- 1) Assist teachers in developing a changed mindset, setting high expectations for all students regardless of their socio-economic status, race or background.
- 2) Highlight the importance of differentiation and rigor as it relates to

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pedagogy, content and technology, while modeling effective ways to reach specific groups of students.

3) Provide teachers with the resources, tools and time needed to collaborate and reflect on the best practices used to ensure students achieve maximum success.

Prior to the school opening, teachers and staff will undergo 2 weeks of internal professional development and training that will focus on the teacher education plan goals previously stated, and the overall school culture and climate. During this induction period teachers will learn the school-wide instructional strategies; including Kagan Cooperative Learning, inquiry-based instruction, project-based learning and blended learning. Research and theory supporting single-gender classrooms and other socially related contexts that impact education, such as race and poverty, will also be key topics during this initial PD period. The staff will experience several leadership and entrepreneurship focused workshops that they can replicate and present to students when the school year begins.

*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.*

Staff members will receive approximately 70 hours of professional development before the school year starts and are given 35 early-release days in order to experience 2 hours (80+ hours total) of professional development per academic calendar year. This will ensure that high quality teaching is being provided for our students success. Professional development along with leadership training is essential for growth and support of our teaching 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 reflects 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)).*

BGA will not discriminate on any basis including but not limited to the basis of race, religion, gender, or disability. Any student eligible to attend a North Carolina public school is eligible to attend BGA, as such will implement a marketing plan that fairly and appropriately targets a diverse population in the geographic area of the school. Specifically, BGA will target any 5th 8th grade student in the north eastern part of Winston Salem, and the surrounding areas with a strong interest in for STEAM-related topics and entrepreneurship.

Our marketing plan will strategically increase student enrollment and develop advocates among the community. In response to the way that people communicate today, we plan to take a digital approach, yet we will also meet students where they are. We've launched a Facebook page with nearly 200



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followers and are in the process of launching a new website. The mission of our school will remain the catalyst for which we set ourselves apart from other schools in the area. Parents and students will be engaged in collaborative discussions and surveys, expressing their desires for a unique learning environment that will help to build and change the community. As we continue to highlight our core values and our education plan, we will allow our communities to see how the current needs can be met through our school. For instance, home visits, church gatherings, community meetings and events are all initiatives we have and continuously plan to attend. We invite parents and students to become a part of the conversation regarding the needs in our public schools and the desires that we can all work towards. It is during these conversations, on our website, social media pages, online articles, and blogs, that we are able to communicate the concept young entrepreneurship and leadership and the idea of their child achieving such success.

BGA will move forward with the following marketing plan:

Build upon the current website and market it online using the Facebook social media campaign,

Continue the word-of-mouth campaign through active community engagement

Hold community meetings / information sessions at local places such as churches and neighborhood community centers and business expos,

Advertise in local papers including Winston Salem Journal and Winston Salem Chronicle,

Place print media such as flyers and brochures at area businesses, community centers, churches, farmers markets, and childcare facilities,

Place signage along Highway where possible including at intersections and at businesses frequently patronized by community members on their daily commutes such as gas stations.

All marketing efforts will reflect the school's mission and emphasize the school's focus on literacy, STEAM and entrepreneurship, with the goal of creating lifelong independent and collaborative learners and college and career ready scholars.

## **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.*

Registration will be publicly announced through a variety of means and will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. To ensure all populations are informed, the school will employ various means of communication including an up-to-date website, the use of social media, and non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public. Youth Centers, YMCA sporting events, churches and other faith-based organizations will also be resources for public relations, as they provide pre-established unions of ethics conscious citizens.

All parent sessions will present to families the literacy, STEAM and entrepreneurship focus of our program and the variety of instructional methods that will be employed. The print and electronic forms of

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communication, we will notify families of the grade levels we will serve each year, the process for application submission, the timelines for registration, and notification of acceptance. Advertisements will share the instructional program, enrichment opportunities and business and community partnerships secured.

We will hold regular informational sessions to include descriptions of grade level expectations, proposed school culture, parent participation and volunteer requirements for continued enrollment (20 hours per family per year), and answer any additional questions or concerns they may have regarding our unique program. The volunteer requirement lends itself to informed, involved families equally invested in the school's progress and success. Marketing via print, direct mail, and informational sessions, will be an ongoing effort throughout the planning year to ensure that the School is enrolled to capacity in order to meet its financial obligations.

During the academic year, business community leaders will be invited to participate and present in our daily "Leadership" course, which exposes students to business and entrepreneurship knowledge and experiences. Through these connections, relationships can build and expand community engagement. Parents will be expected to attend several vents and activities throughout the school year, including, but not limited to Saturday Academies, quarterly curriculum nights, community basketball tournaments, and Family Potluck events.

A monthly newsletter from the Principal will help to keep students and their stakeholders informed, engaged and involved.

## **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.*
1. BLUE-GREEN Academy (BGA) will enroll any eligible student without discrimination of disability, race, creed, religion, national origin, or academic ability. Student must complete an application to be considered for enrollment. Each year (including year 1), after the school has determined the number of available spaces for the upcoming academic year, the school will hold an open enrollment application period beginning in December and ending in May. If enrollment exceeds the school's available slots at the time, then a lottery will be conducted in May. A student will have been determined to have accepted enrollment when he/she has returned the acceptance letter with the appropriate parent/guardian signature along with the signed family agreement. Once a student has been admitted to BGA, it will not be necessary to reapply each year.

2. The open enrollment lottery plan will go in to effect if the number of

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applications exceeds the number of available spaces. Children of school employees and siblings of currently enrolled students who were admitted to BGA in the previous year will receive admission preferences. As specified in 115C-218.45(f), no more than 15% of the school's total enrollment may include children of the school's full-time employees and children of the school's Board of Directors. In the lottery process, numbers will be randomly selected in order to identify students who are invited to enroll and those that will be added to the waiting list. Students will be given 2 weeks to accept their invitation for enrollment. If a student fails to respond or declines their invitation, the next student on the waiting list will be extended an invitation to enroll. This process will continue until the end of July or until all spaces are filled, whichever comes first.

3. A waiting list will be created and maintained in the event that space becomes available at BGA. In the lottery process, numbers will be randomly selected in order to identify students who are invited to enroll and those that will be added to the waiting list. Students will be given 2 weeks to accept their invitation for enrollment. If a student fails to respond or declines their invitation, the next student on the waiting list will be extended an invitation to enroll. This process will continue until the end of July or until all spaces are filled, whichever comes first. Parents may withdraw or transfer their child at any time. Parents wishing to transfer or re-enroll a student will be required to complete the school's admission process and submit or re-submit the application for enrollment.

4. No pre-admission activities will be required of students or parents.

5. Again, parents may withdraw or transfer their child at any time. Parents wishing to transfer or re-enroll a student will be required to complete the school's admission process and submit or re-submit the application for enrollment.

### **Weighted Lottery**

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

Yes:

No:

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

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

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

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

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**PROJECTED ENROLLMENT**

**2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Winston Salem/Forsyth County Schools

LEA #2 Davidson County Schools

LEA #3 Guilford 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 340	LEA 290	LEA 410	LEA 340	LEA 290	LEA 410	LEA 340	LEA 290	LEA 410	LEA 340	LEA 290	LEA 410	LEA 340	LEA 290	LEA 410
Grade 05	95	3	2	95	3	2	95	3	2	95	3	2	95	3	2
Grade 06	95	3	2	95	3	2	95	3	2	95	3	2	95	3	2
Grade 07	0	0	0	95	3	2	95	3	2	95	3	2	95	3	2
Grade 08	0	0	0	0	0	0	95	3	2	95	3	2	95	3	2
	190	6	4	285	9	6	380	12	8	380	12	8	380	12	8
	200			300			400			400			400		

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
NA	Jessica Kelly	Tax-Exempt S
Applicant has 24 months after approval to obtain.	Deanna Townsend-Smith	Tax-Exempt S
What are term length and/or limits? What are removal procedures? Can the applicant clarify the training and evaluation protocols for board members?	Nicole Charles	Governance a
The students are going to create an in school discipline plan?  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. - Answer is not clear.	Jessica Kelly	Governance a
The board of directors should include an odd number instead of an even number. How will the proposed board handle tie votes if there are 10 members?	Deanna Townsend-Smith	Governance a
removal procedures? Procedures for a board member who requests to be relieved of his or her seat before their term expires?	Deborah Brown	Governance a
N/A	Nicole Charles	Proposed Man
N/A	Deborah Brown	Proposed Man
NA	Jessica Kelly	Proposed Man
How do you think it will hinder your students to not have a school counselor in the first year? Who will fill that role for students?  Will you be participating in the state employees retirement plan or be offering some other type of retirement package for your staff?  If you are not following the state salary schedule how do you think that will impact your hiring process and retainment of employees?	Jessica Kelly	Staffing Pla
Are the annual bonuses included in the budget? Discuss that teachers can be terminated "At-will" Will there not be any teacher contracts?	Lynn Kroeger	Staffing Pla
-What will the annual bonuses be based on? Is the funding outlined for bonuses? -Who will manage the school's website?	Arasi Adkins	Staffing Pla
For the sake of educational continuity, have you considered adding a two week or 30 day notice period before employees can terminate their employment? How will you ensure quality and continuity of education for the students if the employees can give immediate notice without reason?	Deborah Brown	Staffing Pla
Is the flexibility to terminate best for students and back-filling positions?	Nicole Charles	Staffing Pla
Is one EC teacher appropriate in year one given the grade spans the school will serve?	Deanna Townsend-Smith	Staffing Pla
Since all staff will be new to the school how will the mentors for beginning teachers be able to offer full support?	Jessica Kelly	Staff Evalua
How will you differentiate PD for teachers at different levels of experience and expertise?	Deborah Brown	Staff Evalua
Is there a formal evaluation process to show the shared values outlined?  Budget details are not included but may be in subsequent sections?	Nicole Charles	Staff Evalua
How will you reach out to students currently in charter, private or homeschool settings? Have you considered joining any organizations (such as the NC Assoc. of Public Charters) to expand your reach?	Deborah Brown	Marketing Pl
Do you have an option for families for whom the 20 hours would be a hardship?	Deborah Brown	Parent and C
What is the plan to enforce the required 20 hours of volunteer service per family?	Lynn Kroeger	Parent and C
Is there support to help families meet the 20 hr per family requirement?	Nicole Charles	Parent and C
Have you considered offering preferential admissions for siblings?	Deborah Brown	Admissions P
Is there a sibling preference as well?	Nicole Charles	Admissions P

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Is the family agreement also a code of conduct or a some sort of additional contract?		
What will the family agreement all entail?	Jessica Kelly	Admissions P
Very impressive board with excellent skill sets to help the school	Joe Maimone	Projected St
N/A	Nicole Charles	Weighted Lot
NA	Jessica Kelly	Weighted Lot

Reviewer	Score
Deborah Brown	
Alex Quigley	
Alan Hawkes	
Alex Quigley	
Cheryl Turner	
Deborah Brown	Pass
Steven Walker	Pass
Deanna Townsend-Smith	Pass
Heather Soja	Pass
Arasi Adkins	Pass
Jessica Kelly	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	Pass
Glenn Allen	
Lynn Kroeger	Pass
Nicole Charles	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Pass
Tammi Sutton	Pass

## **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.*

BLUE-GREEN Academy (BGA) will provide transportation options for students and parents. BGA has researched various options for safely transporting students to and from school. Transportation will not be a barrier to student attendance and no child will be denied access to the school due to lack of transportation, as BLUE-GREEN Academy is committed to offering an exemplary educational opportunity to all students that want to attend BGA. BGA will offer multiple transportation options to expand the transportation program so that transportation is not a barrier to enrollment for students. BGA will evaluate the need for transportation yearly and continue to grow the program as needed. Transportation costs are reflected in the budget.

At a minimum, BGA will provide transportation to shuttle sites for morning pick-ups and afternoon drop-offs. Shuttle sites will be strategically located and evaluated for safety and proximity to the greatest concentration of students. Examples of potential shuttle sites include churches or businesses. School leadership and the administrative team will facilitate the use of carpools using free mobile apps such as Carpool-School Edition. Information about carpooling will also be provided on the school's website and in regular communication, such as newsletters to parents. In addition, we are looking into partnering with the Winston Salem Transit Authority for transportation needs. We will also connect with local daycares, the YMCA, and other before and aftercare organizations to assist with transportation needs.

For students with disabilities, suitable transportation will be provided as needed per the students Individualized Education Plan (IEP). In addition, all personnel contracted for transportation services will be required to pass a background check and wear appropriate identification to protect student safety.

### **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.*

BGA is committed to providing healthy school lunches. BGA is planning to develop a partnership with a catering service provider and local vendor to outsource and provide daily breakfast, lunch, and snack. All students must submit a free and reduced priced meals application so that payment status may be established. While these forms are being processed, all students who desire meals will be provided through the school lunch program.

The 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. Menus will be provided to the school monthly and meet all nutrition guidelines of the National School Lunch Program. BGA will use the online system [myschoolmeal.com](http://myschoolmeal.com) to manage payments, track orders, and keep food counts.



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Myschoolmeal.com has a proven success record in lunch order management at other nearby charter schools. Parents will have the option to place orders monthly using the online system. BGA will assist any family with lack of internet access in placing online orders as needed. BGA will follow all required procedures for managing Free and Reduced Lunch applications and maintain thorough records of student participation in the National School Lunch Program. In addition, BGA will be applying and then participating in the Community Eligibility Provision (CEP, a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nations highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. For students who qualify for free or reduced lunch, BGA will provide the vendor lunches to them free of charge. BGA will use data from myschoolmeal.com to keep records of meal counts.

**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		\$1,361.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
Property Insurance	\$200,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$6,811.00
<b>Total Cost</b>			<b>\$12,192.00</b>

\*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.

bluegreenacademy 08/06/2017

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(Board Chair Signature)

(Date)

**Facility:**

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

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

BLUE-GREEN Academy is currently contracted with Everett Wells, a Broker representing Miller Hatcher. We've identified a potential facility and are currently working closely with the owner, Ken Gwyn to lease or own the building, located at 3800 N. Liberty St. Winston-Salem,NC. Through Ken Gwyn's referral of Omega Construction and Bright Engineering, we've begun the initial steps in the process for up-fit and construction. In order to obtain the Educational Certificate of Occupancy, we plan to submit the request for occupancy to the state for approval and continue in the construction process in order to meet state requirements.

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

The breakdown of cost per square foot for the proposed facility is approximately \$26. The BGA budget includes a projected amount of \$26 per square foot, over a five year payment plan. This cost is comparable to education spaces in the area.

**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.*

In working with Everett Wells, we've identified 2 lots with great potential for mobile learning units or another low-cost solution for a school building. These lots are within a 5 mile radius of the potential N Liberty St. location, allowing us to easily target our demographic for enrollment. In addition, BGA board members have had discussions with several local churches that are open to the possibility of leasing their space (classrooms, gymnasium, etc.) for the operation of the school. In either location, the school will plan to run the education plan as it is designed.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Who will drive the shuttles?	Deborah Brown	Transportati
I appreciate the reference to students with IEPs.	Robert McQuat	Transportati
Although the intent is clear, is the applicant able to provide a more detailed transportation plan? Considering the target population, transportation may be essentials	Nicole Charles	Transportati

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Is the estimate for insurance cost for year one only? The cost seem low.	Nicole Charles	Civil Liabil
Board chair and signature don't align.	Jessica Kelly	Healthy and
The name of the chair does not appear, is this an error?	Nicole Charles	Healthy and
Are there costs for retro-fitting and getting the building ready for occupancy?	Nicole Charles	Facility and
Wold the mobile learning units be short term only? How will these spaces accommodate for meals, extra curricular activities and physical education?		
Identified location a big plus if they can hold on to it	Joe Maimone	Facility and
Where will you get the mobile units, and have you figured in the costs for retrofitting and establishing them on a site? Do the 2 identified lots have the correct permits to be able to house student mobile units?	Deborah Brown	Facility and

Reviewer	Score
Deborah Brown	
Alex Quigley	
Tammi Sutton	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Glenn Allen	
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jessica Kelly	Pass
Arasi Adkins	Pass
Heather Soja	Pass
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Deborah Brown	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	

## VI. FINANCIAL PLAN

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

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

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 340 - Winston Salem/Forsyth County Schools</p>			
	<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>
	State Funds	\$5,161.82	190	\$980,745.80
	Local Funds	\$2,016.00	190	\$383,040.00
	Federal EC Funds	\$4,253.55	22	\$93,578.10
	<b>Totals</b>			\$1,457,363.90
	<p>LEA #2 290 - Davidson County Schools</p>			
	<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>
	State Funds	\$5,182.52	6	\$31,095.12
Local Funds	\$1,172.00	6	\$7,032.00	
Federal EC Funds	\$4,210.45	1	\$4,210.45	
<b>Totals</b>			\$42,337.57	
<p>LEA #3 410 - Guilford County Schools</p>				
<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>	
State Funds	\$5,123.35	4	\$20,493.40	
Local Funds	\$2,419.37	4	\$9,677.48	
Federal EC Funds	\$4,171.22	1	\$4,171.22	
<b>Totals</b>			\$34,342.10	

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$1,032,334	\$1,548,500	\$2,064,668	\$2,064,668	\$2,064,668
<b>-Local Per Pupil Funds</b>	\$399,749	\$604,800	\$806,400	\$806,400	\$806,400
<b>-Exceptional Children Federal Funds</b>	\$101,960	\$152,959	\$203,875	\$203,875	\$203,875
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,534,044	\$2,306,259	\$3,074,943	\$3,074,943	\$3,074,943

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal (Blue)	1	\$55,000	\$55,000	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$70,000	\$70,000	1	\$75,000	\$75,000
Principal (Green)	1	\$55,000	\$55,000	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$70,000	\$70,000	1	\$75,000	\$75,000
Dean Of Students	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000	1	\$48,000	\$48,000
Operations Manager	1	\$35,000	\$35,000	1	\$37,000	\$37,000	1	\$39,000	\$39,000	1	\$41,000	\$41,000	1	\$43,000	\$43,000
Curriculum Facilitator	1	\$40,000	\$40,000	1	\$43,000	\$43,000	2	\$46,000	\$92,000	2	\$49,000	\$98,000	3	\$52,000	\$156,000
Technology Coordinator	1	\$35,000	\$35,000	1	\$37,000	\$37,000	1	\$39,000	\$39,000	1	\$41,000	\$41,000	2	\$43,000	\$86,000
Custodians	1	\$25,000	\$25,000	1	\$27,000	\$27,000	1	\$29,000	\$29,000	1	\$31,000	\$31,000	1	\$33,000	\$33,000
Food Service Staff	1	\$25,000	\$25,000	1	\$27,000	\$27,000	1	\$29,000	\$29,000	1	\$31,000	\$31,000	1	\$33,000	\$33,000
Clerical	0	\$0	\$0	1	\$35,000	\$35,000	1	\$37,500	\$37,500	1	\$40,000	\$40,000	1	\$42,500	\$42,500
Counselor	0	\$0	\$0	1	\$42,500	\$42,500	1	\$45,000	\$45,000	2	\$47,500	\$95,000	2	\$50,000	\$100,000
School Nurse	1	\$20,000	\$20,000	1	\$22,500	\$22,500	1	\$25,000	\$25,000	1	\$27,500	\$27,500	1	\$30,000	\$30,000
Athletics Director	0	\$0	\$0	0	\$0	\$0	1	\$40,000	\$40,000	1	\$42,500	\$42,500	1	\$45,000	\$45,000
A - Total Admin and Support:	9		\$330,000	11		\$433,000	13		\$549,500	14		\$633,000	16		\$766,500
Instructional Personnel:															
Core Content Teacher(s)	9	\$40,000	\$360,000	13	\$42,500	\$552,500	17	\$45,000	\$765,000	17	\$47,500	\$807,500	17	\$50,000	\$850,000

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Electives/Specialty Teacher(s)	1	\$40,000	\$40,000	2	\$42,500	\$85,000	3	\$45,000	\$135,000	3	\$47,500	\$142,500	3	\$50,000	\$150,000
Exceptional Children Teacher(s)	1	\$37,000	\$37,000	2	\$39,000	\$78,000	3	\$41,000	\$123,000	3	\$43,000	\$129,000	3	\$45,000	\$135,000
Interventionist	1	\$20,000	\$20,000	2	\$22,000	\$44,000	3	\$24,000	\$72,000	4	\$26,000	\$104,000	4	\$28,000	\$112,000
<b>B - Total Instructional Personnel:</b>	12		\$457,000	19		\$759,500	26		\$1,095,000	27		\$1,183,000	27		\$1,247,000
<b>A+B = C - Total Admin, Support and Instructional Personnel:</b>	21		\$787,000	30		\$1,192,500	39		\$1,644,500	41		\$1,816,000	43		\$2,013,500
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	9	\$250	\$2,250	11	\$250	\$2,750	13	\$250	\$3,250	14	\$250	\$3,500	16	\$250	\$4,000
Retirement Plan--Other	9	\$160	\$1,440	11	\$160	\$1,760	13	\$160	\$2,080	14	\$160	\$2,240	16	\$160	\$2,560
Life Insurance	9	\$40	\$360	11	\$40	\$440	13	\$40	\$520	14	\$40	\$560	16	\$40	\$640
Disability	9	\$200	\$1,800	11	\$200	\$2,200	13	\$200	\$2,600	14	\$200	\$2,800	16	\$200	\$3,200
Medicare	9	\$543	\$4,887	11	\$576	\$6,336	13	\$611	\$7,943	14	\$642	\$8,988	16	\$678	\$10,848
Social Security	9	\$935	\$8,415	11	\$993	\$10,923	13	\$1,054	\$13,702	14	\$1,107	\$15,498	16	\$1,171	\$18,736
<b>D - Total Admin and Support Benefits:</b>	54		\$19,152	66		\$24,409	78		\$30,095	84		\$33,586	96		\$39,984
<b>Instructional Personnel Benefits:</b>															
Health Insurance	12	\$250	\$3,000	19	\$250	\$4,750	26	\$250	\$6,500	27	\$250	\$6,750	27	\$250	\$6,750
Retirement Plan--Other	12	\$160	\$1,920	19	\$160	\$3,040	26	\$160	\$4,160	27	\$160	\$4,320	27	\$160	\$4,320
Life Insurance	12	\$40	\$480	19	\$40	\$760	26	\$40	\$1,040	27	\$40	\$1,080	27	\$40	\$1,080
Disability	12	\$200	\$2,400	19	\$200	\$3,800	26	\$200	\$5,200	27	\$200	\$5,400	27	\$200	\$5,400
Medicare	12	\$543	\$6,516	19	\$576	\$10,944	26	\$611	\$15,886	27	\$642	\$17,334	27	\$678	\$18,306
Social Security	12	\$935	\$11,220	19	\$993	\$18,867	26	\$1,054	\$27,404	27	\$1,107	\$29,889	27	\$1,171	\$31,617
<b>E - Total Instructional Personnel Benefits:</b>	72		\$25,536	114		\$42,161	156		\$60,190	162		\$64,773	162		\$67,473
<b>D+E = F - Total Personnel Benefits</b>	126		\$44,688	180		\$66,570	234		\$90,285	246		\$98,359	258		\$107,457

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A+D = G - Total Admin and Support Personnel (Salary & Benefits)	63		\$349,152	77		\$457,409	91		\$579,595	98		\$666,586	112		\$806,484
B+E = H - Total Instructional Personnel (Salary & Benefits)	84		\$482,536	133		\$801,661	182		\$1,155,190	189		\$1,247,773	189		\$1,314,473
G+H = J - TOTAL PERSONNEL	147		\$831,688	210		\$1,259,070	273		\$1,734,785	287		\$1,914,359	301		\$2,120,957



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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Office:	Office Supplies	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000
	Paper	\$3,000	\$5,000	\$7,000	\$9,000	\$11,000
	Computers & Software	\$13,000	\$20,000	\$30,000	\$20,000	\$16,000
	Communications & Telephone	\$6,300	\$7,300	\$8,300	\$9,300	\$10,300
	Copier leases	\$9,000	\$10,000	\$10,000	\$10,000	\$10,000
Professional Contract	Legal Counsel	\$6,000	\$7,000	\$8,000	\$8,000	\$8,000
	Other Professional	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
Facilities	Facility Lease/Mortgage	\$200,000	\$320,000	\$420,000	\$360,000	\$140,000
	Maintenance	\$10,200	\$10,400	\$10,600	\$10,600	\$10,600
	Custodial Supplies	\$7,000	\$7,200	\$7,400	\$7,800	\$7,800
	Insurance (pg19)	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Utilities	Electric	\$27,200	\$28,200	\$29,000	\$29,000	\$29,000
	Gas	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000
	Water/Sewer	\$5,000	\$7,000	\$9,000	\$11,000	\$13,000
	Trash	\$1,800	\$1,900	\$2,000	\$2,100	\$2,200
Transportation	Transportation	\$15,000	\$17,000	\$19,000	\$21,000	\$23,000
Other	Marketing	\$8,000	\$16,000	\$24,000	\$16,000	\$6,000
	Child nutrition	\$160,950	\$180,000	\$200,000	\$220,000	\$240,000
	Travel	\$5,050	\$6,000	\$7,000	\$8,000	\$9,000
	K - TOTAL Administrative & Support Operations	\$518,500	\$691,000	\$846,300	\$798,800	\$594,900
	Instructional:					
Classroom Technology	Computers	\$23,500	\$23,500	\$25,500	\$21,500	\$21,500
	Software	\$30,000	\$32,000	\$40,000	\$34,000	\$34,000
	Instructional Technology	\$25,000	\$25,000	\$45,000	\$25,000	\$15,000
Instructional Contract	Staff Development	\$12,000	\$13,000	\$14,000	\$15,000	\$15,000
Books and Supplies	Instructional Materials	\$28,506	\$30,000	\$33,300	\$40,500	\$50,300
	Curriculum/Texts	\$7,500	\$7,500	\$7,900	\$8,100	\$8,300
	Copy Paper	\$6,000	\$8,000	\$10,000	\$12,000	\$14,000
	Testing Supplies	\$2,000	\$2,500	\$3,000	\$3,000	\$3,000
	Other	\$2,500	\$2,500	\$5,000	\$2,500	\$2,500
Other	Athletic Equipment	\$0	\$0	\$22,000	\$22,000	\$18,000

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	L - TOTAL Instructional Operations	\$137,006	\$144,000	\$205,700	\$183,600	\$181,600
	K+L = M - TOTAL OPERATIONS	\$655,506	\$835,000	\$1,052,000	\$982,400	\$776,500

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$831,688	\$1,259,070	\$1,734,785	\$1,914,359	\$2,120,957
M - TOTAL OPERATIONS	\$655,506	\$835,000	\$1,052,000	\$982,400	\$776,500
J+ M =N TOTAL EXPENDITURES	\$1,487,194	\$2,094,070	\$2,786,785	\$2,896,759	\$2,897,457
Z - TOTAL REVENUE	\$1,534,044	\$2,306,259	\$3,074,943	\$3,074,943	\$3,074,943
Z - N = SURPLUS / (DEFICIT)	\$46,850	\$212,189	\$288,158	\$178,184	\$177,486

**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.*

Surveys and a petition for enrollment allowed us to target our audience and establish interest for the school throughout the Winston-Salem community. Our initiative is supported by petition signatures of over 200 parents/stakeholders who intend to enroll their child in BGA. We've collected interest surveys that show results in support of our education plan. Through social media we've gained a following of nearly 200 supporters and we are working to continue engaging the community in our mission and vision for positive change in the lives of our students and their families. The financial break-even point for 5th - 8th grade student enrollment is 400 students total. We will meet this projected enrollment through marketing and community outreach.

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

Regardless of our financial situation, BGA will continue to: 1) seek and apply for grants from foundations (Winston-Salem Foundation, Corning Incorporated Foundation, etc.) that focus on providing funding for professional development, technology/digital literacy, the arts, urban development, STEAM and/or leadership; 2) develop fundraising programs, and 3) seek donations, sponsorships and partnerships from businesses in the community and targeted donors.

*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*

BGA does not currently rely on sources of funds other than state, county/local, federal loans and donations.

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

One teacher for every 20 students.

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*

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*procedures for the selection of contractors and large purchases.*

BGA intends to work with an independent law attorney for legal council on an annual contract. Other professional contracts will include professional development and finance council through Maximum Enterprises, LLC. A bidding process will assist in our selection of legal council, nursing/student health services, child nutrition and custodial services.

Construction of our facility is currently in negotiation with Omega Construction in Pilot Mountain, NC. They were recommended by an owner of our desired facility.

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

BGA's mission is to provide a unique learning environment that will motivate and empower all stakeholders to be catalyst for positive change and upward mobility in the economy of the school, community and the world. The school culture will support and challenge students to live a balanced life that encompasses leadership skills, self-respect and a love for learning through inquiry-based lessons and an entrepreneurial spirit. BGA values the development of the whole child in a school environment that will offer strong academic, social, and emotional support. BGA exposes students to opportunities within the community and teaches young men and women the critical-thinking and decision-making skills to make responsible choices and life changes. Students are taught to be respectful and responsible, still striving to always put forth their best and remain accountable for their destiny. As a result, the budget is designed to maintain a 20:1 student/teacher ratio with additional staff members and community stakeholders to ensure that our students become culturally aware and knowledgeable leaders in their school, personal lives and the community. Ultimately, their contributions to society could lead to world changes. BGA will develop students with the skills and knowledge needed to better their lives overall.

The budget is aligned with a core curriculum and ongoing teacher professional development to promote leadership and mastery of the standards for college and career-readiness. The implementation of a Dean, school Counselor, great speakers, technology resources, internships, and academic enrichment services, will support our mission for developing distinguished young men and women who are ready for college and moving towards their career as early as middle school.

The BGA budget is designed to provide transportation for all students through vouchers, purchased by the school through the Winston-Salem Transit Authority and similar public transportation services. We will provide breakfast, lunch and a snack for all students by catering meals daily through a local vendor bidding process. The budget provides funds to meet the construction and upfit needs of the facility in the first three years of operation by combining these costs with the lease/mortgage agreement. The Board of Directors will continue to locate and write grants and seek private donations to obtain additional funds for professional development, technology, STEAM resources, and additional needs identified through the analysis of student data.

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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.*

BGA will enroll 200 students for the first year to meet a break-even budget number, and add 50 students each year until achieving the targeted total enrollment number of 400 students by year five in 5th through 8th grades. The school's initial goal will be to maintain minimum reserve funds of at least 3-5% during each year, with the goal of adding to the reserve account via additional donations, sponsorships and other fundraising initiatives.

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

The proposed financing structure is represented by the school Finance Committee, which includes one Principal, the Operations/Financial Manager, School Improvement Team (SIT) Chair and Curriculum Facilitators (1-2), working together to develop and recommend a budget to both principals, aligned with the values and mission of the school. Ultimately, the budget is designed to impact the school goals that are identified in the School Improvement Plan (SIP).

As the final budget is developed, it is presented by the Finance Committee at the weekly School Leadership Team meeting, leading up to the June 30th deadline. This team, which includes the Principals, Operations/Financial Secretary, SIT Chair, Grade-Level Chairs, Subject-Area Chairs (including electives), EC Director, Technology Coordinator, Athletics Director, and one Counselor, provides feedback and recommendations for what should be funded, based on an analysis of the previous years budget and the SIP. In this meeting, the budget is distributed and each stakeholder can provide input regarding their area of expertise. The principal provides a form for departmental budgetary requests for the upcoming fiscal year in January, which are used to create the budget and are further considered before the overall budget is approved. All requests are due in March. Budgetary requests must align with the SIP goals for the upcoming school year. The principal reserves final approval of all expenditures, based on the yearly budget set by the board of directors.

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

BGA is not currently dependent on any assets or other sources for the school's operation. However, we anticipate donations for school supplies and furniture as we further develop relationships with community partners and local businesses.

**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?*

The board includes a finance committee, who will work directly with the BGA leadership team to maintain a monthly internal review of financial controls and bookkeeping practices. BGA accounting procedures will align with the state requirements for audits and financial review. The board will receive a monthly financial report that will include revenue and expenses, as well as budget comparison over time. The balance sheet will show the balance and financial position at the end of the previous month. Fundraising updates and the status of assets will be outlined with details. In addition, an enrollment report will support financial decisions. Internal controls will be reviewed and assessed annually by an independent auditor who will work in accordance with the state established audit standards to ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping.

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

BGA does not have any confirmed funding relationships at this time, but is aggressively soliciting local partners, donors and sponsorships to establish such relationships.

*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.*

The board has investigated the following firms approved by the NC Local Government Commission (LGC) that may conduct the audit:

- 1) Acadia NorthStar, L.L.C, 5029 Falls of Neuse, #218, Raleigh, NC 27609  
Phone: (919) 954-7040; Fax: (919) 954-7065
- 2) Thomas & Gibbs, CPAs, PLLC, 6114 Fayetteville Road, Durham, NC 27713  
Phone: 919-544-0555; Fax: 919-544-0556

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Why the variances of Federal funds?	Nicole Charles	Budget Reven
what other funds could be secured, and how will you grow capital? Any long terms plans to purchase vs lease your site?	Deborah Brown	Total Budget
No Appendix M attached.	Jessica Kelly	Total Budget
No appendix m attached so are there other funds identified?	Nicole Charles	Total Budget
The staffing and benefits is possibly to low. The benefits are not competitive with other schools. This school may struggle to attract and retain quality staff.	Heather Soja	Personnel Bu
-Are the nurse & interventionist part-time? If so, the FTE should be listed as .5	Arasi Adkins	Personnel Bu
The salaries for admin and teaching staff seem low if you want to attract experiences and highly qualified staff.	Deborah Brown	Personnel Bu
Projections are realistic but perhaps too low for the administrative team especially compared to instructional staff	Nicole Charles	Personnel Bu
Class size appears to be greater than 20 students as stated previously.	Lynn Kroeger	Personnel Bu
Benefits appears to be significantly too low in several areas.		
what "rainy day" funds have you secured in case operating costs (electric, maintenance, etc) increase significantly?	Deborah Brown	Operations B
Are the child nutrition costs accurate?	Arasi Adkins	Operations B
Budget for facilities, utilities, and transportation are not adequate.	Heather Soja	Operations B
in your budget, do you have funds for related service providers (Occupational Therapy, Speech Pathology, Physical Therapy, etc.)?	Robert McOuat	Operations B
Is the \$200,00 lease in line with the real estate market?	Nicole Charles	Operations B
Are other contractual obligations (i.e EC services captured somewhere other than other professional contracts?		
Please explain how the facilities cost works over the five year period. Why the fluctuation each year?	Lynn Kroeger	Operations B
Surplus may be over stated given the expense budget is understated.	Heather Soja	Total Expend
Year 1 budget is very tight and does not allow for many alterations if student population prediction does not align.	Jessica Kelly	Total Expend
what contingency plans do you have in case projected donations of items do not materialize?	Deborah Brown	Budget Narra
BGA will enroll 200 students for the first year to meet a break-even budget number, and add 50 students each year until achieving the targeted total enrollment number of 400 students by year five in 5th through 8th grades. The school's initial goal will be to maintain minimum reserve funds of at least 3-5% during each year, with the goal of adding to the reserve account via additional donations, sponsorships and other fundraising initiatives.	Joe Maimone	Budget Narra
Contingency plan is not spelled out clearly.	Heather Soja	Budget Narra
Survey was excellent even down to names of parents	Lindalyn Kakadelis	Budget Narra
How will staff be trained in appropriate ways to handle financial transactions?	Deborah Brown	Financial Au
Need more details on financial internal controls.	Lynn Kroeger	Financial Au
Need more clarification on Benefits	Lindalyn Kakadelis	Financial Au
What are the financial internal concerns? \$46K surplus is really low	Tammi Sutton	Financial Au
The internal controls section lacks details. Applicant should clarify its understanding	Deanna Townsend-	Financial Au

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of this procedure.	Smith	
Can the applicant clarify the process and accountability structure for the finance committee? How and who will train the committee?	Nicole Charles	Financial Au

<b>Reviewer</b>	<b>Score</b>
Deborah Brown	
Tammi Sutton	Fail
Robert McOuat	
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Fail
Glenn Allen	
Lindalyn Kakadelis	Fail
Joe Maimone	Pass
Jessica Kelly	Pass
Arasi Adkins	Pass
Heather Soja	Fail
Deanna Townsend-Smith	Pass
Steven Walker	Fail
Deborah Brown	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	
Alex Quigley	
Sherry Reeves	Fail



**VII AGREEMENT PAGE**

**Application Fee:**

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

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

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

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

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

bluegreenacademy

Date: 09/22/2017

**Applicant Signature:**

The foregoing application is submitted on behalf of B . L . U . E . - G . R . E . E . N . 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: bluegreenacademy

Board Position: Chair/ CoFounder

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

Date: 09/22/2017

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

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

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

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

## OVERALL ASSESSMENT

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

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

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

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

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

<u><b>CSAB Votes</b></u>	
<b>No</b>	<b>Yes</b>
0	10  AQ,SW,JM,AH,HV,L YNK,LK,PG,SR,TS

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

### **Initial Screening**

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<b>Mission, Purposes, and Goals</b>	- dtsmith840
<b>Education Plan</b>	- dtsmith840
<b>Governance and Capacity</b>	- dtsmith840
<b>Operations</b>	- dtsmith840
<b>Financial Plan</b>	- dtsmith840
<b>OVERALL</b>	- dtsmith840 - dtsmith840 - dtsmith840

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> How will you measure "infectious optimism" and college readiness? In the phrase, "designed to enhance background knowledge and create exposure," what background knowledge is being referred to, and what exposure is being created? - deborahbrownnc</p> <p><u>Mission Statement</u> - nacharles</p> <p><u>Mission Statement</u> The mission of BLUE-GREEN Academy is to empower all stakeholders to become agents for change in the school, community and world, through literacy, inquiry, innovation, leadership, entrepreneurship and engagement. Will there be goals aligned to each of these? - tammisutton1974</p> <p><u>Educational Need and Targeted Student Population</u> Please clarify more on how you will educate the community. The way it is currently written indicates the the community is not literate; what supports will be in place to ensure this happens? - jessica.kelly</p> <p><u>Educational Need and Targeted Student Population</u> How will you measure if students are mastering the standards? How will students "apply real world learning"? Semantic point: "Boys Learning Unlimited Education" makes a nice acronym, but doesn't make grammatical sense, "learning education" implies studying pedagogy, etc. What documentation is offered that single-sex classrooms will better achieve your goals? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u> Can the applicant describe in more detail the single sex components given that single sex</p>
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	<p>can potentially violate mandate depending on the structure? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Aside from the single-sex aspect, could you be more specific about how the actual curriculum plan differs from the LEA? For example, "blended learning" is mentioned, but no specifics. Who will manage the end of year project processes? Are the mentor/teachers the core classroom teachers? - jade1124</p> <p><u>Educational Need and Targeted Student Population</u> There is not a full explanation of the education plan and how it specifically differs from the LEA. - heather_soja</p> <p><u>Purposes of Proposed Charter School</u> Will the staff be fully trained on project-based learning prior to the opening of the school year?  Who will be conducting the professional development for the staff? - jessica.kelly</p> <p><u>Purposes of Proposed Charter School</u> Re: "will include engaging activities and events, field-experiences and internship opportunities" What opportunities exists for community partnerships, internships, etc - deborahbrownnc</p> <p><u>Purposes of Proposed Charter School</u> -When will the professional development for teachers occur? - jade1124</p> <p><u>Purposes of Proposed Charter School</u> Can the applicant clarify if it will be a single gender school as its name implies it will not. In its proposed purposed there is reference to a single gender school. - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> How do single sex classrooms contribute to better learning outcomes for students in poverty?  There is not a focused plan outlined other than same sex classrooms and pbl in generalities. - heather_soja</p> <p><u>Goals for the Proposed Charter School</u> Quarterly reviews of financials especially in your first year is not recommended; consider monthly.  In the targeted community do you feel it will be easy to create parent engagement committee? - jessica.kelly</p> <p><u>Goals for the Proposed Charter School</u> The high standards for the students are impressive, however, are there other academic goals that outline success given the student population i.e growth measures? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> -What will happen if goals are not met? -What is the selection process for teachers? Teaching in a single-sex environment is unique, and may require a different skill set. As a proud graduate of a single-sex public</p>
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	<p>school (Philadelphia High School for Girls - one of the schools cited on an attachment) I can attest to both the value and the unique nature of a single-sex education.          -How, specifically, will you help parents to be engaged, especially with the grade range you are starting with (5th-6th)?          - jade1124</p> <p><u>Goals for the Proposed Charter School</u>          Clear alignment to mission is not evident. - heather_soja</p> <p><u>Goals for the Proposed Charter School</u>          Goal 3 - Is there an initial target goal for total number of community service hours for community members, social service providers, and/or other organizations? Goal 3 states that it will increase each year but increase from what? - marylynn_kroeger</p> <p><u>Goals for the Proposed Charter School</u>          There is only one academic goal? How will you measure student growth?</p> <p>What additional goals do you have to measure: inquiry, innovation, leadership, entrepreneurship and engagement - tammisutton1974</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u>          Please clarify how your staff are going to be fully certified/trained in the Kagan strategies since that is such a focus. - jessica.kelly</p> <p><u>Instructional Program</u>          What will "blended learning" look like in practice?          How might you incorporate the Digital Learning Standards?          What do you mean by, "Each instructional and assessment strategy is scripted"? Who writes the scripts? What other techniques could ensure "standardization of instruction"?          How will qualify educators be able to respond to individuals and changing classroom conditions if the activities are scripted? Will the staff be able to contribute to those scripts and have co-planning time to prepare? What is the value of "consistency across classrooms?"          Who develops the "STEP" plans? What role do students and families play in their development? - deborahbrownnc</p> <p><u>Instructional Program</u>          PBL and STEAM must be very intentionally trained to dovetail with the state standards and the assessments associated and required by the state. There is not acknowledgement of this. - heather_soja</p> <p><u>Curriculum and Instructional Design</u>          How does block scheduling, as described, contribute to your goals, and why is it more desirable than other types of instructional schedules?          How are "learning habits constantly modeled"? Will the staff use common language and descriptions to teach learning habits?          What "technology resources and software for targeted practice with curriculum standards" are available and will be used?          Do the families and communities have the resources to support middle school children being released from school two hours early once per week? - deborahbrownnc</p> <p><u>Curriculum and Instructional Design</u>          What is BGA doing to address student need while the teachers are in PD and the students are released two hours early/ Are out of school time activities planned and budgeted for? -</p>

	<p>nacharles</p> <p><u>Curriculum and Instructional Design</u> -How will you recruit teachers who exhibit a culture of leadership? What is the selection criteria? -Are there after school options for students on Fridays during early dismissal? - jade1124</p> <p><u>Curriculum and Instructional Design</u> What are the specific promotion and retention standards? Applicant should clarify this portion. - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u> How will you use data from previous schools and previous testings? - deborahbrownnc</p> <p><u>Special Programs and "At-Risk" Students</u> -Who will teach Saturday school and after school? -Will teachers be compensated extra for providing academic enrichment after school? -Will there only be 1 ELL teacher to serve the school? What if you have a high population of varying levels of ELLs? - jade1124</p> <p><u>Exceptional Children – Identification and Records</u> The plan for managing student records is not clear. You may want to elaborate on "separate and secure confidential file." In particular, how will the school ensure that the records are confidential (FERPA)? How will the school track the use of the folders to ensure only relevant folks are accessing the records? A protocol is mentioned but not made clear. - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> who will have access to students data and where will it be stored? - deborahbrownnc</p> <p><u>Exceptional Children – Identification and Records</u> Can the applicant describe the record keeping protocol in more detail? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> Since the lottery system means you will not know the needs of your students before they are enrolled, do you have a budget plan that will allow for the hiring of additional EC teachers if your students arrive with or develop a need for additional support? - deborahbrownnc</p> <p><u>Student Performance Standards</u> Since community assistance with the business/leadership program is critical how will the school be working on that prior to the opening? Are there already partnerships in place? - jessica.kelly</p> <p><u>Student Performance Standards</u> Will teachers be trained and have ongoing PD to support this kind of evaluation of student performance? - deborahbrownnc</p> <p><u>Student Performance Standards</u> Does BGA already have business partners in Winston-Salem to aid in internship placement? - nacharles</p> <p><u>Student Performance Standards</u> -What will the tutoring program look like, and who will staff it? - jade1124</p>
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	<p><u>Student Performance Standards</u> Promotion and retention needs further development as it is not clearly outlined only slightly referenced. - dtsmith840</p> <p><u>Student Conduct and Discipline</u> Have you explored some of the more recent research on the negative effects of reinforcement systems such as the ones you describe?</p> <p>How will you make sure these norms are established across the school? Will you have PD to make sure all staff are using the same language and techniques? How will you communicate these expectations to students? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> The code of conduct is clear, however, can the applicant provide examples of how the culture will be embedded across the school - nacharles</p> <p><u>Student Conduct and Discipline</u> Does the applicant have a clear understanding of the allowable age for expulsion? - dtsmith840</p> <p><u>Student Conduct and Discipline</u> will fill a great need - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> #4 mentions an Alternative Learning Center - please explain - who will operate this center? - kakadelis1</p>
<p><b>Governance and Capacity</b></p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> NA - jessica.kelly</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant has 24 months after approval to obtain. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The students are going to create an in school discipline plan?</p> <p>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. - Answer is not clear. - jessica.kelly</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> removal procedures? Procedures for a board member who requests to be relieved of his or her seat before their term expires? - deborahbrownnc</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What are term length and/or limits? What are removal procedures? Can the applicant clarify the training and evaluation protocols for board members? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The board of directors should include an odd number instead of an even number. How will</p>



	<p>the proposed board handle tie votes if there are 10 members? - dtsmith840</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - jessica.kelly</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> How do you think it will hinder your students to not have a school counselor in the first year? Who will fill that role for students?</p> <p>Will you be participating in the state employees retirement plan or be offering some other type of retirement package for your staff?</p> <p>If you are not following the state salary schedule how do you think that will impact your hiring process and retainment of employees? - jessica.kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> For the sake of educational continuity, have you considered adding a two week or 30 day notice period before employees can terminate their employment? How will you ensure quality and continuity of education for the students if the employees can give immediate notice without reason? - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Is the flexibility to terminate best for students and back-filling positions? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> -What will the annual bonuses be based on? Is the funding outlined for bonuses? -Who will manage the school's website? - jade1124</p> <p><u>Staffing Plans, Hiring, and Management</u> Is one EC teacher appropriate in year one given the grade spans the school will serve? - dtsmith840</p> <p><u>Staffing Plans, Hiring, and Management</u> Are the annual bonuses included in the budget? Discuss that teachers can be terminated "At-will" Will there not be any teacher contracts? - marylynn_kroeger</p> <p><u>Staff Evaluation and Professional Development</u> Since all staff will be new to the school how will the mentors for beginning teachers be able to offer full support? - jessica.kelly</p> <p><u>Staff Evaluation and Professional Development</u> How will you differentiate PD for teachers at different levels of experience and expertise? - deborahbrownnc</p> <p><u>Staff Evaluation and Professional Development</u> Is there a formal evaluation process to show the shared values outlined?</p> <p>Budget details are not included but may be in subsequent sections? - nacharles</p>
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	<p><u>Marketing Plan</u> How will you reach out to students currently in charter, private or homeschool settings? Have you considered joining any organizations (such as the NC Assoc. of Public Charters) to expand your reach? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> Do you have an option for families for whom the 20 hours would be a hardship? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> Is there support to help families meet the 20 hr per family requirement? - nacharles</p> <p><u>Parent and Community Involvement</u> What is the plan to enforce the required 20 hours of volunteer service per family? - marylynn_kroeger</p> <p><u>Admissions Policy</u> What will the family agreement all entail? - jessica.kelly</p> <p><u>Admissions Policy</u> Have you considered offering preferential admissions for siblings? - deborahbrownnc</p> <p><u>Admissions Policy</u> Is there a sibling preference as well?</p> <p>Is the family agreement also a code of conduct or a some sort of additional contract? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> Very impressive board with excellent skill sets to help the school - joseph_maimone</p> <p><u>Weighted Lottery</u> NA - jessica.kelly</p> <p><u>Weighted Lottery</u> N/A - nacharles</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> I appreciate the reference to students with IEPs. - robert_mcouat1</p> <p><u>Transportation Plan</u> Who will drive the shuttles? - deborahbrownnc</p> <p><u>Transportation Plan</u> Although the intent is clear, is the applicant able to provide a more detailed transportation plan? Considering the target population, transportation may be essentials - nacharles</p> <p><u>Civil Liability and Insurance</u> Is the estimate for insurance cost for year one only? The cost seem low. - nacharles</p> <p><u>Healthy and Safety Requirements</u> Board chair and signature don't align. - jessica.kelly</p> <p><u>Healthy and Safety Requirements</u> The name of the chair does not appear, is this an error? - nacharles</p>

	<p><u>Facility and Facility Contingency Plan</u> Where will you get the mobile units, and have you figured in the costs for retrofitting and establishing them on a site? Do the 2 identified lots have the correct permits to be able to house student mobile units? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> Are there costs for retro-fitting and getting the building ready for occupancy?</p> <p>Wold the mobile learning units be short term only? How will these spaces accommodate for meals, extra curricular activities and physical education? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Identified location a big plus if they can hold on to it - joseph_maimone</p>
<p><b>Financial Plan</b></p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Why the variances of Federal funds? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> No Appendix M attached. - jessica.kelly</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> what other funds could be secured, and how will you grow capital? Any long terms plans to purchase vs lease your site? - deborahbrownnc</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> No appendix m attached so are there other funds identified? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The salaries for admin and teaching staff seem low if you want to attract experiences and highly qualified staff. - deborahbrownnc</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Projections are realistic but perhaps too low for the administrative team especially compared to instructional staff - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> -Are the nurse &amp; interventionist part-time? If so, the FTE should be listed as .5 - jade1124</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The staffing and benefits is possibly to low. The benefits are not competitive with other schools. This school may struggle to attract and retain quality staff. - heather_soja</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Class size appears to be greater than 20 students as stated previously.</p> <p>Benefits appears to be significantly too low in several areas. - marylynn_kroeger</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> in your budget, do you have funds for related service providers (Occupational Therapy, Speech Pathology, Physical Therapy, etc.)? - robert_mcouat1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> what "rainy day" funds have you secured in case operating costs (electric, maintenance, etc) increase significantly? - deborahbrownnc</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>

<p>Is the \$200,00 lease in line with the real estate market?</p> <p>Are other contractual obligations (i.e EC services captured somewhere other than other professional contracts? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are the child nutrition costs accurate? - jade1124</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Budget for facilities, utilities, and transportation are not adequate. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Please explain how the facilities cost works over the five year period. Why the fluctuation each year? - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> Year 1 budget is very tight and does not allow for many alterations if student population prediction does not align. - jessica.kelly</p> <p><u>Total Expenditure Projections (Table)</u> Surplus may be over stated given the expense budget is understated. - heather_soja</p> <p><u>Budget Narrative</u> what contingency plans do you have in case projected donations of items do not materialize? - deborahbrownnc</p> <p><u>Budget Narrative</u> BGA will enroll 200 students for the first year to meet a break-even budget number, and add 50 students each year until achieving the targeted total enrollment number of 400 students by year five in 5th through 8th grades. The school's initial goal will be to maintain minimum reserve funds of at least 3-5% during each year, with the goal of adding to the reserve account via additional donations, sponsorships and other fundraising initiatives. - joseph_maimone</p> <p><u>Budget Narrative</u> Contingency plan is not spelled out clearly. - heather_soja</p> <p><u>Budget Narrative</u> Survey was excellent even down to names of parents - kakadelis1</p> <p><u>Financial Audits</u> How will staff be trained in appropriate ways to handle financial transactions? - deborahbrownnc</p> <p><u>Financial Audits</u> Can the applicant clarify the process and accountability structure for the finance committee? How and who will train the committee? - nacharles</p> <p><u>Financial Audits</u> The internal controls section lacks details. Applicant should clarify its understanding of this procedure. - dtsmith840</p> <p><u>Financial Audits</u> Need more details on financial internal controls. - marylynn_kroeger</p> <p><u>Financial Audits</u></p>
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	<p>Need more clarification on Benefits - kakadelis1</p> <p><u>Financial Audits</u>          What are the financial internal concerns?          \$46K surplus is really low - tammisutton1974</p>
<b>OVERALL</b>	<p><u>Cover Page</u>          Is the name of the school an acronym? I notice the periods after each letter in "B.L.U.E.-G.R.E.E.N." What does that stand for? - deborahbrownnc</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          What data contributed to these projections? - deborahbrownnc</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          Does the LEA include 5th grade in middle school? How were these grades chosen? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u>          realistic numbers - joseph_maimone</p>

<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	<p>Mr. Maimone wanted to know the reason the Board projected performance goals lower than Winston-Salem/Forsyth counties. The Board responded that the application was created in 2016, and the values had been submitted in alignment with the district performance from past years. The district was at 57% for math and reading, they would work to exceed the district performance. They were targeting at-risk students. Mr. Maimone asked whether they were familiar with those subgroups. The board responded those subgroups perform much lower than the district. Mr. Walker commented that 57% and 58% are not great percentages and would like to see the school do better.</p> <p>Mr. Maimone commented that the mission statement seemed to be more about the school than students. The Board responded they would be a community school and they understood that students were the number one customer and number one goal. They noted they also understood community impact.</p> <p>Mr. Maimone asked the Board to explain its day-to-day program. The board responded they would infuse Science and Math into all curriculum. Students would be given tasks to complete based on learning in a class. They would use those learned skills to complete given tasks. They may have local businesses come into the school to provide information around marketing, etc.</p> <p>Mr. Maimone asked the Board to describe a typical day. The Board responded the first portion of the day would be a leadership/business acumen. After that 30-minute block they would have three core block classes. They would stretch the STEAM throughout the week. Student would also be involved in 30-minute cultural awareness block. The core classes would be ELA, STEM and Math; however, the business acumen and cultural awareness would be in co-gender classrooms. They would end the day with academic enrichment or intervention. Specific targeted learning practices for students to interact with meet with mentor teachers and have conferences.</p>

	<p>Mr. Quigley wanted the Board to expand on blended learning. The Board responded they would use PBL strategies to give students several opportunities to master learning. Projects would be strategically designed to ensure students mastered certain points. Mr. Maimone asked how would teachers receive professional development to help them understand what students should accomplish. The board responded they would have professional development set from key stakeholders to provide opportunities to have more robust professional.</p>
<p><b>Education Plan</b></p>	<p>Ms. Sutton wanted to know if the applicant group planned to visit schools that incorporate business, PBL, blended learning, etc. and how would they explain to parents which subjects are single gender and the reasoning for the decision. The board had visited Henderson Collegiate, Sugar Creek Charter School and the Ron Clark Academy. They stated that all these schools were using the PBL strategies, innovative open classroom techniques and these schools were thriving.</p> <p>The Board supplied an answer about the single gender classroom. They had not seen this done by any other charter school. Their research showed that African American females make more progress in single gender math classrooms. Also, African American and Hispanic male students make more progress in single gender reading classrooms. There was a school in Florida that targeted 4th 5th grade, when using single gender, they had 75% and 86% passed the test.</p> <p>Ms. Vuncannon wanted additional information about the proposed STEAM model. The Board responded that the STEAM model was something new they were testing and while they have visited other schools, this was not something that was incorporated in those visited schools. Ms. Vuncannon stated that in an integrated STEAM school it takes intentional leadership and planning to make it happen the way envisioned. She wanted to know how the board would be intentional. They planned to train their teachers through a pre-service week, which would allow teachers to grasp an understanding of curriculum expectations. They would also have one PD day each week where they would analyze data.</p> <p>Mr. Maimone wanted to know the schedule structure to ensure teacher collaboration. The Board responded they would implement with partners (mentoring groups). Teachers would be able to freely collaborate and interface at this time. The EC and ELL teachers would be able to collaborate during this time as well. There would be common planning during the school schedule. The bulk of training and collaboration would happen during the Friday schedule.</p> <p>Ms. Kakadelis wanted the Board to explain its year-end project. The Board responded that the project starts at the beginning of the year. This experience would be culminating, almost mirroring the show "Sharks" where students would present to a panel. The scale would be smaller, and it would be an ongoing process. The PBL they engaged with all year would prepare students for the project.</p>
<p><b>Governance and Capacity</b></p>	<p>Mr. Maimone wanted the Board to address the issues with the bylaws communicated by Mr. Walker and talk about governance training for board members. The board responded that the mistakes and omissions were an oversight. They would go with the standard 5 board members. Mr. Maimone then asked where the board obtained the draft bylaws. The Board responded they worked with a company and used their template. Mr. Walker commented that bylaws and Articles of Incorporation errors were easy fixes. The Board discussed their board training. They planned to have various consultants come provide board training periodically. Also, one member had expertise in training boards. Everyone</p>

	<p>on the board has a background in the various areas needed to run an effective school and board.</p> <p>Ms. Kakadelis wanted to know if any members would resign from the board and work for the school. The Board responded that two members (chair and co-chair) would work for the school to serve as the two school principals.</p> <p>Mr. Hawkes wanted an explanation on the Dean of Students role and if there would be one dean of students for the entire school. The Board responded that the dean would primarily focus on behavior management and the school climate and culture for both sections (BLUE and GREEN). The board expressed they were working on adjustments if they do not receive an equal amount of boy and girl students. Mr. Maimone followed up to determine if the staffing model was the reason they would not have a counselor in year one. Ms. Kakadelis wanted to know if the school planned to target male teachers for male students and vice versus. The Board responded they would target based on how students learn and the understanding that relationships are not gender based. They would entertain outside programs that would enhance the boys and girls and cater to their needs.</p> <p>Mr. Hawkes wanted to know what the board would do with girls who identified as boys and boys who identified as girls? The board responded they had taken this into consideration and would be handling each case on an individual basis.</p>
<p><b>Operations</b></p>	<p>Mr. Maimone wanted information about the number of teachers. Mr. Walker stated there would be difficulty attracting a quality EC teacher making \$3,000 less than the general education teacher. He also stated the numbers for benefits were low which would make it hard to attract staff. There was not a line item for the audit. The proposed applicant outlined a \$46,000 surplus for year one, when the school would likely have to cut into that surplus for staff benefits. There was not a real breakeven number provided. Ms. Kroeger stated that there was not a budget for an internal financial person, but also no budget for 3rd party assistance. Additionally, there was not a narrative for internal budget controls.</p>
<p><b>Financial Plan</b></p>	<p>Mr. Maimone wanted additional clarity on the transportation and facility plans. The Board responded that with transportation, they would partner with the Winston-Salem transit and purchase vouchers. The facility selected would be close to the bus line to ensure that students could get to school. They had budgeted for 140 of 200 students to receive vouchers for public transportation. Mr. Maimone asked about the schools location. The board responded they were looking at a 20-mile trip along the transit. They also planned to have community stops.</p> <p>Mr. Maimane wanted to know the reasoning behind the high facility cost per square foot. The Board responded that they had two locations identified. They had a second location that would save the school \$100,000 for the facility budget. They have also talked to several churches to occupy their building the first year. Mr. Maimone cautioned the group and outlined that the proposed facility lease/mortgage budget line did not include building up-fit. The board responded that the cost provided included up-fitting costs.</p> <p>Mr. Maimone had questions about the internal controls questioned earlier. The Board responded they had relationships with several individuals who could provide financial assistance/support. They did not budget for the audit, but would with the facility savings, as well as the teacher bonuses at the end of the year. They were aware that they needed to have funds in place to allow the school to service the whole child.</p> <p>Mr. Maimone questioned the breakeven number for year 1 as the difference was eight (8)</p>

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	<p>students.</p> <p>Mr. Walker commented that the first year was really going to make or break the school and the budget. The Board responded that they were in conversations with third-party capital funding groups for rainy day funds.</p> <p>Mr. Maimone questioned if the survey data supported the schools ability to fill seats The Board responded that they targeted the survey on families that had students that would meet the age/grade level requirements for first year opening. They had received positive responses.</p>
<p><b>OVERALL</b></p>	<p>Mr. Quigley stated that the application talked about many different things (STEAM, blended learning, single sex classrooms). He asked the board to prioritize two things. The board responded that their primary focus was building the whole child. Their goal was to focus on single gender education. Cooperative learning strategies were additionally a nonnegotiable. They would base the PBL and inquiry on the content the teachers were learning. Mr. Quigley commented that they listed three things. He added, schools that are not super clear on their mission and what they uphold sacred, fail. The board identified that their focus was on single gender education and cooperative learning. Ms. Sutton commented that the applicant group should visit schools that do those two things prioritized well.</p> <p>Ms. Vuncannon was curious on who would be responsible for the day-to-day financial piece as that was important to the operations of a new charter school. Mr. Maimone commented that there were several accounting firms the school was looking to work with. Mr. Quigley commented that he had reservations around how they would incorporate so many things and sought clarity on the mission and focus of the school. Also, the transportation plan seemed more complex than just having buses shuttles to drop off at bus line. Mr. Walker commented that innovation was provided in the application, the vision behind the school was there, but his biggest concern was the budget. Ultimately, it is easier to amend the budget than to change an education plan.</p> <p>The board responded that they would have an internal operations manager as a liaison for the contacts. They would have Acadia to manage the budget this was under the other contracted services line item contracted. With the new proposed building and savings on that facility budget, they could shift funds to the contracted services.</p> <p>Mr. Walker made a motion to recommend B.L.U.E. G.R.E.E.N. Academy to the State Board of Education to begin Ready to Open. Ms. Gibbs seconded. Mr. Hawkes commented that the application was so novel and innovative which was worth an opportunity. Ms. Gibbs commented that charter schools should be innovative reason behind charter schools. The motion passed 10-0; Ms. Turner recused.</p>

**Overall Summary**

<p><b>Initial Screening</b></p> <p><b>09/26/2017</b></p>	<p>The Office of Charter Schools deemed this application complete on September 26, 2017. No further information is needed to begin the application evaluation.</p>
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<p><b>Application Review</b></p>	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence. Mr. Maimone led the discussion and members of the Policy Committee asked specific questions on items needing clarification. Mr. Maimone was curious if anyone assisted with the application and commended the board for putting forth a quality application. Ms. Reeves wanted information on the specific curriculum the proposed school would use. Mr. Quigley asked if a specific curriculum had been identified. Mr. Maimone stated that he recalled the application indicating that the curriculum may be scripted curriculum and wanted the applicant group to elaborate on the curriculum. Mr. Maimone also wanted the group to elaborate on the child nutrition and transportation plan given that a significant percentage of the targeted population would be EDS.</p> <p>Ms. Reeves commented that the school was small and seemed to propose a top-heavy administration. She wanted additional information on the teacher benefits. Additionally, would the school have a weighted lottery to balance the gender as specified in the application. Ms. Reeves asked about the enrollment in year one and the male/female breakdown with 200 students in year one. Mr. Walker commented that the school could not have a weighted lottery based on gender.</p> <p>Mr. Maimone asked the board members to introduce themselves. The board introduced themselves to the CSAB. Additionally, he asked the board to address the points brought up and who came up with the acronym and why, what was the motivation behind it. The board responded that the name is an attempt to become creative. Boys learn under excellence, girls receive every educational need. The CSAB questioned if the colors for the school were blue and green to match its name. The Board responded yes. Mr. Maimone wanted clarification around what would attract families to the school and would the school need scripted lessons. The board responded that the teachers will be scripting their own lessons. Mr. Quigley questioned the board on its specific curriculum. The board responded they were still looking for a curriculum but they would be following Common Core. Mr. Maimone posed the question again about what would attract parents to the school. The board identified that would be a STEAM school as they realize there was a deficit with girls in STEAM and a deficit in minority boys in STEAM. They planned to build leaders and that will make the difference. Mr. Maimone followed up and asked how the school would address EDS population with its proposed lunch/transportation plans. The board stated had identified a catering company that is certified to cater school lunches and is willing to be cost effective. They plan to apply for the federal grant for FRL. Mr. Quigley wanted additional information on the principals for the school. The school will have two principals, one per 100 students, and one dean for all the students. Mr. Maimone wanted to know how the school would compensate staff for Saturday school and questioned if this was accounted for in the budget. The board responded that they plan to have capital available for teacher stipends and bonuses. They planned to send students to Saturday school for extracurricular opportunities. Mr. Maimone wanted to know if all board members would be able to attend the full interview. The board responded that there was one member who may not be able to attend and asked whether they can Skype this person in for the full interview. Mr. Maimone responded she would be able to call in to the meeting.</p> <p>Ms. Reeves made a committee motion to allow B.L.U.E. G.R.E.E.N. Academy an interview. Ms. Gibbs seconded. The motion passed unanimously.</p> <p>Mr. Maimone make motion to the full CSAB to allow B.L.U.E. G.R.E.E.N. Academy an interview. Ms. Reeves seconded. The motion passed unanimously. Ms. Turner recused.</p>
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B.L.U.E.-G.R.E.E.N. Academy - The mission of BLUE-GREEN Academy is to empower all stakeholders to become agents for change in the school, community and world, through literacy, inquiry, innovation, leadership, entrepreneurship and engagement.

<p><b>Application Interview</b></p>	<p>OCS gave an overview of the applicant, proposed enrollment for the first five (5) years, proposed county, whether the applicant had an LEA impact statement and/or due diligence, and pass/fail ratings on the application.</p> <p>Mr. Maimone led the discussion. The applicant board of directors introduced themselves to the CSAB.</p>
<p><b>OVERALL</b></p>	<p>Mr. Quigley stated that the application talked about many different things (STEAM, blended learning, single sex classrooms). He asked the board to prioritize two things. The board responded that their primary focus was building the whole child. Their goal was to focus on single gender education. Cooperative learning strategies were additionally a nonnegotiable. They would base the PBL and inquiry on the content the teachers were learning. Mr. Quigley commented that they listed three things. He added, schools that are not super clear on their mission and what they uphold sacred, fail. The board identified that their focus was on single gender education and cooperative learning. Ms. Sutton commented that the applicant group should visit schools that do those two things prioritized well.</p> <p>Ms. Vuncannon was curious on who would be responsible for the day-to-day financial piece as that was important to the operations of a new charter school. Mr. Maimone commented that there were several accounting firms the school was looking to work with. Mr. Quigley commented that he had reservations around how they would incorporate so many things and sought clarity on the mission and focus of the school. Also, the transportation plan seemed more complex than just having buses shuttles to drop off at bus line. Mr. Walker commented that innovation was provided in the application, the vision behind the school was there, but his biggest concern was the budget. Ultimately, it is easier to amend the budget than to change an education plan.</p> <p>The board responded that they would have an internal operations manager as a liaison for the contacts. They would have Acadia to manage the budget this was under the other contracted services line item contracted. With the new proposed building and savings on that facility budget, they could shift funds to the contracted services.</p> <p>Mr. Walker made a motion to recommend B.L.U.E. G.R.E.E.N. Academy to the State Board of Education to begin Ready to Open. Ms. Gibbs seconded. Mr. Hawkes commented that the application was so novel and innovative which was worth an opportunity. Ms. Gibbs commented that charter schools should be innovative reason behind charter schools. The motion passed 10-0; Ms. Turner recused.</p>