



### 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:

Jonathan Bryant  
Deanna Townsend-Smith  
Danielle Allen  
Kenneth Tucker  
Amy Ruck Kagan  
Tammi Sutton  
Lindalyn Kakadelis  
Kristen Parker  
Phyllis Gibbs  
Robert McOuat  
Sherry Reeves  
Joe Maimone

#### Date of Review:

09/26/2017

STARMOUNT CHARTER ACADEMY - To inspire and support our students to find, develop, and maximize their life vision, personal gifts, and talents through academic study in a professionally supported 21st Century educational environment.



# NORTH CAROLINA CHARTER SCHOOL APPLICATION

# STARMOUNT CHARTER 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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AGREEMENT PAGE \_\_\_\_\_

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Total External Evaluator Votes 71

Total Subcommittee Votes 71

CSAB Votes 71

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Charter School Advisory Board Subcommittee 87

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: STARMOUNT CHARTER 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: STARMOUNT CHARTER 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: Carole Ardizzone

Title/Relationship to nonprofit: Board Chair

Mailing address: 5805 Copperleaf Commons Ct  
Charolette NC 28277

Primary telephone: 704-542-3068 Alternative telephone: 704-618-5601

E-Mail address: ckazone@aol.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

If so, provide the name of the third party person or group. GLOBAL EDUCATION RESOURCES

List the fee provided to the third party person or group. 0.00

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

Global Education Resources (GER), is the proposed management company that will assist the development of this school. The third party (GER) assisted in the writing of the application, the site selection, and planning of the charter school.

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

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No:

Yes:

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

No:

Yes:

*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*

An accelerated planning year is needed to allow this school to open because the school will serve distressed student populations that are currently being served in substandard perform schools in the Charlotte Mecklenburg School District as noted in Appendix A1: Evidence of Educational Need. This school will increase student safety and also provide high quality English language learners services using Spanish speaking ELL support staff. The target area's Spanish speaking student population is about 10% higher than the City of Charlotte over all. This school has entered a management contract with an experienced team and the team members are prepared to mentor the board to make the operation successful. Each year that passes place more students at-risk of academic failure or becoming victims of crime based upon our analysis of the status quo. It is in the best interest of students and the community to accelerate this application to allow this school to open in the 2018-2019 academic school year. In addition, the school could lose its opportunity to obtain facilities in the area if the opportunity is not utilized now.

*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?* STARMOUNT CHARTER ACADEMY

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

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

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Projected School Opening: Year 2018                      Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03	200
Year 2	K,01,02,03,04	250
Year 3	K,01,02,03,04,05	300
Year 4	K,01,02,03,04,05,06	350
Year 5	K,01,02,03,04,05,06,07	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.

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.

globaled1  
Signature

Boarrd Chair  
Title

globaled1  
Printed Name

09/22/2017  
Date

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>Justification for acceleration?</u>	<u>Joe Maimone</u>	<u>Cover Page</u>
<u>When will assistance from Global Education Resources end? Is the relationship indefinite? How much are they charging for services provided?</u>	<u>Danielle Allen</u>	<u>Cover Page</u>
<u>no survey appendix to justify need?</u> <u>address nearby competition?</u>	<u>Joe Maimone</u>	<u>Acceleration</u>
<u>How would proposed school address distressed population better than existing schools?</u> <u>What types of agreements and/or conversations have taken place between school and owner of proposed facility?</u> <u>How long has proposed site been on the market?</u>	<u>Amy Ruck Kagan</u>	<u>Acceleration</u>
<u>Applicant provides evidence that proficiency rates at schools in this neighborhood are below the state average. However, Appendix A2 is missing, and it is unclear whether or not the applicant has secured a facility.</u>	<u>Danielle Allen</u>	<u>Acceleration</u>
<u>Applicant needs to clarify: What data is there to support that students are being served in sub standard CMS surrounding schools? Appendix A1 is cited but it is not attached to this portion of the application.</u>  <u>Although the applicant expresses a need for an accelerated year, the evidence is lacking.</u>	<u>Kristen Parker</u>	<u>Acceleration</u>
<u>Appendix A2 is missing. As such, it is not possible to determine the need for acceleration.</u>	<u>Kenneth Tucker</u>	<u>Acceleration</u>
<u>Do not see a completed acceleration checklist, and there is not evidence presented that acceleration is needed. Appendix A1?</u>	<u>Jonathan Bryant</u>	<u>Acceleration</u>
<u>There is no compelling argument for the need for acceleration.</u> <u>Where is the parent survey data demonstrating community need?</u>	<u>Tammi Sutton</u>	<u>Acceleration</u>
<u>Explain the rationale for requesting acceleration. (Possible loss of facilities or dire student need)</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>Because there is no parent survey or data, there is no evidence to support student enrollment targets.</u>	<u>Tammi Sutton</u>	<u>Grade Levels</u>
<u>While I believe that saturation is not a consideration that should be considered with applications, there are many charter/CMS options within Meck Co.</u>	<u>Jonathan Bryant</u>	<u>Grade Levels</u>
<u>25 per class?</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>

<b>Reviewer</b>	<b>Score</b>
<u>Jonathan Bryant</u>	<u>Fail</u>
<u>Deanna Townsend-Smith</u>	
<u>Danielle Allen</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	<u>Pass</u>
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Tammi Sutton</u>	<u>Fail</u>
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Kristen Parker</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Joe Maimone</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:*

To inspire and support our students to find, develop, and maximize their life vision, personal gifts, and talents through academic study in a professionally supported 21st Century educational environment.

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

This is a student-centered-technology enhanced school where professional staff facilitates each students self-discovery, and development of strong reading, math, and science skills. Students have the opportunity to matriculate through the curriculum as slow as they need to, and as fast as their abilities enable them. Each students world vision will be enhanced through foreign language infusion, classical literature, Science, Technology, Engineering, Architecture, and Mathematics study.

### **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.*

This school will target the Starmount Neighborhoods located in the City of Charlotte (Starmount Academy will be open to all students eligible to attend a North Carolina Public Charter School). Charlotte Mecklenburg School District student population is relatively evenly split between male and female students. The District schools 2016-2017 reported average daily membership was 145,830. Available demographic data show the District student population is about 5 percent Asian, 16 percent Hispanic, 41 percent Black, 33 percent White, and 4 percent Two or More races. In addition, Mecklenburg County is home to about 17 public charter schools serving about 11,084 students. The 2015 U.S. Census population estimate indicates that Mecklenburg County has about 183,541 school age children which indicates about 26,627 students attending private schools. Starmount Charter Academy student enrollment target is a maximum of 400 student enrollment during its first five years of operation or less than one percent of all students enrolled in Charlotte Mecklenburg School District for the 2016-2017 school year, and less than one percent of all school age students in Mecklenburg County.

The Starmount Neighborhoods are located in the southern section of the City of Charlotte consisting of Census Tracts 31.05, 31.06, 31.08, and 31.09.

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The target area is racially diverse with about 13,292 residents. The Hispanic population is about 10 percent higher than the local school district population. The Black population is about 15 percent lower than the local school district population. The White population is about 18 percent higher than the local district population. The school age population mirrors the local School District student population. Starmount Charter Academy will seek to mirror the diversity of student enrollment that exists in the Charlotte Mecklenburg School District.

The Starmount Neighborhoods are economically and racially diverse. Tract 31.05 in "upper" income with median family income of \$124,022, for a family of four. Tract 31.06 in "middle" income with a median family income of \$62,944. Tract 31.08 is "moderate" income with a median family income of \$43,622. Tract 31.09 is "low" income with a median family income of \$32,006. Tract 31.05 has about 80 percent owner occupied housing units. Tract 31.06 has about 59 percent owner occupied housing units. Tract 31.08 has about 35 percent owner occupied housing units. Tract 31.09 has about 12 percent owner occupied housing units.

The Starmount Neighborhoods offer the opportunity to create a neighborhood school that reflect both racial and economic diversity that mirrors the diversity of the local school district. It offer the opportunity to reduce school transportation cost since most students will live in close proximity of the school. Resource saving in transportation will be used to support the schools technology enhanced academic program.

Starmount Charter Academy facilities will also serve as a focal point in the community for positive enrichment activities for children and youth after school and during the summer months.

- 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).*

Starmount Charter Academy will serve a maximum of 400 students by year five. The grade levels to be served will be grades K-7 by year five, starting with grades K-3 and adding one grade level each year. The maximum grade level enrollment is 50 students per grade level (K-7). The school will expand to grade 8 in year 6 if the charter is renewed. Reported student enrollment data for 2016-2017 school year shows that the Local Education Agency, Charlotte Mecklenburg School District, has 11,333 Kindergarten students, 11,876 First Grade students, 12,198 Second Grade students, 12,349 Third Grade students, 12,006 Fourth Grade students, 11,506 Fifth Grade students, 10,925 Sixth Grade students, and 10,311 Seventh Grade students. The total projected enrollment of Starmount Charter Academy, at each grade level is less than one percent of average daily membership of the Local Education Agency at each grade level. The impact on any single school near the Starmount neighborhoods will be negligible. In addition, the feeder schools on the current student assignment plan at Charlotte Mecklenburg Schools (CMS) show the feeder neighborhood schools as well as the area magnet school under-perform the State and District perform composites. There is a need for this school to serve in the Starmount neighborhoods.

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

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*LEA(s).*

Starmount Charter Academy will be a 21st Century school. Each classroom will be equipped with an interactive whiteboard and document camera as instructional tools. Each student will be assigned a Chromebook, one-to-one. Students will have access to targeted educational resources through the school Chrome Management Console. The school will have an abundance of digital content resources for reading, math, science, social studies, as well as all other subjects. The education plan is designed to allow students to matriculate as slowly as they may have a need to, but also to be able to matriculate as fast as their abilities allow them to. Starmount Charter Academy teachers and instructional staff will be selected based upon their demonstrated ability to conduct a 21st Century classroom environment and their willingness to learn the new 21st century paradigm of education. The schools professional development program for its teachers and instructional staff is designed to continually upgrade their skills in providing a technology facilitated instructional program. Starmount Charter Academy's school culture will promote academic excellence. The school uniform will reflect a college prep culture. Single gender classrooms will improve student discipline and focus on academics and is support by educational best practices literature.

The Local Education Agency operates several magnet schools near the target area but none appear to be a full scale 21st Century school environment. The nearest magnet school had substandard performance and had a performance composite below the Local Education Agency and the State. Starmount Charter Academy is distinguished by its key design elements, including STEAM (enhanced Science Technology, Engineering, Architecture, and Mathematics), single general classrooms, 21st Century classrooms, Foreign Language infusion, Response-to-intervention Multi-Tiered Instructional Support System (RTI/MTISS), and other curriculum design features.

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

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

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

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

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6. *Encourage the use of different and innovative teaching methods.*

The primary purpose of Starmount Charter Academy reflects the 5th Legislative Purpose of a Charter School, i.e. to "Increase learning opportunities for all students, with a special emphasis on at-risk or gifted students." In the case of Starmount Charter Academy, the schools design plan is specifically targeted at meeting the needs of at-risk students while at the same time meeting the needs of gifted students.

The schools RTI/MTISS program will enable the school to quickly identify at-risk students and develop and facilitate plans to help each student succeed. The technology enhanced 21st Century classrooms will enable gifted students to matriculate as fast as they can matriculate through the curriculum. The School Design Plan enables students to matriculate as slow as they need to, but also as fast as they possibly can matriculate. The Teachers serve as facilitators, guides, and professional supports. For example, the Teacher designs a Web Quest within the R-Campus system that layout an individually paced course of study that each student matriculate through at their own pace. The Teacher serves as a facilitator or coach and is there to provide students any professional support they need. The 21st Century classroom solves the problem of slow students not being able to keep up and faster students getting bored because the teachers has to focus on the slower students. The program is design to meet students needs where they are. The program is therefore targeted to both "at-risk" and "gifted" students.

Starmount Charter Academy embraces the 6th Legislative purpose of encouraging the use of different and innovative teaching methods. Teachers and instructional staff at Starmount Charter Academy will operate using a Professional Learning Community (PLC) as first proposed by DuFour (1998). Teachers will be empowered to use different and innovative teaching methods and will do so within the context of the PLC. Teachers will identify what works and under what circumstances. The underlying educational philosophy is that K-12 "education" is both an Art and Science. The systematic treatment of instruction within the PLC as a science will enable the school to implement and evaluate different and innovative teaching methods.

Starmount Charter Academy will achieve the Legislative purpose of "creat[ing] new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. The creation of Starmount Charter Academy teaching positions will provide a unique opportunity for teachers to embrace 21st Century classrooms and take responsibility for student learning outside of the traditional public education system. The 21st Century classroom teacher has to be proficient in use of technology to facilitate instruction. In addition, knowledge of the Whole Brain approach to learn and the impact of classroom lighting, classroom temperature, classroom aesthetics and acoustics mustbe understood in addition to student learning styles and culturally responsive teaching method and practice. Starmount Charter Academy will build highly competent teachers and provide opportunities consistent with the Legislatures purposes for Charter Schools.

The Legislative purpose of holding schools accountable for meeting measurable student achievement results will be fulfilled by Starmount Charter Academys adherence to, and participation in, the North Carolina

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Accountability System. Starmount Charter Academy will operate with an emphasis on data driven instruction and be judged by its measurable student academic performance.

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

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

Starmount Charter Academy embraces the following goals for its first five years of operation. The Lead Administrator will be responsible for the administration and monitoring of these goals and their report to the board of directors. The board of directors embraces the overall responsibility for implementation of the first 5 year goals and delegate appropriate task to carry out the goals to the Lead Administrator.

#### Operations and Governance

The schools operations and governance goals:

1. Timely complete that annual Charter School Performance Framework with no non-compliance issues, each year.
2. Annually meet the requirements of all health and safety inspections for regulatory agencies and conduct internal health and safety compliance review and report the same to board of directors annually.
3. Conduct an annual board of directors performance and compliance evaluation.
4. Conduct an annual teacher working conditions survey or participate in the States program as determined by the board and State law, policies, and procedures.
5. Conduct an annual parent satisfaction survey.
6. Complete a monthly classroom inspection.
7. Conduct an annual internal compliance review.

#### Academics

The schools academic goals:

1. Achieve an annual 60 percent or greater student academic performance composite in reading, math, and science at all grade levels as measured by MAP Assessment.
2. Close academic achievement gaps between student subgroups in reading, math, and science in minimum increments of 10 percent per year as measured by MAP Assessment system.
3. Make or exceed student academic growth each academic school year for all students while improving academic growth of any subgroup with a growth achievement gap by minimum of 5 percent each year.
4. Monitor and report student academic progress with 10 business days after each end of marking period benchmark test administration to the teachers, instructional staff, board of directors, and parents. (for individual students and generically for the school while observing the requirements of student privacy and the Federal Educational Right to Privacy Act).
5. Create a Personal Education Plan (PEP) for each student as a

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collaboration between teachers, school administration, parents, and students by October each year.

6. Develop an annual PLC schedule and implement the same with integrity to assure that teachers are 100% focused on student academic performance.

7. Assure that greater than 95 percent of students in State tested grades attend and participate in State academic testing.

8. Create and implement annual schedules to celebrate student academic achievement including monthly academic pep rallies.

9. Annually achieve an academic performance composite of greater than 60 percent and make or exceed expected growth on the required State assessments.

## Finances

The schools financial goals:

1. Obtain a clean financial audit by monthly monitoring of financial progress, including a monthly report on budget and financial progress to the board of directors.

2. Quarterly report to the board on the strict adherence to the board adopted Internal Control Policy and Procedure.

3. Monthly monitoring of compliance with the Uniform Education Reporting System including all data required to be submitted to the State Board of Education and the Department of Public Instruction, including any federal program reports.

4. Close each fiscal year with a positive fund balance.

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

The Lead Administrator will make a monthly report to the board of directors appraising the board of the schools progress toward attaining the schools mission. The Lead Administrator Report shall be made a permanent part of the monthly board of directors meeting agenda. The report will include evidence of the school's academic performance, compliance with local, state, federal rules and regulations, and other pre-determined indicators. The report will include a report on the school's financial condition and monthly budget progress report. The Lead Administrator will report on Parent Volunteer Services, Student Transportation, the Schools Lunch Program, facilities issues, any non-compliance issues, and so forth. The board will adopt a template for the Lead Administrator Report. The governing board will know the school is working toward attaining its mission by seeing consistent academic progress by students, financial stability, and compliance with local, state, and federal laws, rules, and regulations.

<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
How will STARMOUNT create/guarantee "a neighborhood school" - since applications will be open to all NC residents? If applicants are outside of the target area, STARMOUNT will not realize the reductions in school transportation costs that "will be used to support the schools....program." Appears that the applicant feels that current schools are not meeting the needs of the community, but no clear plan to achieve different results - beyond access to technology.	Jonathan Bryant	Mission Stat
The mission statement is vague and difficult to measure.	Tammi Sutton	Mission Stat
Does the school have an academic plan in addition to the use of technology in the classroom?	Amy Ruck Kagan	Mission Stat
The phrase "21st Century school" is used often without explanation or examples.	Tammi Sutton	Educational
There is no Appendix A1		
Not enough survey data to confirm need for acceleration	Joe Maimone	Educational
Applicant needs to clarify: What is the rationale for selecting the location? The applicant explains the demographics for the area but doesn't fully provide retinal for why they are choosing the specific location.	Kristen Parker	Educational
Applicant needs to clarify: An Appendix A1 it reports evidence of suspensions- what grade levels were these suspensions being reports for? How did this impact your decision to start with Kindergarten through 3rd grade for the school?		
Clarify why this neighborhood was selected and the intended population. Is there more current data to support the community desire for the school?	Sherry Reeves	Educational
Application uses the incorrect name/acronym for MTSS.	Jonathan Bryant	Educational
Further clarification is needed on how the school's education plan will differ from that of the LEA. The applicant also needs to provide more evidence (i.e. survey data) that supports the notion that families/students in the area want the school.	Kenneth Tucker	Educational
Does the school intend to attempt to align the racial composition of the school with the LEA? If so, what methods does the school intend to use? Does the school propose any additional information regarding the differences between LEA and school besides the extensive use of technology in classrooms?	Amy Ruck Kagan	Educational
Targeted student population is unclear. Applicant cited dire conditions facing "distressed student populations" in areas surrounding the school as a major reason for acceleration, but the demographic data provided (and the projected demographic of the school) does not mirror that of the neighborhood in which the applicant desires to open the school. Two of the three comparison schools listed in Appendix A1 have Hispanic populations of 80% or greater, one has an LEP (limited English proficient) population of over 50%, and each of the schools is Title 1. Is this the same population the applicant intends to serve?  Applicant should provide evidence that families in this community are interested in enrolling their child(ren) in this school, if opened.  Applicant should clarify what the "new 21st century paradigm of education" is that teachers will be required to master.  More evidence needed for how the applicant's education plan differs from that of the local LEA.	Danielle Allen	Educational
The term, "technology enhanced 21st Century classrooms" is also note explained other to say that teachers use will websites.	Tammi Sutton	Purposes of
All of the operations and governance goals are actions; they are not metrics. For example, you will conduct a survey, but what is the goal? What are you measuring? What do you plan to achieve?	Tammi Sutton	Goals for th

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<b>In the academic goals, what is the end goal that you are striving for at the end of 5 years?</b>		
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<b>Reviewer</b>	<b>Score</b>
Jonathan Bryant	Pass
Deanna Townsend-Smith	
Danielle Allen	Pass
Kenneth Tucker	Pass
Amy Ruck Kagan	Pass
Joe Maimone	Pass
Tammi Sutton	Fail
Sherry Reeves	Pass
Robert McQuat	
Phyllis Gibbs	
Kristen Parker	Pass
Lindalyn Kakadelis	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.

Starmount Charter Academics overall instructional program will be based upon North Carolina's Standard Course of Study (current version), including the North Carolina Essential Standards and Common Core States Standards as it is tested by the State. Starmount Charter Academy is a 21st Century school featuring 21st Century classrooms and use of technology resources. Teachers shall choose the major instructional methods to be used in their classroom and each teacher is required to demonstrate mastery of a tool kit of instructional methods and strategies. For example, teachers may choose to use small group cooperative learning strategies such as Kagan Structures to keep students on task and improve group learning. Teachers may use didactic teaching methods that explore who, what, when, where, and why questions as learning prompts in whole group or small group. Teachers may appropriately use lecture, video, or observation strategies. Teachers may use web quest, discovery methods, project based learning strategies inter alia found in their instruction methods tool kit. Starmount Charter Academy will feature seven key design elements including Single Gender Classrooms, 21st Century technology enhanced classrooms, Foreign Language Infusion (including Latin and Spanish), Response-to-Intervention Multi-Tiered Instructional Support System, Enhanced STEAM, the Bar Model Method in Math, and multisensory approach to reading. Teachers and the Professional Learning Community (PLC) are tasked with selecting the major instructional methods used in their classrooms. Prior to receiving students for the academic school year teachers in the PLC are required to meet and immerse themselves in the Common Core State Standards and NC Essential Standards to create pacing guides for the school year and a full marking period of Teacher Lesson Plans. The purpose of this PLC activity is for teachers to emerge with a clear strategy for the school year and certainty of what and how they are going to teach. During the first two weeks of school students are pre-assessed in reading, math, and science using the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment system. In addition, during the first two weeks students learn the school culture expectations and school etiquette. When full instruction begins everyone is orientated to maximize use of instructional and learning time. All instruction in these core subjects is data driven. Teachers carry out instruction and use formative assessment for immediate feedback. Benchmark MAP assessments are administered at the end of each marking period and the data collected is used to enhance and inform instruction in the next grading period. MAP is used for end of grade test for all students. Students in grade 3-8 will take required North Carolina's End-of-Grade (EOG) test. Teachers will work to enhance student mastery of the instructional

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objectives by supplying students with independent study tools, including technology based tools such as web quest, Khan Academy, e-books, and other instructional resources. Each student will be provided computer time for independent study. The schools instructional leadership will pay strict attention to reading and math instruction. For example, teacher professional development shall include on teacher understanding of how students learn to read and use of phonics, whole language, vocabulary development, reading fluency, and reading assessment systems. Teachers will use the Lexile Level system and understand other leveling systems and their conversions to Lexile. Teachers will receive professional development in application of the Orton-Gillingham reading approach and other systems such as Wilson Reading System and Fountas & Pinnell. The schools instructional program and model will meet the needs of our targeted student population by enabling students to matriculate as slow as they may need to, but also as fast as they possibly can.

### **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.*

Starmount Charter Academy shall serve grade K-3 in its first of operation and will add one grade level each year and will reach grade seven by year five. The average class size is 25. The school will ultimate feature a primary (K-2), elementary (3-5), and middle (6-8) school section. The teacher PLC will be grouped in to these sections. Each classroom will be designed as a 21st century learning environment. Each class will feature an interactive whiteboard, document camera, and one-to-one students chrome books with a classroom charging cart. Each student will have controlled access to the Internet via the schools chrome management console. The school will use the R-Campus system as a digital instructional platform where students will be able to master curriculum standards at an independent pace. The teachers will also use non-technology based strategies which promote cooperative learning, increased communication skills development, and foster people skills. Each classroom teacher will have a virtually unlimited supply of instructional content for use in developed Web Quest, Internet Journey and Exploration, and other independent study modules via R-Campus. Teachers will receive training in the whole brain approach to learning and the school will monitor classroom lighting at the instructional surface (desk top). Students are expected to be in the classroom in their seats at the morning start time. Morning meeting will last 15 minutes. Learning and instruction time will be maximized as part of the school culture "learning against the clock." Each teacher will be required to explain their classroom dcor to the PLC members and teachers are encouraged to exercise professional judgment in creating an environment that promotes academic excellence. The basic learning environment is characterized as "rigorous." Students will be challenged and encouraged to think outside of the box. The classroom will engaged in regular discussions on tops of interest that promote problem solving, abstract reasoning, logical reasoning, spatial perception, use of memory, and other high order thinking skills. The classroom learning environment is a place where each student is important and will have the ability to enhance their skills and understanding. The classroom is a sacred and special place designed to develop our human qualities, gifts, and abilities and prepare students for the outside world

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equipped with the skills necessary to solve the problems of the world and the future. Each classroom will have classroom rules posted somewhere in the classroom in a prominent location. Each school section may develop themes created by the PLC that are promoted in the school to career in this section of the school. Each classroom, grade level, section, and the entire school will have scheduled academic pep rallies. Each student will have a Personal Education Plan (PEP) developed as a collaborative effort between teachers, administration, parents, and students. Each day will include a 90 minute reading block, and 90 minute math block. Students will also learn about music, art, and culture as part of the regular instructional program.

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.*

Starmount Charter Academy's curriculum is based upon the common core state standards and the North Carolina essential standards. The North Carolina accountability model measures academic progress using the North Carolina Standard Course of Study which is designed based upon the Common Core State Standards. There is a direct alignment between the curriculum and instructional program of Starmount Charter Academy, the student target population, and the school mission. Student-centered-technology enhanced learning promotes student independence and good teachers will inspire and support students to find, develop, and maximize their life vision, personal gift and talents. The Best Practices literature demonstrates that the Common Core State Standards contains college and career readiness standards which if master help prepare students for collect and career. Our target student population while diverse share a community need to be prepared for college and career in the future. Best Practices literature further demonstrate that student-centered-technology enhanced learning does in fact promote student independence, help students find their life vision and enhance their person gifts and talents.

- 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.*

Starmount Charter Academy expects our teachers to demonstrate mastery of a tool kit of instructional strategies. As a 21st-century school teachers are especially expected to master the use of technology to facilitate academic instruction. Teachers are expected to master use of the R-Campus system. R-Campus is a digital instructional platform which includes a classroom bulletin board, the ability for the teacher to post videos for student feeling, in order for students to complete assessments, and repository for student writing assignments, access the assignment of e-book reading assignments, access to research resources, the grade book, and other

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features to enable the teacher to make assignments to students and monitor and support their progress. Teachers are also expected to master data driven instruction and to understand the clear relationship between assessment data and future student performance. In addition to the mechanics of instructional process in a technology-based school to say required to master small group learning strategies, group instructional strategies, discovery education strategies, and regular classroom instructional models designed to facilitate high student performance. At the primary (K-2) level teachers build students foundation for the future. Primary teachers are expected to master copy of learning strategies that help students learn how to get along with each other and cooperate on past performance. Primary teachers are also expected to master instructional strategies to help students build a strong foundation in reading and math including phonemic awareness, vocabulary building, reading fluency, and techniques to enhance cognitive processing speed. In math, primary teachers are expected to mass instructional strategies designed to help students develop a number sense, concept of linear time, basic addition, subtraction, multiplication, and division. Primary teachers also introduce students to the world. Therefore, we expect our primary teachers to master instructional strategies in teaching tolerance, diversity, mutual cooperation, and introduce the global community. Teachers are expected to promote diversity and master culturally responsive teaching techniques. Our intermediate grade (3-5) level teacher are expected to master small group instructional strategies, cooperative learning strategies, and use of technology in instruction. Intermediate teachers are required to master data driven instructional strategies and promote student independence. Intermediate teachers are expected to master instructional strategies that promote student community skills, including public speaking, conference speaking, and the art of persuasion. Middle school teachers are expected to master instructional strategies designed to help students develop and improve executive function skills. Middle school teachers as expected to cultivate students independence. Each grade level teacher is expected to master the instructional strategies that may be distinctive to their grade level. All teacher must master culturally responsive teaching strategies.

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.*

Starmount Charter Academys instructional will facilitate student transition from one grade to the next. First, the purpose of teachers developing pacing guides prior to the start of school each year is to immerse teachers in the grade level standards and the requirements for transition from one grade to the next. Teachers essentially develop a check list of skills master required by the students and serves as facilitator to assure that each students meets his/her grade level requirements. The schools assessment program enable the teachers and the schools instructional leadership team maintain a progress profile of each students transition and matriculation through the course of student designed to move them to the next level. Starmount Charter Academy instructional plan and grade level requirements provide teachers and administration uniform benchmarks of student skills mastery which enable students to move from one grade level to the next.

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*

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*how grade-point averages will be calculated?*

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
  
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar establishes four marking periods designed to provide measured pacing to instruction. The calendar provide teachers a linear time framework for delivery of instruction and student assignments. The overall plan is intended to fulfill the schools mission statement. The calendar is also important to alert parents and students to beginning and end grading periods, and allow planning of home/school interaction.

### **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.*

Starmount Charter Academy will use a Response-to-intervention-multi-tiered support system (RTI) to facilitate prevention and intervention by teachers to provide students assistance to ensure progress and academic growth. RTI is an established educational best practice. There are multiple versions of the strategy. Starmount Charter Academy will operate an independent RTI program with four levels. All students enrolled in the school are at Level I of the RTI system. Students that maintain adequate academic progress and transition to grade level success remain in Level I. Students that demonstrate they are having difficulty maintaining adequate progress and elevated to Level II of the RTI system. Students may be having trouble keeping up with assignments, not turn assignment in on time, or not turn assignments in that demonstrate understanding or mastery of the intended skill being taught. These students having difficulty will be provided additional support such as small group instructional support, tutoring, parent conferences, special training, or other special assignment designed to remediate the students lack of adequate progress. Level II interventions may be maintained or rescinded based upon whether student need the interventions to maintain adequate progress. Adequate progress is being on a trajectory to achieve at least a "B" grade on the marking period report card. Students that are not able to make adequate progress with Level II intervention will be placed in Level III. In Level III students are provided one-to-one support including tutoring and individual project assignments. Level III students receive enhanced academic coaching and may be referred for evaluation by the schools exception childrens program to determine if the student is eligible to receive exceptional children protections and services. Level IV interventions may include seeking out of school supports for the student such as intervention by the Division of Social Services, Division of Mental Health, Family Counseling, Housing Assistance, and facilitation on meeting other family needs that impact student academic progress. Starmount Charter Academy teachers and staff will receive regular professional development on implementation of the RTI process.[As a special note: Students may be referred for evaluation by the schools exceptional childrens program regardless of the RTI process as a matter of law.]. The schools primary instructional leaders is responsible for coordinate of the RTI program. The board of directors will adopt a written policy and procedure for operation and use of the RTI Program which includes recordkeeping requirements, evaluation, and compliance review.

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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.*

Starmount Charter Academy target area include a population that is of Hispanic origin. The school will conduct a full program for English Language Learners. All students that enroll in the school will complete the Home Language Survey. All students identified through Home Language Survey with a home language other than English will be administered the W-APT or the WIDA to determine if ELL services are needed and at what level. The school will have a licensed ELL instructor and other support that will provide students ELL services. Service categories will include extensive services, supportive services, and transitional services. For example, "Extensive Services" may include appropriately modified content by classroom teacher and English language assistance in the classroom in specific subjects. It may include English language instruction taught by the ELL teachers away from the classroom (pull out services). It may include a minimum of four 30 minutes session per week in groups of nor more than 4 appropriately grouped students. "Support services" may involve only two or three 20-30 minute sessions per week in groups of no more than 6 students. "Transitional Services" may include other cooperative activities established between the regular classroom teacher and the ELL teacher. The school administration will assure that proper recordkeeping incompliance with federal Title III is met. The school may apply for Title III support and other ELL state support. The school will develop a comprehensive policy, procedure, and program for services to ELL students to assure their academic success. ELL students will be assessed at least annually to determine if they no longer need ELL services. The School administrator will be responsible for oversight of the ELL program including identification of students, determining levels of services needed, conduct of the service program, and exist of students from the program when services are no longer needed. The School Administrator will be responsible to assure that proper records and maintained. The ELL teacher will coordinate with the schools testing coordinator to assure that ELL students receive any required test accommodations.

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.*

Starmount Charter Academy will identify students scoring in the top 10 percentile on the MAP assessments in reading, math, and science. The school will retain the flexibility to push students up to higher grade levels and make accommodations to gifted students from differentiated instruction including use of R-Campus to provide advance content materials and next grade level instructional materials. The schools technology enhanced program is designed to accommodate gifted students by individualizing the

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instructional program enabling students to matriculate as fast as their abilities will allow them. The overall academic surveillance program through MAP Assessment will enable the teachers and instructional leadership to monitor and evaluate the progress and success of intellectually gifted students. We embrace the philosophy that students should be able to matriculate as far as their aptitude and skills will carry them and have built into the instructional program a method to support gifted students. Gifted students may also be identified in the RTI process and receive special support to meet their academic needs.

### **Exceptional Children**

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

### **Identification and Records**

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

Starmount Charter Academy will provide a full continuum of services for our exceptional children under the Individuals with Disabilities Education Improvement Act (IDEA). After students are accepted for enrollment at the school, the school will seek registration information from parent which will include seeking information regarding a students exceptional childrens status. In addition, the school will make a records request to the prior school attended by the student (if any) which will include a specific request for any exceptional children or 504 records. In addition, the school will generate a report from the student information management systems (formerly Power Schools and CECAS) in current use to determine if any of our students have an existing IEP or are protected under Section 504. The school will also conduct a "Child Find" program including informing all parents of the availability of the exceptional childrens program and make the most recent version of "Parent Rights & Responsibilities in Special Education" available to parents. Student may be referred into the school exceptional childrens program by parents, teachers, and other school staff. Once a referral is made, the Exceptional Childrens Director will begin and complete the evaluation process within 90 days. An IEP team which includes the parent or parents will made a final decision on eligibility for exceptional children services. The Exceptional Childrens Director will gather information and assessment data from the schools academic assessment program, the results of evaluation the by the schools Psychologist, and an

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indicated related services provider. The IEP team shall including all the statutorily required personnel including an exceptional childrens teacher, a regular classroom teacher, a representative of the school administration, the parents, and any other required individual. Eligibility shall be determined by majority vote of the IEP team after careful consideration of the case. The school will maintain a locked/secure records room. Exceptional children records shall be maintained in locked filed cabinet with restricted access. Teacher and administration may review student exceptional childrens filed after signing indicating the date and time they viewed the file and identify the purpose for which the file was viewed. The school will develop a comprehensive policy and procedure regarding maintenance of exceptional childrens records that will be adopted by the board of directors, the policy will include handling records request and record confidentiality. All staff shall receive training regarding confidentiality of exceptional childrens records and other requirement under the Federal Educational Right to Privacy Act. The school will comply with all local, state, and federal requirement, including confidentially and records requirements for the school exceptional children.

### 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.*

Starmount Charter Academy will provide a full continuum of services of children with disabilities. The school will strive for possible to service exceptional children in the least restrictive environment possible. The least restrictive environment includes the regular classroom and may include push and services by the exceptional childrens teacher and pullout services for specialized instruction. In addition, students may receive related services such as speech or occupational therapy from contracted professionals at the school site. The school may also operate a self-contained classroom for students whose IEP requires the be educated in a separate setting. The exceptional childrens director and exceptional childrens teacher will coordinate with the schools test coordinator to assure that all exceptional children that require accommodation storage standardized testing will receive such accommodations during the testing process. This applies to students that are protected under IDEA and Section 504. Exceptional childrens director shall develop a comprehensive schedule and coordinate with regular classroom teachers to assure that our exceptional children receive their exceptional children services in accordance with their IEP. Exceptional children services schedule is considered a confidential document and all personnel receiving a copy shall be required to maintain its confidentiality. The schools full exceptional childrens program shall be designed in such a way to assure that all students with disabilities receive a free and appropriate public education (FAPE). Exceptional childrens director general responsible for assuring that records are kept confidential and maintained in a locked secure environment. In addition to exceptional childrens director shall coordinate IEP meetings,

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the school psychologists on evaluation, and work with related service professionals on evaluation. Exceptional childrens director shall monitor the exceptional children schedule and assure that students to not fall behind on services and monitor the integrity of the program including assurance that all IEPs are being properly carried out. The exceptional childrens director shall review each student IEP on a monthly basis to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress. The Exceptional childrens director and/or the exceptional childrens teacher shall establish a record a regular contact, at least monthly, with parents of exceptional students to report on progress in establish an open channel communications. Exceptional childrens progress will be discussed with regular education teachers by the exceptional childrens teacher and exceptional childrens director in the normal course overview of data and student progress monitoring. The school will contract with a school psychologists, license speech therapist, license occupational therapists, and any other relatedservice professional needed to comply with the existing student IEPs an IEPs that will be developed in the future. Exceptional childrens director shall coordinate and facilitate scheduling of related services.

### **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.*

Starmount Charter Academy board of directors will adopt student performance standards for the school as whole including a provision establishing a grading system which consists of A=90-100, B=80-89, C=70-79, D=60-69, and F=Below 60. In order to un-provisionally pass to the next grade a student must have at least a "C" grade in reading/ela, math, and science. Graduation from the highest grade at the school will similarly require passing with at least a "C" in reading/ela, math, and science. All grading will reflect student mastery of legitimate educational objectives. In addition to the grading system identified above, the school will use the Northwest Evaluation Associations Measures of Academic Progress (MAP) assessment for reading (K-7), math (K-7), and science (1-7). Research literature shows that MAP aligns to the Common Core State Standards in reading and math within an 8 +/- percent margin. MAP is a reliable nationally norm reference assessment system. MAP is aligned to the NC Essential Standards for science. Teachers will receive training in use of the RIT scale score. MAP also provides Lexile reading range scores. The MAP assessment data enables teachers to determine specific content standards in which students have deficiencies. MAPs instructional support features enable the teachers to profile the entire class on specific content standards and determine if student need re-teaching to gain mastery. MAP

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enables teachers to identify individual student progress while also allowing the school administration to profile the academic performance of the entire school. MAP also provides teachers and the school administration to make reasonable predictions of EOG performance on State test. Promotion and retention policies and procedures will be published in the parent/student handbook, including promotion of students with disabilities. Exceptional students will have the same grading system as regular education students, except that teachers will implement the students IEP including any test accommodations or alternative assessments. Communication with parents is essential to operation of a successful charter school. At the start of each school year the school shall publish a parent/student handbook which will provide parents with guidance on student performance standards, promotion and retention policies and procedures, and provide information on student assessments. Each school year a pre-assessment will take place during the first two weeks of school. Subsequently, benchmark assessments will be conducted at the end of each marking period. A final benchmark assessment using MAP will be administered near the end of May each year for students at State tested grade levels. MAP assessment data will be considered one factor in student grades for purposes of student report cards including the teachers termination as to whether the student has mastered grade level standards.

### **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.*

Starmount Charter Academy board of directors will adopt a Student Code of Conduct. The Student Code of Conduct will be published in the Parent/Student Handbook that will be disseminated to all students and their parents at the beginning of each school year. The Parent/Student Handbook will also be published on the school website for easy access by parents and students. The school staff and teachers will receive professional development prior to the start of each school year that focus on developing the school culture and school etiquette. During the first two weeks of school the students will be taught the school etiquette and expectations will be established. At a minimum, the etiquette program will establish behavioral expectations for the classrooms, the hallway, Cafeteria, on school buses, field trips, playground, and all other locations during school and school events. Students and parents will execute the Student-Parent-School Compact which will be documented that outlines the expectations between the parties. The student discipline program shall be driven by the creation of positive

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expectations, modeling of positive behavior, and teaching school etiquette and conflict resolution as part of the school guidance curriculum. The Student Code of Conduct will contain a list of infractions outlined in three separate levels including consequences. Level 1 offenses are minor offenses and may including disrespect, failure to obey a directive from staff, failing to be prepared for class, etc. Level 1 offenses may result in a verbal reprimand or counseling. Level 2 offenses may include having an accumulation of three Level 1 offenses, using foul language, minor damage to property, fighting, theft, etc. Level 2 offenses may result in in/out of school suspension for up to 10 days. Level 3 offenses may include three Level 2 offenses or any single reportable criminal offense under N.C. General Statutes 115C-288. These offenses include "assault resulting in serious personal injury; assault involving a weapon; assault on school officials, employees, and volunteers; making bomb threats or engaging in bomb hoaxes; willfully burning a school building; homicide; kidnapping; possession of a firearm; possession of a weapon, sexual assault. These offense will have their ordinary definition as defined by law. Level 3 offenses may result in long-terms suspension (greater than 10 days) up to the remainder of the school year or expulsion from the school. Students with disabilities will be subject to the same Student Code of Conduct as all other students, except that students with disabilities that receive a cumulative number of suspension days exceeding 10 during any school year shall be entitled to receive exception childrens services at the school or in another setting on day 11 of any cumulative suspensions and thereafter during any given school year. The school will publish a parent/student grievance policy and procedure which includes the appealsprocess for any long-term suspension or expulsion. The grievance or due process policy will be published in the Parent/Student Handbook disseminated at the beginning of the school year.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
Applicant needs to clarify: Earlier in the application it outlined that the instructional program would allow students to work one to one on computers to move through academics at their own pace- how do all of the instructional methods outlined here, support that work?	Kristen Parker	Instructiona
Applicant needs to clarify: What evidence is there to support that the methods outlined in the application will support student learning for the targeted population?		
While there are a list of strategies, it's unclear how they will work together to serve the target population. It's also unclear what "a 21st Century School featuring 21st Century classrooms" means or looks like.	Tammi Sutton	Instructiona
Teachers are given maximum flexibility, which can be helpful, but such a wide variety of design elements can pose problems when it comes to training, assessment, and remediation. How will the applicant ensure that teachers are selecting teaching strategies that are most appropriate for the learners they have? How will applicant ensure that teachers are adequately trained to implement whichever strategies they select? For web-based programs such as Khan Academy, how will teachers ensure that students are on-task and making gains as a result of the program? How will independent study time on the computer be monitored? Will students have individual goals to reach during this time?	Danielle Allen	Instructiona
Is two weeks enough time to reasonably expect students to learn a school culture?		
Additional evidence for how this instructional plan will lead to improved performance for the school's targeted population is needed. All students should be allowed to learn "as slow as they need to, but as fast as they possibly can." How is this specific to your target population?		
Teachers are given a lot of flexibility in instruction. Is there a specific instructional program that will be utilized? What is the educational plan?	Sherry Reeves	Instructiona
Seems like there is not a cohesive method to all emphasis points - STEAM, single gender classrooms, 21st century, etc. Teachers are expected to demonstrate mastery - how? Some PLC work mentioned seems extraneous. Curriculum outline shows negligible differences in Language Arts between K and 5, same for Foreign Language? Class sizes?	Jonathan Bryant	Instructiona
Does the school prefer one consistent academic plan, or is the proposal to have all elements listed in the description available for each teacher to select at their discretion? Is there evidence to suggest the proposed plan would be successful or has it been successful at other schools? Multiple teaching strategies are listed, but it does not seem like the school has a clear direction for which one it will choose. Will any specific direction be provided to teacher or school leader or will it be left to the discretion of the teacher each year?	Amy Ruck Kagan	Instructiona
Why were the proposed strategies selected for the target population? What does being a "21st Century School featuring 21st Century classrooms" actually mean? How is this different than the schools/classrooms in the LEA? What do the first two weeks look like in terms of learning the school's "culture expectations and school etiquette?" How much time will be dedicated each day to this activity? Applicant needs to elaborate on how the proposed instructional program aligns with the technology emphasis (one-on-one) mentioned earlier in the application.	Kenneth Tucker	Instructiona
What is the intended instructional program? Explain how the 7 design elements support the mission and the educational plan.	Sherry Reeves	Curriculum a
An average class size of 25 in the early grades is challenging and not supported with evidence. How is the curriculum targeted to "a population that is of Hispanic origin?" How will students who are struggling to learn English use the described web-based programs?	Tammi Sutton	Curriculum a
The plan calls for providing educational success for gifted as well as challenged	Amy Ruck Kagan	Curriculum a

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students, but the strategy proposed sounds like Common Core with technology? Are there specific factors the school will incorporate?		
Is it accurate that students' promotion will be based on skills mastery? Is there a certain percentage of skills a student must master in order to be promoted?	Danielle Allen	Curriculum a
Large class size for lower grades. Can that attract parents?	Joe Maimone	Curriculum a
Please elaborate on the reason for teachers to explain their classroom decor. What will make the learning environment "rigorous"? Elaboration is needed. How frequently will the school schedule "academic pep rallies" and what will these look like? Further explanation is needed on why the proposed strategies will result in increased academic achievement for the targeted student population. How is the calendar "intended to fulfill the schools mission statement?" Further explanation is needed in the narrative. Further explanation is needed on how the curriculum outline (Appendix B) aligns with and supports the school's mission.	Kenneth Tucker	Curriculum a
Applicant needs to clarify: How will one to one learning benefit younger students (K-2)? Will Kindergarten students have sufficient support and knowledge to be able to navigate the programs?  Applicant needs to clarify: What type of monitoring will be done from teachers to ensure students are learning at a fast enough rate to graduate from their grade level in a timely manner?  Applicant needs to clarify: Is there a specific curriculum teachers will use to teach the standards? Or will teachers be creating their own materials for lessons?  Applicant needs to clarify: How does the curriculum outline for each grade support the instructional methods outlined? The provided document share high level domains and clusters for the standards but does not outline specific of when each one will be taught.	Kristen Parker	Curriculum a
Can you clarify whether grades will be based on achievement, mastery of standards or MAP results?	Tammi Sutton	Special Prog
NC uses a three-tier model. How will your four tier model align?	Robert McQuat	Special Prog
Adequate, large class sizes will make this difficult	Joe Maimone	Special Prog
A more thorough plan to meet the needs of gifted students is needed. Moving them to the next grade level and giving them more instructional time via technology may not be sufficient or appropriate for all gifted learners.	Danielle Allen	Special Prog
Need more specific information on 1.) the differentiated instructional strategies/opportunities for academically gifted students and 2.) which aspects of the "school's technology enhanced program" will accommodate gifted students.	Kenneth Tucker	Special Prog
I appreciate the emphasis on the IEP team.	Robert McQuat	Exceptional
I appreciate the description of the full continuum of services and connection to FAPE.	Robert McQuat	Exceptional
adequate	Joe Maimone	Exceptional
Please describe how student progress will be monitored throughout the year in order to avoid grade retention. Will students earning grades of C be given opportunities for remediation?	Danielle Allen	Student Perf
How will MAP test scores be factored into student promotion/retention decisions? Based on the description, the applicant presents an alphanumeric system and the MAP test as two distinct grading systems. Will the grading system(s) and testing expectations be the same for the lower and upper grades?	Kenneth Tucker	Student Perf
"Including the teachers termination," is this intended to be teachers determination? General grammar and spelling of the application do not help the overall clarity. MAP data will be used for promotion and retention? More information is needed for this. A "C" is required for core classes for promotion and retention? How will this impact the number of retentions by year? What strategies will STARMOUNT use to guarantee student growth?	Jonathan Bryant	Student Perf
Clarity around the use of standards, achievement and MAP testing would be helpful.	Tammi Sutton	Student Perf
How often will students be assessed using NWEA MAP?	Sherry Reeves	Student Perf
Applicant needs to clarify: How will having an average of a "C" impact the incoming student population or at risk students?	Kristen Parker	Student Perf

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Applicant needs to clarify: How many times a year will MAP be given? How will teachers analyze the data and take action on the data?		
Applicant needs to clarify: How will both the formal grading scale- with earning a "C" or higher and MAP work together for student promotion and retention? Does one provide more weight than the other?		
adequate	Joe Maimone	Student Cond
Applicant needs to clarify: Will the student discipline policies be the same for K-7? Or will discipline be handled differently in lower and upper grades?	Kristen Parker	Student Cond
Applicant needs to clarify: What structures will be put in place directly in the classroom to monitor student behavior?		

<b>Reviewer</b>	<b>Score</b>
Amy Ruck Kagan	Pass
Kenneth Tucker	Pass
Danielle Allen	Pass
Deanna Townsend-Smith	
Jonathan Bryant	Fail
Tammi Sutton	Fail
Robert McOuat	
Phyllis Gibbs	
Kristen Parker	Fail
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Sherry Reeves	Fail

**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:* STARMOUNT CHARTER ACADEMY

*Mailing Address:* 10233 Broken Stone Ct.

*City/State/Zip:* Charlotte NC 28214

*Street Address:* 10233 Broken Stone Ct.

*Phone:* 704-775-1295

*Fax:*

*Name of registered agent and address:* Leonard Muhammad

*FEDERAL TAX ID:* 82-2868246

**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>
Carole Adrizzo	Chair	MECKLENBURG	Educator		

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ne					
Kellie Covington	Secretary	FORSYTH	Human Resource Officer		
Oscelo Thomas	Treasurer	MECKLENBURG	Grant Writer/Educ. - Retired		
Bill Walton	Board Member	MECKLENBURG	Marketing		
Cleveland Jackson	Board Member	MECKLENBURG	Educator		

**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 governance structure consists of a five-member board of directors each with equal voting power. In the event of a tie vote the chairperson has the ability to break the tie. The primary board function is to establish operating policies and procedures for the nonprofit corporation, approve the hiring of the chief administrator and teachers, and provide oversight of the schools operations, budget, and curriculum. The board is required to observe North Carolina open meetings laws. The board hears grievances and direct appeals from students, parents, and employees in accordance with its policies and procedures. The board carries the ultimate responsibilities for the successful operation of the charter school. The board and hired the management company which appoint, with the approval of the board, a School Administrator to oversee the day-to-day operations of the charter school. The board has supervisory authority over the School Administrator in accordance with the terms of the management contract. Generally, a nationwide search will be conducted for applicants for School Administrator and Teachers. The School Administrator, on behalf of the management company, reports to the board of directors. The board holds monthly meetings, maintains meeting minutes, and is required to assure the schools compliance with all applicable laws, rules, and regulations.

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

The board of directors consists of five members. Board members duties include faithfully attending regular board of directors meetings, participating in votes making decisions about operations, budget, and curriculum. The members duties also include carried out other functions customarily carried out by nonprofit boards of directors in State of North Carolina. The board will include individuals with skills including background in business, law, education, real estate, nonprofit organization administration, accounting or finance, parents, and local community leaders. These skills help ensure the success of the organization having individuals

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with experiences that can guide the board as a group. Poor decision-making apparatus a collective voice and individual board members did not have administrative authority over the operations of the school alone or in their individual capacity. The board will conduct an annual evaluation of the School Administrator. The new board members may be selected by the board from key stakeholder groups, including parents.

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

The founding board consists of a random group of individuals that were organized from local discussion regarding the opening of a charter school in the Starmount neighborhood. If a position on the board becomes vacant a replacement board member will be appointed within two scheduled board meetings.

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

The board of directors shall meet once each month on a day to be selected by the board such as the second Monday of each month. All board meetings are open to the public, except authorized closed sessions. The required number of meetings is set forth in the by-laws. The board shall conduct a full, properly noticed meeting, with a quorum present

- 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.*

Prospective new board members shall be required to participate in governance training for prospective new board members and participate in ongoing professional development after being accepted into board membership. Board training shall be provided monthly in an annual cycle and will include the follows: (1) Responsibilities of Non-Profit Board Members under Chapter 55A, the North Carolina Nonprofits Corporations Act; (2) Board Financial Oversight Function; (3) Board Responsibilities in Personnel Matters; (4) Strategic Planning; (5) Policy Development; (6) Budget Planning; (7) Roberts Rules of Order; (8) Charter School Compliance; (9) Charter School Curriculum; (10) N.C. Open Meetings Laws; (11) Federal Educational Right to Privacy Act; and (12) Technology in Schools. Board members must attend at least five trainings per year.

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

The board shall adopt a code of ethics and conflict of interest policy and procedure. Any potential conflicts are required to be disclosed to the board of directors and board members with conflicts may not vote on any matter in which they have a conflict of interest. At this time are unaware of any conflicts of interests existing relationships that compares actual or perceived conflicts with applications accepted. If the board becomes aware of any such conflicts of interests shall take immediate action to resolve this conflicts which could include asking the conflict and board member to resign or removing them by formal action. Each board member shall annually make a formal conflict of interest declaration including the disclosure of any known or potential conflicts of interests. Such statement shall be maintained as part of the records of the Board of Directors and made

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available to the schools auditors.

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

The board shall generally conduct its meetings in accordance with its adopted by-laws. Proposed policies and procedures shall be reviewed by any appropriate board committee and by the school administrator before being presented to the full board. The full board shall conduct a meeting of the policy and may hold discussion regarding the policy. After further discussion regarding the policy the board may adopt the policy by formal motion, including his second and family vote. Charter school board members have fiduciary duty to the school and the governance responsibility. Decisions to adapt policy should be informed decisions after research in obtaining adequate information to make an informed decision.

*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.*

The board shall be empowered to create advisory bodies. The board shall appoint a Parent Advisory Council whose primary function is to organize parent volunteers for the school in coordination with the schools Volunteer Coordinator. The Parent Advisory Council shall make recommendation to the School Administrator and shall meet with the School Administrator each month. The by-laws of the Parent Advisory Council shall be approved by the board of directors of the charter school. Members of the Parent Advisory Council shall be appointed by the board on recommendation of the School Administrator. The Parent Advisory Council shall not independently report to the board of directors but shall report to the School Administrator.

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

The board shall adopt a formal grievance policy and procedures. The governance policy shall be to parents, students, and staff. At a minimum the policy shall provide for adequate due process. The grievant may file a grievance regarding any issue the government believes adversely impacts them, including decisions of the school administrator, conflicts between employees, conflicts between parents and employees, and conflicts between students and employees. The grievance is filed with the school administrator who shall investigate and render a decision within five business days. Any decision of school administrator may be appealed or grieved to the board of directors by providing written notice to the school administrator stating the desire to appeal. The Board of Directors may appoint a grievance committee to hear initial grievances. The full Board of Directors may conduct a full hearing on any appeal or direct grievance. The grievant shall not have the right to legal counsel, paid by themselves, at any hearing. The parties in a grievance shall have the right to present evidence, witnesses, including documents and other information. The board of directors decision is final. Unless there is a judicial review provision provided by law, the board of directors decision is not subject to further appeal. Appeals and grievances shall be subject to N.C. Open Meetings Laws and the N.C. Public Records Act. The Board of Directors shall adopt a formal grievance policy and procedure and the same shall be published in the Parent/Student Handbook and be available on the schools website. The actual policy adopted by the board shall supersede the above statement.

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*

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*parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)*

2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).*
3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).*
4. *A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)*

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

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

**Not Applicable**

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

Name of the Company: GLOBAL EDUCATION RESOURCES LLC  
Address: 3296 KITTERLING LN  
WINSTON-SALEM NC 27105  
Website: <https://sites.google.com/view/globaleducationresources/home>  
Phone Number: 336-577-3725  
Contact Person: SIMON JOHNSON  
Fax: 336-744-1538  
Email: [sjohnson@qeschools.org](mailto:sjohnson@qeschools.org)

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

GER will provide a turnkey operation which will include but not be limited to the following:

Recruitment of teachers, students, and staff  
Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training  
Facility acquisition. Advise in the facilities design and furnishings of equipment for all students and those with special needs such as audiology devices, and tools required for vision/hearing screenings. Provide the experience for the planning, development, and oversight for EC student and programs. Conduct ongoing assessments, data collection, and analysis to refine and improve services to all students with the required emphasis for EC students. Review federal and state legislation related to special education.

Apply for federal funds for our EC population in accordance with board mandates and applicable Federal and state laws. Provide accurate and timely data to the Department of Public Instruction EC division including but not limited to; CECAS management, annually maintained of effort (MOE) reporting, security all EC files in accordance with federal and state law

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

Several charter schools in the Charlotte area that have faced serious & public challenges demonstrating the complexity of establishing and developing of a successful charter. Board members from this area are well aware of these challenges. Our research found most, if not all of the charter school start up's faced financial, recruitment, and compliance challenges and were not associated with an EMO. It was during this time that a decision was made that if we were to attempt a charter school we would seek professional guidance. GER was brought to our attention during their attempt to assume a Charlotte charter school prior to that school's closing. After several conversations with members of the GER team, we decided that they would be the best fit for our vision. Other EMO firms were examined in order to get a comparison of what and how these firms manage their schools, the fees charged, academic results, and the types of students they served. The list included Accelerated Learning Solutions (ALS), operating Commonwealth Charter in Mecklenburg and National Heritage Academies (NHA) operating several schools throughout North Carolina and Queens Grant charter in Mecklenburg. It was quickly determined that GER would be the best fit. Serving a student population made up of a large number of Spanish speakers, and a large number of at-risk students with consistent academic results. ALS and NHA's fee structure is similar to GER. ALS originates out of Orlando FL and has only operated in NC for less than 3 years. It's Stewart Creek school opening was delayed and the student enrollment did not meet its projections for the first year of operation according to the Charlotte N&O. NHA started in Michigan & has operated NC with mixed results. All the schools built by GER are supported by families and leaders from 3 major cities in NC. GER has fostered unique relationships with diverse of community leader across NC which is a great asset in our quest to the Starmount community.

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

GER was pursued because they were homegrown right here in North Carolina. As compared to others most of whom originated out of state. The schools managed by GER have a long history of success with building, managing and maintaining charter schools in North Carolina. The four schools they manage have a combined history of more than 30 years. GER has a demonstrated track record of student achievement, facilities management, financial stability and compliance with all state federal, state and local ordinances. Their track record was easily accessible through the department of public instruction website and are too numerous to mention here. In addition to their success lessons of these institutions are indicative of her tenacity that is important to a startup such as ours.

Just to mention a few items which impressed us where as follows: Alpha Academy has one of the most impressive campuses we have seen. It has grown to more than 850 students and serves a diverse population of K-9 children and their family's. Many of whom are military families which are very transient.

Quality education academy is one of the first charter schools in the state

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of North Carolina. Operated by Mr. Simon Johnson whose resume of service to his students and families include but are not limited to working for nearly 3 years without compensation. Having over 90% of their students at one time passing the end of grade test. Quality education academy most recently continues to graduate 100% of all high school students with a 100% acceptance of those students either in college or to military service.

Torchlight Academy took over a failing Charter School into thousand and two with less than 14 students. It is now in its 16th year of operation serving a 90% at risk population, a large Spanish-speaking student body, transporting nearly 80% of there 540 students. They have also demonstrated a resiliency and inability to respond to adversity my going from a F school to AC school in one school year and achieving the highest growth score of all Charter School's in the state of North Carolina last year.

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

GER Has a diverse group of board members and schools operating in several cities throughout the state of North Carolina. This resource and experience will allow our board to focus on strategic planning, self-improvement through board training and development and paramount above all is academic outcomes. We see the various boards affiliated with GER as a tremendous asset and a resource that will help us quickly get up to speed on dealing with the challenges boards may face as we work towards the fulfillment of our mission.

We are very clear and have a complete understanding that the nonprofit board of directors holds the charter and are responsible for the achievement of all goals, objectives and academic outcomes. This board holds GER responsible for helping us to achieve these objectives. The fully executed service agreement attached to this application clearly details the relationship between the Board of Directors and the management company. In that agreement, it is understood that GER is a vendor supplying the needs and fulfilling the desires of the board. The board maintains full autonomy and control over all aspects of the school and charges GER with the execution and accomplishment of our goals and objectives. Our board has obtained independent legal counsel experienced in such matters in order to maintain a continuum of continuity for this relationship. The Starmount Academy Board will obtain an independent auditor to evaluate financial outcomes and to modify policies and procedures when necessary. Will also seek independent third-party expert evaluation of our educational program if and when the need arises.

We plan to conduct an annual review of outcomes that will include but not be limited to academic performance, financial stability, and compliance. A school improvement team will be established led by a board member or a board committee which will include parents, teachers and staff in order to obtain feedback independent of GER.

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

All teachers will be jointly employed by the school and GER. The school's principal and other staff will be directly employed by GER. The service agreement attached to this application clearly details this relationship. GER is responsible for the recruitment of highly qualified and effective teaching candidates. The principal will review said candidates and make recommendations to the board for a final decision. Our board maintains the authority to make the final decision.

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We believe that GER will deliver highly trained teachers with competitive benefits, salary structure and retirement options to attract and maintain highly qualified teachers.

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

The issue of termination is addressed in Article II TERM & TERMINATION, Section B of the management agreement.

B.Termination.

1.Either party may terminate this agreement prior to the end of the term, with or without cause, by providing the other party with at least ninety (90) days prior written notice. Notwithstanding the foregoing, the school through its board may only terminate this agreement with GER subject to the approval of the State Board of Education.

2.If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

C.Effect of Termination.Upon the effective date of termination or expiration of this Agreement:

1.GER shall have the right to remove from The School any equipment or other assets owned or leased by GER;

2.The School shall pay or reimburse GER through the Fee for the prepaid portion of any expenses or liabilities incurred by GER pursuant to the Budget as of the date of such termination or expiration, provided GER supplies The School with documentation of all such expenses and liabilities;

3.GER may agree, in its sole discretion, to assist The School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with The Schools transition to another administrative, managerial, or services arrangement.

4.GER shall, if applicable, reasonably assist The School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto.The contract also addresses student performance in Article III Section H. Our evaluation of this obligation shall be measured by the methods we have outlined in how we will govern independent of GER.

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

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

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

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

See additional attachment titled School Performance and Fund Balance

**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.

Starmount Charter Academy will recruit and hire for the following positions for the first year of operations:

Lead Administrator (1) [aka: School Administrator, Principal]-This position will serve as the chief administrator of the school and will report to the board of directors. This employee is responsible for the day-to-day operations of the charter school.

Assistant Administrator (1)-This position will serve at the pleasure of the Lead Administrator and shall be responsible for duties assigned by the Lead Administrator including oversight of federal program, technology management, facilities management, etc.

Clerical (1)-This position is the Clerk/Receptionist and is responsible for front desk operations.

Custodian (1)-This position is responsible to maintain the school facility during the regular school day and respond to daily issue that arise in the normal course of each day.

Core Content Teachers (8)- These position are the regular classroom teachers.

Elective/Specialty Teacher (3)- Includes one ELL teacher, and one Language Teacher, and One Technology Teacher.

Exceptional Children Teachers (2)-One position is an EC teacher only and the second is the EC Director/Teacher.

Instructional Support (2)-These position ae designed to support core content teachers and the ELL program.

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

Include the following information for the proposed charter school:

The board and management company will seek out teachers that have the aptitude to think outside the box. The school will provide professional development and innovative strategies to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft as teachers without traditional restrictions that impede teacher success. We will conduct a nationwide search thru teachers-teachers.com and recruit directly from teacher colleges. We are seeking tech savvy teachers that are licensed or eligible to obtain a teaching license in North Carolina. We will seek out teachers that are interest in being part of our mission.

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

The nonprofit board of directors shall have the right to hear grievances and appeals of all employees directly employed by the nonprofit corporation. All charter employees shall work under the supervision of the Lead Administrator. The Lead Administrator shall report directly to the charter school board as the managing representative of the management company.

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

A job description outlining the duties and qualifications will be developed for each position authorized by the charter school board of directors. Position will be properly advertised. After screen applicants for qualifications the human resources committee shall conduct an employment

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interview. Final hiring decisions will be a collaborative decision between the human resources committee and the management company. All employees are employed "at will." Termination may be for cause, budget reduction or other lawful reasons. All employees are required to undergo a criminal background check. The board will adopt personnel policies and procedures that provide detailed guidance of the hiring and termination process, employee grievances, criminal background checks and other related matters. The criminal background check policy shall mirror the criminal background check policy of the Local Education Agency.

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

The board of directors shall establish employee contracts which will reflect the salary amounts authorized in the school budget. The school shall not participate in the N.C. Teacher Retirement System or the N.C. Teachers Health Plan. The school will offer an independent health plan and retirement benefits for all employees.

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

All employees are "at will" employee subject to the written employment contract. Employees can be terminated for cause or any lawful purpose. Any terminated employee may appeal their termination decision to the full board of directors. The board decision is final.

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

There are not dual responsibilities position identified at this time. All positions will report using the appropriate forms to cost allocate time. Federal time and effort forms will serve as the model.

*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.*

The school will appropriately advertise employment positions for exceptional childrens teachers and English language learner teachers. The schools regular 21st Century school program is designed to accommodate gifted students as well as at-risk students. All teachers at Starmount Charter Academy will teach gifted students. Starmount Charter Academy will not operate based upon the traditional public school model.

*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).*

Under North Carolina Law, public charter schools are required to have 50 percent of its teachers hold a North Carolina Teaching License. Starmount Charter Academy will use licensure as one factor to be considered in the hiring process. All positions will have a job description which will include duties, responsibilities, and qualification. The human resources committee and the Lead Administrator will exercise judgment and discretion as to a potential employees ability to effectively perform the job functions as compared to other job candidates.

## **Staff Evaluation and Professional Development**

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

The Board policy and procedure will require teachers have professional development plan including work toward obtaining NC teachers license with committed deadline for completion. All licensed teachers hired are required to maintain licensure.

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

The board will establish a policy and procedure regarding teacher professional development and licensure requirements. This policy and procedure shall delegate to the Lead Administrator a duty to carry out the policy and procedure. Within the context of the more enlightened educational best practice of operating a bona fide Professional Learning Community (PLC) the Lead Administrator will assign mentors to beginning teachers. The Lead Administrator shall require staff evaluations which include classroom observations. Each teacher will have a professional development plan that identifies all requirements that must be fulfilled to obtain or maintain a valid North Carolina teachers license. The lead administrator shall monitor teacher professional development plans to assure that teachers are making progress toward obtaining a license or timely renewing their existing license. The school will use the N.C. Teacher Evaluation System, if required. Otherwise, the school will pursue a policy of videoing teachers perform lessons and review the videos with the teacher, mentor, and administrator with goal of observation and improvement. Teachers will maintain responsibility for student performance. Student perform outcomes will drive the entire evaluation process. The PLC will play a key role in teachers improving their teaching skills by review and discussion of what works, and in what context. Our goal is to cultivate truly great teachers that recognize the "Instructional Core" (teacher, student, content) and remove excuses for students lack of adequate performance. We will retain teachers by operating in a more enlightened modality that result in their improved teaching skills and greater student performance.

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.*

Starmount Charter Academy will conduct an internal profession development plan designed to support carryout its educational plan. The school will also support some external professional development to assure that teachers are able to maintain licensure requirements and carry of their required professional development plans. The internal professional development plan will focus on teacher toolkit skills, use of data to drive instruction, and other matters as outline in Attachment \_\_\_\_.

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.*

PD list on the below schedule is deemed necessary prior to the start of school. July and August PD may be delivered in in a two week block in August or two 5 day blocks, one in July and one in August.

#### PROFESSIONAL DEVELOPMENT CALENDAR

School Year

Month Professional Development Activity

July \* Developing the School Culture

\* Professional Planning & the Professional Learning Community

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- \* Curriculum and Creating Pacing Guides
- \* Instructional Technology Skills Training
- \* Classroom Management Skills Development
- \* Culturally Responsive Teaching Skills Development
- \* Multiple Intelligence Theory/Practical Use
- \* Learning Styles Identification and Planning
- \* Formative and Summative Assessment
- \* Exceptional Children in the Regular Education Classroom
- \* Interacting with Parents and Volunteers

August \* Successf for All Reading

- \* Wilson Reading System
- \* Orton-Gillingham Reading
- \* Use of Lexile System
- \* Response to Intervention Planning and Implementation
- \* Bar Model Math System (Shanghai Math)
- \* Teacher Toolkit Inventory
- \* Technology Resource Skills
- \* Data Driven Instruction
- \* Testing and Evaluation
- \* Student Grading System

September \* Use of Data

- \* Professional Learning Community

October \* Teacher Toolkit Skills

- \* Professional Learning Community

November \* Teacher Toolkit Skills

- \* Professional Learning Community

December \* Teacher Toolkit Skills

- \* Professional Learning Community

January \* Teacher Toolkit Skills

- \* Professional Learning Community

February \* Teacher Toolkit Skills

- \* Professional Learning Community

March \* Teacher Toolkit Skills

- \* Professional Learning Community

April \* Testing and Accountability Training

- \* Professional Learning Community

May \* Testing and Accountability Training

- \* Professional Learning Community

June \* Data Review

- \* Professional Learning Community

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.*

Professional development will occur for a period of 10 days prior to the start of school and 2-3 hours per month thereafter for the remainder of the year. The summer professional development is mandatory. All other modules will be delivered on line or within the PLC meeting schedule, and teachers may complete the monthly PD base upon their Professional Development Plan schedules.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

Starmount Charter Academy embraces the established principle that successful charter schools first obtain permission from the community. Accordingly, the school will set up a series of community forums and events to establish a strong communication and bond between the community and the charter school board of directors. The series of events and community forums will focus on discussion of the implementation plan for Starmount Charter Academy. The board will seek volunteers and get the community fully engaged in the process of opening the school. These events will be a buildup to the school carrying out "Open Enrollment" in January and February, and the school's lottery in March of the opening school year. The board will engage the community by seeking their input into the operations of school, development of school facility, hiring of teachers and staff, conducting community outreach to parents of eligible students. The school will also strategically place ads in local newspapers (public service announcements) figure the community notice of our events leading up to open enrollment in the beginning and end of open enrollment lottery. The school also establish a website and published the URL throughout the community so residents can keep up to date on the progress of opening of the school. The board will use target marketing techniques to send the message to diverse communities tailored to their unique situation. Representatives of the board will visit day care centers, Headstart programs, preschool programs, churches, mosques, synagogues, temples, and other institutions to deliver its message regarding the opening of the new charter school in announcing the open enrollment period and lottery dates. The board representative will also solicit volunteers to participate in the process of development of the school. The board will make the opening of the school a collaborative community event.

### **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.*

Starmount Charter Academy recognizes that parents and community involvement are vital to the success of a public charter school. In this regard, the board will establish a Parent [Community] Advisory Council is primary function is to advise the lead administrator and to assist in the organization of volunteer services by parents and community members at the school. Upon initial approval by the Charter School Advisory Board, Starmount Charter Academy will begin the process of mobilizing the community to support the school. Upon approval by the State Board of Education, the

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school will conduct a series of community forums to engage the community and discussion and to support the opening of the charter school. The school will also establish family events to engage parents and students and introduce them to the 21st century school concept. The school plans to engage in wide community outreach and to have developed a strong volunteer corps prior to open enrollment. Board members, with support of the management company, will visit preschool programs, day cares, Headstart programs, and local community institutions to conduct programs for children as outreach to parents and to invite them to participate in open enrollment and the school lottery. The school will need parent volunteers to support the schools lunch and recess activities, morning and afternoon car rider lines, tutoring, school fundraising, and a host of other events. The school will rely on parents to give input on how the school can improve. Some examples of the school building relationships with and engaging parents is mobilizing parents for a fund Saturday reading event where parent and their students gather at the school and engage in reading for one hour and then have fun activities like volleyball, sack racing, and so forth. Other events including parent volunteer tutor training where all parent are provided an opportunity to provide 40 hours of volunteer tutoring services to students during the school year. We will conduct school/community clean up events. The school will engage parents in events for academic support as well as community building. The school will challenge parents and families to participate in schoolwide spelling, reading, math, and science events.

## **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.*

Starmount Charter Academy board of directors will adopt an admissions policy which details the schools admissions process. Open enrollment will be scheduled for a 30 day period in January and February. The lottery will take place in March. We will run public service announcements in local news media and social media to announce the period of open enrollment and lottery prior to the first day of open enrollment. On the first day of open enrollment a short form admissions application will be available online and at other location. We will also email a link to the admissions application to our developed email list. We will mail admissions application form by U.S. Postal Service to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions application for the 30 days of open enrollment. If the number of applications exceed the number of seats available at any grade level we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go to the secondary wait list in the order received. After

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the lottery is completed, those students that were not success in obtaining admission thru the lottery will be placed on a wait list. The wait list order will based upon the drawing. The school will publish applicants assigned lottery number (no names) on the school website showing the applicant lottery number of student accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the lottery, the school will send an official notice of acceptance for those student accepted. We will also send a notice to students that were not accepted with wait list instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within 10 business days the seat will be given to the next person on the wait list. Admissions Acceptance Forms will be available on the date of the lottery. Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the students name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exception children and 504 status, and so forth. The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. At a minimum students that withdraw because of parent military service or because of employment or education have a two admission preference if they return during the two year period. Student with withdraw outside of the policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognized limited preferences for board members, teacher, and staff.

### **Weighted Lottery**

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

Yes:

No:

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

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

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

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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 Charlotte-Mecklenburg Schools

LEA #2

LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 01	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 02	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 03	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 04	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 05	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
Grade 06	0	0	0	0	0	0	0	0	0	50	0	0	50	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
	200			250			300			350			400		

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Who is Leonard Muhammed and what relationship does he have with the school?	Tammi Sutton	Private Non-
Organization does not yet have 501(c)(3) status.	Danielle Allen	Tax-Exempt S
There is no 501C3.	Tammi Sutton	Tax-Exempt S
strong chair qualifications. concern: page 36, 'fee structure similar to NHA'. explain?	Joe Maimone	Governance a
How will the board evaluate the school leader?  Exactly what is the process for identifying, vetting, and confirming new members board?  How long will board members hold their positions? Term limits?  Why are the Articles of Incorporation signed by Leonard Muhammed, the registered agent and (apparently) the Board Chair? This individual also signed the contract between Starmount and GER, but he is not listed as a member of the board. His name is not found anywhere else in the application. Please explain who this individual is and exactly who is the board chair.  How will the board evaluate its own performance and that of its members?	Danielle Allen	Governance a
Applicant needs to clarify: How will the board supervise the lead administrator? How will the board recruit for the lead administrator?  Applicant needs to clarify: Outlined in the application it states that the board will consist of individuals in business, las, education real estate non profit, etc. How does the current make up of the board support this?  Applicant needs to clarify: What will the annual evaluation of the school administrate entail?  Applicant needs to clarify: How will the board ensure academic success for the school?  Applicant needs to clarify: What term limits will board members have?  Applicant needs to clarify: What role will the management company play in the school with regards to the board and the lead administrator?	Kristen Parker	Governance a
How will the board evaluate the services of the management company? More explanation is needed on the annual administrator evaluation criteria/process. What are the mechanisms through which new board members will be recruited and appointed? What are the term limits for board members?	Kenneth Tucker	Governance a
Board member responses to "how will you know that the school is successful after the first year" are varied and do not show continuity or a consistent message. The website given for Global Education Resources does not contain any information - why is this?	Jonathan Bryant	Governance a
How did this "random group of individuals" come together to form the Board? What shared vision or believes do they have?  Five members is small for a Founding Board.	Tammi Sutton	Governance a
Clarify how this board was formed. Application states that a "random group of individuals" were organized from local discussion about starting a school in the Starmount neighborhood.	Sherry Reeves	Governance a
Give further details on Global Education Resources, LLC. What are the performance grades for the schools they currently operate. Did GER write this application? It has many grammatical errors, incomplete/run-on sentences, etc.	Sherry Reeves	Proposed Man
Can the school separate itself from the management company, yet retain its lease in	Amy Ruck Kagan	Proposed Man

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<p>the building, if it so chose?          If so, what would the process be, and what types of financial penalties would be incurred?          Does the management company have ownership in the facilities with the other schools it is involved in?          Does the management company have any relationships to any members of the board?</p>		
<p>Is the student performance and/or growth of GER schools equal or greater to the state average?           Does GER providing the building mean that SCA must stay partnered with them?           What is GER's specific relationship to the building they have procured for SCA?</p>	Danielle Allen	Proposed Man
<p>ALS and NHA's fee structure is similar to GER... All the schools built by GER are supported by families and leaders from 3 major cities in NC. GER has fostered unique relationships with diverse of community leader across NC which is a great asset in our quest to the Starmount community.          ALL revenue flows through GER? Page 7 of contract.          Explain fund balance at 3 schools.</p>	Joe Maimone	Proposed Man
<p>Further explanation is needed on the contract with the management company, especially Article IX (Personnel and Training).          This section contains a significant number of typos.</p>	Kenneth Tucker	Proposed Man
<p>Why was Global Education Resources selected? How are there other schools doing?          Do any work with a Latino population?          Explain how the lead administrator will be supervised and evaluated.</p>	Tammi Sutton	Proposed Man
<p>How does the staffing plan align with the school's emphasis on being a "21st Century school?" Will the school hire a tech director/facilitator, or will intensive technology-focused professional development be provided to all teachers? The applicant states that the school will seek "tech savvy" teachers, but doesn't list specific required skills.          Further clarification is needed on the relationship between the board, administrator and management company.</p>	Kenneth Tucker	Staffing Pla
<p>There are no elective teachers listed (art, music, PE, etc.).          Will 1 EL teacher be sufficient if the expected student population will have a high concentration of EL learners?          How attract teachers?</p>	Sherry Reeves	Staffing Pla
<p>The school mentions it will not participate in NC Teachers health or retirement benefits. How will the independent plan compare to those standard plans, and how will the school make these differences known to potential employees?</p>	Joe Maimone	Staffing Pla
<p>Applicant needs to clarify: Will 8 classroom teachers be enough to support all students in a classroom of 25, especially in the lower grades?           Applicant needs to clarify: Will you be hiring an IT person? With so much of the instructional program centered around technology, how will you ensure teachers and students are set up for success?           Applicant needs to clarify: How will you retain high performing teachers year to year?           Applicant needs to clarify: What will the formal procedures be for hiring and firing teachers? Information is shared about best practices but there is no direct formal procedure outlined.</p>	Amy Ruck Kagan	Staffing Pla
<p>Applicant needs to clarify: Will 8 classroom teachers be enough to support all students in a classroom of 25, especially in the lower grades?           Applicant needs to clarify: Will you be hiring an IT person? With so much of the instructional program centered around technology, how will you ensure teachers and students are set up for success?           Applicant needs to clarify: How will you retain high performing teachers year to year?           Applicant needs to clarify: What will the formal procedures be for hiring and firing teachers? Information is shared about best practices but there is no direct formal procedure outlined.</p>	Kristen Parker	Staffing Pla
<p>With the emphasis on technology, it seems that an IT Director or Technology Facilitator would be necessary position(s). What retirement plan and health benefits will the school offer - if the state plans are not options? Teacher recruitment plan lacks detail.</p>	Jonathan Bryant	Staffing Pla
<p>How will the board and management company identify teachers who think outside the box? How will they ensure that these teachers also have the content and pedagogical knowledge to be successful with students?           Will the health plan offered to teachers be competitively priced??</p>	Danielle Allen	Staffing Pla
<p>Given the emphasis on technology, why isn't there an IT Director? Shouldn't teachers possess technology skills?</p>	Tammi Sutton	Staffing Pla

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Explain the evaluation system for administrators and teachers.		
How often will teachers be evaluated? Elaboration is needed on what the applicant means by "enlightened modality". The applicant has stated that the school will have a technology focus, but the outlined PD plan only includes technology-related training in July and August. Considering the applicant's emphasis on this approach, shouldn't this be a larger focus in the PD plan? What does the applicant mean by "Teacher Toolkit Skills"?	Kenneth Tucker	Staff Evalua
There are many spelling and grammar mistakes throughout the application that interfere with clarity.  Who will provide this professional development? How will on-going professional development be delivered to align with school vision and mission?	Tammi Sutton	Staff Evalua
Further explain professional development plan (list of topics for PD is quite lengthy).	Sherry Reeves	Staff Evalua
What is the frequency of teacher evaluations? PD plan that is referenced is not attached.	Jonathan Bryant	Staff Evalua
Applicant needs to clarify: Will teachers be in charge of their own certification? Or will someone on the administrative team be doing that job?  Applicant needs to clarify: How frequently will teachers be evaluated?  Applicant needs to clarify: How will the lead administrator monitor teacher professional development plans?  Applicant needs to clarify: How do the outlined PD sessions support the schools overall mission?	Kristen Parker	Staff Evalua
How will all marketing materials be translated to Spanish?	Tammi Sutton	Marketing Pl
lack of survey interest	Joe Maimone	Marketing Pl
What will be the fiscal impact of the marketing plan and have those expenses been recorded and identified in the budget?	Amy Ruck Kagan	Marketing Pl
Marketing plan seems "open-ended" considering board is seeking acceleration to open next fall. Will other bordering LEAs not be marketed too?	Sherry Reeves	Marketing Pl
Please provide an example of how the board intends to take community input as it concerns school operations.  This area has a high percentage of Hispanic families and nearby schools have higher ELL populations than the LEA as a whole- materials should be provided in English and Spanish if the school is targeting the community immediately surrounding the school.	Danielle Allen	Marketing Pl
Not sure how the Board has established a definite need for this school, without parent/survey input.	Jonathan Bryant	Marketing Pl
Parent and community engagement plan should reflect that the applicant has thoroughly research the needs of the community immediately surrounding the school and has an idea of what programs, services, etc., will be most beneficial and effective in engaging these stakeholders.	Danielle Allen	Parent and C
How will the Board communicate with Spanish speaking families?	Tammi Sutton	Parent and C
How will you attract students to large classes? LEAs will offer smaller class sizes.	Sherry Reeves	Admissions P
Given no parent surveys, it is difficult to assess if these numbers are accurate.	Tammi Sutton	Projected St
Why only CMS?	Sherry Reeves	Projected St
Not sure if these numbers are realistic, as it appears that no parent/community interest survey has been completed.	Jonathan Bryant	Projected St
Given the diverse population (regarding income) in the community you are locating, why not do a weighted lottery to ensure that you achieve your targeted population.	Tammi Sutton	Weighted Lot

Reviewer	Score
Amy Ruck Kagan	Pass
Kenneth Tucker	Pass
Danielle Allen	Pass
Deanna Townsend-Smith	

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Jonathan Bryant	Fail
Joe Maimone	Pass
Lindalyn Kakadelis	Pass
Kristen Parker	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Fail
Tammi Sutton	Fail

## **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.*

No student will be denied access to the school as a result of lack of transportation. Starmount Charter Academy may contract bus services for student that live more than one mile from the school or provide transportation vouchers or public transit passes. The Starmount Neighborhoods will be close proximity to the school and preliminary data shows that most students will be car riders. The schools volunteer coordinator will manage a [www.carpool.com](http://www.carpool.com) account for the school. Parents may register for [www.carpool.com](http://www.carpool.com) and the school will facilitation a car pool system. Parents and students participating in the carpool will be required to adhere to the carpool rules and code of conduct. Parents that drive other students are required to undergo a background check and the carpool ride will be covered under the school auto and liability insurance policy. The school will establish a car rider drop-off and pick-up line program staffed with parent volunteers and school personnel. The school will provide for traffic control and an order drop-off and pick-up procedure. Each family will be provided a transportation number and vehicle tag for identification. The school will maintain a security procedure to assure that students are released to authorized persons only. The transportation aligns to the school mission, target population, and budget proposal by assuring proven methods to get students to and from school in an affordable way. The school may also contract with a private transportation service or the local school district for bus services to assure that all student can get to and from the school. The school may use carpooling or contracted bus services for field trips. The board will create a transportation which includes parent volunteers to make recommendation regarding the school transportation policy and procedure.

### **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.*

The school will participate in the National School Lunch Program (NSLP). Nutritious breakfast, lunch, and after school snacks will be available to all students. The school will publish a monthly menu and students may elect to purchase lunch at the school or bring their own lunch and snacks. Students may be eligible for free or reduced price lunch under the NSLP. The school will assure that meal preparation, storage, and/or transportation meet food safety regulation applicable the NSLP. The school will provide a safe and sanitary place for meals. Based upon the demographic data reported for the census tracts comprising the Starmount Neighborhoods we estimate that at least 60 percent of students will be eligible for free or reduced price lunch. We believe that good nutrition is essential to an effective school program. The school will allocate adequate resources to assure the school has an effect school lunch program.

**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		\$2,600.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,100.00
Property Insurance	\$3,000,000		\$5,800.00
Motor Vehicle Liability	\$1,000,000		\$3,700.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$4,800.00
Other	\$0		\$ .00
<b>Total Cost</b>			<b>\$19,000.00</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.

gloaled1                      09/22/2017

(Board Chair Signature)

(Date)

**Facility:**

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

*What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility*

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*and obtain the Educational Certificate of Occupancy.*

The board's first choice is a facility located at 5701 West Park Dr. Charlotte 28217. It is a Class B office space and requires few modifications.

This facility will meet our needs for the first 2 to 3 years. It has potential for expansion and we are confident and have an understanding with the agents and owners that this facility would be available to us for lease or for purchase.

*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 pre-negotiated cost of the facility is 18.00 / square ft/year. This works out to be about 11% of our revenue based on 200 students in the first year. This becomes less of a factor as we grow (250 students the lease rate represents about 9%)

**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.*

Facility contingency plan: as part of an ongoing process the board will develop a facilities committee that will work with local real estate agents in the Charlotte area to identify three to five contingency locations in and around the Starmount community. On a recent visit to the area board members reviewed several locations that would be adequate for the school. The consideration for a contingency facility is paramount in our thinking and as we plan to locate a site close to our target student population. The facility must be around 15,000 to 25,000 square feet to be able to accommodate the 400 students anticipated in year by year 5. A school no longer in use, or a building suitable for serving as a school that would accommodate modular buildings and a short-term lease will be a part of our contingency thinking. We may be able to use an existing surplus school in our target area or will likely have to make arrangements for space to hold PE classes. This could include local Y's, churches, community centers and the aquatic clubs. We will look for partners in this regard early in the process. Before a final contingency location is determined we will consider issues such as the location of nearby light rail, bus or other transportation venues to complement our bus services. We will also take into consideration locations of existing charter schools and charter schools in their planning year.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
What evidence supports the claim that "preliminary data shows that most students will be car riders." Given the target population, why isn't the school providing buses?	Tammi Sutton	Transportati
Is there evidence that proposed carpool plan has been successful in other schools, by ensuring all students have access to school?	Amy Ruck Kagan	Transportati
Please append the preliminary data as support that most students will be car riders.	Danielle Allen	Transportati

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How will the school enforce policy of requiring background checks for carpool parent volunteers?		
Have adequate transportation funds been budgeted for bus transportation for students who require it?		
A more comprehensive transportation plan is needed to most effectively serve students in the immediate surrounding community.		
Applicant needs to clarify: What is the formal plan of when you will determine a need for bus transportation?	Kristen Parker	Transportati
Applicant needs to clarify: What evidence is there to support that the majority of enrolled students will be car riders?		
Explain: preliminary data shows that most students will be car riders. Is it feasible to put K-3 students on public transit?	Sherry Reeves	Transportati
When will students express a need for FRPL lunch services?	Danielle Allen	School Lunch
Has the applicant budgeted adequately to provide daily meals for 60% of the student populations?		
Has the school incorporated the free and reduced lunch projection in the budget?	Amy Ruck Kagan	School Lunch
National School Lunch Program participant	Sherry Reeves	School Lunch
Has the applicant (or their management company) already started a search for a new building after the first 2-3 years?	Danielle Allen	Facility and
What types of communication have taken place between the school and the owner of the specific property? With no specific contingency properties identified, how many buildings that fit the size constraints are within the target geographic market?	Amy Ruck Kagan	Facility and
Applicant needs to clarify: What will the plan be for a facility after the first 2-3 years?	Kristen Parker	Facility and
Applicant needs to clarify: When will the final decision on the location be made? What is the timeline for the contingency plan?		
What is the plan following the first 2 to 3 years?	Jonathan Bryant	Facility and
What is the facility plan beyond years 2-3?	Tammi Sutton	Facility and
How certain is facility, given acceleration request?	Joe Maimone	Facility and
Contingency plan: we may be able to use an existing surplus school in our target area. Explain.	Sherry Reeves	Facility and

Reviewer	Score
Amy Ruck Kagan	Pass
Kenneth Tucker	Pass
Tammi Sutton	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Kristen Parker	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Jonathan Bryant	Pass
Deanna Townsend-Smith	
Danielle Allen	Pass

**VI. FINANCIAL PLAN**

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

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

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

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

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

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

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

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

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

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,992.65	200	\$998,530.00
Local Funds	\$2,526.27	200	\$505,254.00
Federal EC Funds	\$4,253.55	24	\$102,085.20
<b>Totals</b>			\$1,605,869.20

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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>
-State ADM Funds	\$998,530	\$1,213,000	\$1,455,600	\$1,698,200	\$1,940,800
-Local Per Pupil Funds	\$505,254	\$631,500	\$757,800	\$884,100	\$1,104,400
-Exceptional Children & Federal Funds	\$102,085	\$122,790	\$147,348	\$171,906	\$196,464
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$1,605,869</b>	<b>\$1,967,290</b>	<b>\$2,360,748</b>	<b>\$2,754,206</b>	<b>\$3,241,664</b>

**\*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									
Administrative & Support Personnel:															
Lead Administrator	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Assistant Administrator	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000	1	\$24,000	\$24,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	4		\$157,000	4		\$157,000	4		\$157,000	4		\$157,000	4		\$157,000
Instructional Personnel:															
Core Content Teacher(s)	8	\$37,000	\$296,000	10	\$37,000	\$370,000	12	\$37,000	\$444,000	14	\$37,000	\$518,000	16	\$37,000	\$592,000
Electives/Specialty Teacher(s)	3	\$30,000	\$90,000	3	\$30,000	\$90,000	4	\$30,000	\$120,000	4	\$30,000	\$120,000	4	\$30,000	\$120,000
Exceptional Children Teacher(s)	2	\$38,000	\$76,000	2	\$38,000	\$76,000	2	\$38,000	\$76,000	3	\$38,000	\$114,000	3	\$38,000	\$114,000
Instructional Support	2	\$28,000	\$56,000	2	\$28,000	\$56,000	2	\$28,000	\$56,000	2	\$28,000	\$56,000	2	\$28,000	\$56,000
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional	15		\$518,000	17		\$592,000	20		\$696,000	23		\$808,000	25		\$882,000

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	19		\$675,000	21		\$749,000	24		\$853,000	27		\$965,000	29		\$1,039,000
Administrative & Support Benefits															
Health Insurance	4	\$2,400	\$9,600	4	\$2,400	\$9,600	4	\$2,400	\$9,600	4	\$2,400	\$9,600	4	\$2,400	\$9,600
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	4	\$1,900	\$7,600	4	\$1,900	\$7,600	4	\$1,900	\$7,600	4	\$1,900	\$7,600	4	\$1,900	\$7,600
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$2,590	\$2,590	1	\$2,590	\$2,590	1	\$2,590	\$2,590	1	\$2,590	\$2,590	1	\$2,590	\$2,590
Social Security	1	\$10,205	\$10,205	1	\$10,205	\$10,205	1	\$10,205	\$10,205	1	\$10,205	\$10,205	1	\$10,205	\$10,205
D - Total Admin and Support Benefits:	10		\$29,995	10		\$29,995	10		\$29,995	10		\$29,995	10		\$29,995
Instructional Personnel Benefits:															
Health Insurance	15	\$2,400	\$36,000	17	\$2,400	\$40,800	20	\$2,400	\$48,000	23	\$2,400	\$55,200	25	\$2,400	\$60,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	15	\$1,900	\$28,500	17	\$1,900	\$32,300	20	\$1,900	\$38,000	23	\$1,900	\$43,700	25	\$1,900	\$47,500
Social Security	1	\$33,670	\$33,670	1	\$38,480	\$38,480	1	\$45,240	\$45,240	1	\$52,520	\$52,520	1	\$57,330	\$57,330
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$8,547	\$8,547	1	\$9,768	\$9,768	1	\$11,484	\$11,484	1	\$13,332	\$13,332	1	\$14,553	\$14,553
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	32		\$106,717	36		\$121,348	42		\$142,724	48		\$164,752	52		\$179,383
D+E = F - Total Personnel Benefits	42		\$136,712	46		\$151,343	52		\$172,719	58		\$194,747	62		\$209,378
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	14		\$186,995	14		\$186,995	14		\$186,995	14		\$186,995	14		\$186,995

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B+E = H - Total Instructional Personnel (Salary & Benefits)	47		\$624,717	53		\$713,348	62		\$838,724	71		\$972,752	77		\$1,061,383
G+H = J - TOTAL PERSONNEL	61		\$811,712	67		\$900,343	76		\$1,025,719	85		\$1,159,747	91		\$1,248,378

**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	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	Paper	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000
	Computers & Software	\$37,500	\$45,000	\$50,000	\$55,000	\$60,000
	Communications & Telephone	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Copier leases	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Management Company	Contract Fees	\$157,383	\$196,729	\$236,074	\$275,420	\$324,166
Professional Contract	Legal Counsel	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Student Accounting	\$24,000	\$30,000	\$36,000	\$42,000	\$48,000
	Financial	\$24,000	\$30,000	\$36,000	\$42,000	\$48,000
	Other Professional	\$54,000	\$54,000	\$54,000	\$54,000	\$54,000
Facilities	Facility Lease/Mortgage	\$240,000	\$240,000	\$240,000	\$240,000	\$240,000
	Maintenance	\$6,000	\$7,000	\$8,000	\$9,000	\$10,000
	Custodial Supplies	\$5,000	\$5,000	\$5,000	\$6,000	\$7,000
	Custodial Contract	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Insurance (pg19)	\$19,000	\$19,000	\$19,000	\$19,000	\$19,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Utilities	Electric	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Gas	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Water/Sewer	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Trash	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Transportation	Buses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Gas	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Oil/Tires & Maintenance	\$1,200	\$12,000	\$12,000	\$1,200	\$1,200
Other	Marketing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Travel	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	K - TOTAL Administrative & Support Operations	\$667,483	\$739,629	\$798,474	\$847,520	\$916,766
	Instructional:					
Instructional Contract	Staff Development	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Classroom Technology	Software	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000

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Books and Supplies	Instructional Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Curriculum/Texts	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Copy Paper	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Testing Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	L - TOTAL Instructional Operations	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
	K+L = M - TOTAL OPERATIONS	\$715,483	\$787,629	\$846,474	\$895,520	\$964,766

**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	\$811,712	\$900,343	\$1,025,719	\$1,159,747	\$1,248,378
M - TOTAL OPERATIONS	\$715,483	\$787,629	\$846,474	\$895,520	\$964,766
J+ M =N TOTAL EXPENDITURES	\$1,527,195	\$1,687,972	\$1,872,193	\$2,055,267	\$2,213,144
Z - TOTAL REVENUE	\$1,605,869	\$1,967,290	\$2,360,748	\$2,754,206	\$3,241,664
Z - N = SURPLUS / (DEFICIT)	\$78,674	\$279,318	\$488,555	\$698,939	\$1,028,520

**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.*

Student enrollment projects are based upon the reasonable expectation that the board can successfully recruit and retain less than one percent of the area eligible student population. The local Starmount neighborhoods alone could fulfill our enrollment goals without significantly existing schools in the region. Starmount will have the facilities to accommodate the project number of students. Starmount Charter Academy will engagement in make paid public service announcement and conduct community meetings to recruit students. The schools first lottery will be well publicized. Starmount Charter Academy will operate a 21st Century school. We believe that parents generally seek what is best for their children and will accordingly enroll at Starmount Charter Academy.

We conducted breakeven analysis for the first five years as follows:

Year	Project Enrollment	Breakeven Enrollment
1	200	192
2	250	212
3	300	235
4	350	259
5	400	279

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

If the school does not meet its student enrollment goals and financial needs the board of directors and management company will conduct an analysis of the budget and make appropriate adjustments to assure the financial viability of the school. The board may explore options up to an including not opening or closure (if the budget crisis occurs after first year). A board approved solution or decision will occur after obtaining appropriate input.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans,*

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*donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

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

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

13.3 to 1

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

Starmount Charter Academy will contract student accounting for \$120 per student/year and \$120 per student/year for financial services as part of the school management contract. These fees are deemed actual cost and are not including in the management fee. Exceptional childrens related support services such and the school psychologist evaluation services and report, speech therapy and reports, and occupational therapy and reports will be bid to outside vendors. The board of directors will adopt a purchasing policy which will include bidding large contracts and purchase in excess of \$90,000 or less amounts as may be required by law. The board will consider cost, experience of the bidder, quality of the proposal, and other factors in selecting contractors or making large purchases.

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

The budget aligns with the schools mission, curricular offerings, transportation plans, and facility needs. Adequate resources have been allocated toward staffing, technology resources, instructional resources, transportation and facility needs. The budget, if achieved, will enable the school to carry out all of its plans as outlined in this Charter Application for each of the first five years of operations. The budget demonstrates and escalating positive fund balance which may be used to further improve upon the program, have paid tutors, etc. In addition, the budget does not show Title I and other federal funds.

- 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.*

The schools goal is a positive fund balance, generally at least 3 percent annually. Starmount Charter Academy board of directors will plan a positive fund balance with a minimum goal of 3 percent each year as part of the budget planning process. The board and management company will employ austerity measures to assure the school successfully stays within budget.

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

Starmount Charter Academy will pay a fair market price to lease facilities. The school will lease furnishings, copiers, computers, interactive whiteboards for classrooms, document cameras for classrooms, student Chromebooks, and other technology at fair market value with an end purchase clause (general \$1 at the end of the lease). The school may purchase used school buses or simply contract for transportation services.

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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*

Starmount Charter Academy will lease or directly purchase what it needs to operate the school. It is not does not depend on assets from any outside sources for the schools core operations.

**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 of directors will adopt an Internal Control Policy and Procedures which require segregation of duties, provide for safeguarding of assets, and assure accurate and adequate record keeping. The management company will provide the school financial services. The schools board of accounts shall be audited annually in accordance with the N.C. Budget Control Act and rules of the Local Government Commission applicable to North Carolina public charter schools.

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

There are no known related party transaction at this time.

*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.*

Darrell L Keller, CPA, PA  
P. O. Box 1028  
Kings Mountain, NC 28086  
704-739-0771 (o)  
704-739-6122 (f)

STAR MOUNT CHARTER ACADEMY - To inspire and support our students to find, develop, and maximize their life vision, personal gifts, and talents through academic study in a professionally supported 21st Century educational environment.

<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Again, not sure if the projections are realistic without a completed parent interest/survey.	Jonathan Bryant	Budget Reven
It is difficult to know if these projections are realistic.	Tammi Sutton	Budget Reven
Student projections are unclear because of lack of survey or other evidence about demand and/or need.	Tammi Sutton	Total Budget
Financial history of schools EMO has worked with were provided, but what documentation can GER provide to attest to their own financial health?	Danielle Allen	Total Budget
No finance officer, food service staff or transportation staff. Explain.	Sherry Reeves	Personnel Bu
average salaries too low? 25/class?	Joe Maimone	Personnel Bu
No staff raises for teachers or admins for the first five years- how does applicant anticipate retaining high quality teachers and/or rewarding them for excellent performance?	Danielle Allen	Personnel Bu
No raises for the first 5 years, how will the school maintain a staff year to year? Also, budget reflects teacher salaries at or below the lowest range of the current NC Teacher Salary Schedule. Even if the school does not use this schedule, how will they attract the talented teachers they need to make STAR MOUNT successful?	Jonathan Bryant	Personnel Bu
Why are there no teacher raises? Why is there no technology personnel?	Tammi Sutton	Personnel Bu
What is the "other professional" contract line item referring to?	Kenneth Tucker	Operations B
Does budget include funds for the costs described in the EC section? " The school will contract with a school psychologists, license speech therapist, license occupational therapists, and any other related service professional needed to comply with the existing student IEPs an IEPs that will be developed in the future."	Robert McOuat	Operations B
Is \$5,000 for transportation adequate, given that the school anticipates enrolling 60% low-income students? Same question goes for \$15K budgeted for nutrition services. Will this cover all students who need this service for the entire year?	Danielle Allen	Operations B
How did applicant arrive at \$240K for rent in years 3-5 when they anticipate having to move to another building?		
The costs of transportation, food service and rent (over the five years) seems low.	Tammi Sutton	Operations B
Clarity around the management fees would also be helpful.		
Bus and child nutrition costs are extremely low. Explain "other professional" costs. Explain what contract fees for EMO equate to. Is EMO provider for student accounting and financial services? (If so, why are these costs separated from EMO fees?)	Sherry Reeves	Operations B
What does "other professional" cover? Previously in application facilities cost was estimated to be 11% of revenue initially, reducing to 9% after the first few years. This budget indicates approx. 15% of revenue initially.	Jonathan Bryant	Operations B
Surplus for year 1 is slim but grows rather quickly in years 2-5. Explain.	Sherry Reeves	Total Expend
Understanding the fee structure would be helpful.	Tammi Sutton	Total Expend
explain surpluses given management contract?	Joe Maimone	Total Expend
Year 1 break even number (192) does not leave much room between initial projected number (200).	Jonathan Bryant	Budget Narra
First year break even is virtually the same as expected enrollment.	Sherry Reeves	Budget Narra
Is there a contingency plan before "including not opening or closure (if the budget crisis occurs after first year)?" The breakeven number is year one is small, especially given the uncertainty of need.	Tammi Sutton	Budget Narra

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<p>If school closure is a contingency plan for not making enrollment targets, what steps and benchmarks will be taken along the way to monitor progress?          What will be the clear go/no go targets?          What will be the dates by which such decisions will be made?          What financial obligations may the school incur prior to making a decision to not open?</p>	Amy Ruck Kagan	Budget Narra
<p>Need more details on internal controls/procedures.</p>	Jonathan Bryant	Financial Au
<p>need clarification on:          low teacher salaries          large classes in lower grades          surplus vs mgmnt fees?</p>	Joe Maimone	Financial Au
<p>Please elaborate on the segregation of duties and kinds of safeguards that will be utilized as part of the internal control protocols.</p>	Kenneth Tucker	Financial Au

Reviewer	Score
Amy Ruck Kagan	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Kristen Parker	Pass
Tammi Sutton	Fail
Joe Maimone	Fail
Jonathan Bryant	Fail
Deanna Townsend-Smith	
Danielle Allen	Pass
Kenneth Tucker	Pass
Lindalyn Kakadelis	Pass

**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).*

globaled1

Date: 09/22/2017

**Applicant Signature:**

The foregoing application is submitted on behalf of STARMOUNT CHARTER 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: globaled1

Board Position: Board Chair

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

Date: 09/22/2017

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

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

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

STARMOUNT CHARTER ACADEMY - To inspire and support our students to find, develop, and maximize their life vision, personal gifts, and talents through academic study in a professionally supported 21st Century educational environment.

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

## OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes
0	8  LiK, AH, CT, AQ, LyK, SR, PG, JM

***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

STARMOUNT CHARTER ACADEMY - To inspire and support our students to find, develop, and maximize their life vision, personal gifts, and talents through academic study in a professionally supported 21st Century educational environment.

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

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> Does the school have an academic plan in addition to the use of technology in the classroom? - arkagan</p> <p><u>Mission Statement</u> How will STARMOUNT create/guarantee "a neighborhood school" - since applications will be open to all NC residents? If applicants are outside of the target area, STARMOUNT will not realize the reductions in school transportation costs that "will be used to support the schools....program." Appears that the applicant feels that current schools are not meeting the needs of the community, but no clear plan to achieve different results - beyond access to technology. - jonathanbryant</p> <p><u>Mission Statement</u> The mission statement is vague and difficult to measure. - tammisutton1974</p> <p><u>Educational Need and Targeted Student Population</u> Applicant needs to clarify: What is the rationale for selecting the location? The applicant explains the demographics for the area but doesn't fully provide retinal for why they are choosing the specific location.</p> <p>Applicant needs to clarify: An Appendix A1 it reports evidence of suspensions- what grade levels were these suspensions being reports for? How did this impact your decision to start with Kindergarten through 3rd grade for the school? - kzparker718</p> <p><u>Educational Need and Targeted Student Population</u> Does the school intend to attempt to align the racial composition of the school with the LEA? If so, what methods does the school intend to use? Does the school propose any additional information regarding the differences between LEA and school besides the extensive use of technology in classrooms? - arkagan</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>Targeted student population is unclear. Applicant cited dire conditions facing "distressed student populations" in areas surrounding the school as a major reason for acceleration, but the demographic data provided (and the projected demographic of the school) does not mirror that of the neighborhood in which the applicant desires to open the school. Two of the three comparison schools listed in Appendix A1 have Hispanic populations of 80% or greater, one has an LEP (limited English proficient) population of over 50%, and each of the schools is Title 1. Is this the same population the applicant intends to serve?</p> <p>Applicant should provide evidence that families in this community are interested in enrolling their child(ren) in this school, if opened.</p> <p>Applicant should clarify what the "new 21st century paradigm of education" is that teachers will be required to master.</p> <p>More evidence needed for how the applicant's education plan differs from that of the local LEA. - daniellejallen</p> <p><u>Educational Need and Targeted Student Population</u> Application uses the incorrect name/acronym for MTSS. - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> Further clarification is needed on how the school's education plan will differ from that of the LEA. The applicant also needs to provide more evidence (i.e. survey data) that supports the notion that families/students in the area want the school. - craig_tucker</p> <p><u>Educational Need and Targeted Student Population</u> Not enough survey data to confirm need for acceleration - joseph_maimone</p> <p><u>Educational Need and Targeted Student Population</u> The phrase "21st Century school" is used often without explanation or examples.</p> <p>There is no Appendix A1 - tammisutton1974</p> <p><u>Educational Need and Targeted Student Population</u> Clarify why this neighborhood was selected and the intended population. Is there more current data to support the community desire for the school? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> The term, "technology enhanced 21st Century classrooms" is also note explained other to say that teachers use will websites. - tammisutton1974</p> <p><u>Goals for the Proposed Charter School</u> All of the operations and governance goals are actions; they are not metrics. For example, you will conduct a survey, but what is the goal? What are you measuring? What do you plan to achieve?</p> <p>In the academic goals, what is the end goal that you are striving for at the end of 5 years? - tammisutton1974</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> Applicant needs to clarify: Earlier in the application it outlined that the instructional program would allow students to work one to one on computers to move through academics at their own pace- how do all of the instructional methods outlined here,</p>

	<p>support that work?</p> <p>Applicant needs to clarify: What evidence is there to support that the methods outlined in the application will support student learning for the targeted population? - kzparker718</p> <p><u>Instructional Program</u></p> <p>Why were the proposed strategies selected for the target population? What does being a "21st Century School featuring 21st Century classrooms" actually mean? How is this different than the schools/classrooms in the LEA? What do the first two weeks look like in terms of learning the school's "culture expectations and school etiquette?" How much time will be dedicated each day to this activity? Applicant needs to elaborate on how the proposed instructional program aligns with the technology emphasis (one-on-one) mentioned earlier in the application. - craig_tucker</p> <p><u>Instructional Program</u></p> <p>Does the school prefer one consistent academic plan, or is the proposal to have all elements listed in the description available for each teacher to select at their discretion? Is there evidence to suggest the proposed plan would be successful or has it been successful at other schools? Multiple teaching strategies are listed, but it does not seem like the school has a clear direction for which one it will choose. Will any specific direction be provided to teacher or school leader or will it be left to the discretion of the teacher each year? - arkagan</p> <p><u>Instructional Program</u></p> <p>Teachers are given maximum flexibility, which can be helpful, but such a wide variety of design elements can pose problems when it comes to training, assessment, and remediation. How will the applicant ensure that teachers are selecting teaching strategies that are most appropriate for the learners they have? How will applicant ensure that teachers are adequately trained to implement whichever strategies they select? For web-based programs such as Khan Academy, how will teachers ensure that students are on-task and making gains as a result of the program? How will independent study time on the computer be monitored? Will students have individual goals to reach during this time?</p> <p>Is two weeks enough time to reasonably expect students to learn a school culture?</p> <p>Additional evidence for how this instructional plan will lead to improved performance for the school's targeted population is needed. All students should be allowed to learn "as slow as they need to, but as fast as they possibly can." How is this specific to your target population? - daniellejallen</p> <p><u>Instructional Program</u></p> <p>Seems like there is not a cohesive method to all emphasis points - STEAM, single gender classrooms, 21st century, etc. Teachers are expected to demonstrate mastery - how? Some PLC work mentioned seems extraneous. Curriculum outline shows negligible differences in Language Arts between K and 5, same for Foreign Language? Class sizes? - jonathanbryant</p> <p><u>Instructional Program</u></p> <p>While there are a list of strategies, it's unclear how they will work together to serve the target population. It's also unclear what "a 21st Century School featuring 21st Century classrooms" means or looks like. - tammisutton1974</p>
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	<p><u>Instructional Program</u>  Teachers are given a lot of flexibility in instruction. Is there a specific instructional program that will be utilized?  What is the educational plan?  - sherryreeves</p> <p><u>Curriculum and Instructional Design</u>  Applicant needs to clarify: How will one to one learning benefit younger students (K-2)?  Will Kindergarten students have sufficient support and knowledge to be able to navigate the programs?</p> <p>Applicant needs to clarify: What type of monitoring will be done from teachers to ensure students are learning at a fast enough rate to graduate from their grade level in a timely manner?</p> <p>Applicant needs to clarify: Is there a specific curriculum teachers will use to teach the standards? Or will teachers be creating their own materials for lessons?</p> <p>Applicant needs to clarify: How does the curriculum outline for each grade support the instructional methods outlined? The provided document share high level domains and clusters for the standards but does not outline specific of when each one will be taught. - kzparker718</p> <p><u>Curriculum and Instructional Design</u>  Please elaborate on the reason for teachers to explain their classroom decor.  What will make the learning environment "rigorous"? Elaboration is needed.  How frequently will the school schedule "academic pep rallies" and what will these look like?  Further explanation is needed on why the proposed strategies will result in increased academic achievement for the targeted student population.  How is the calendar "intended to fulfill the schools mission statement?" Further explanation is needed in the narrative.  Further explanation is needed on how the curriculum outline (Appendix B) aligns with and supports the school's mission. - craig_tucker</p> <p><u>Curriculum and Instructional Design</u>  The plan calls for providing educational success for gifted as well as challenged students, but the strategy proposed sounds like Common Core with technology? Are there specific factors the school will incorporate? - arkagan</p> <p><u>Curriculum and Instructional Design</u>  Is it accurate that students' promotion will be based on skills mastery? Is there a certain percentage of skills a student must master in order to be promoted? - daniellejallen</p> <p><u>Curriculum and Instructional Design</u>  Large class size for lower grades. Can that attract parents? - joseph_maimone</p> <p><u>Curriculum and Instructional Design</u>  An average class size of 25 in the early grades is challenging and not supported with evidence.  How is the curriculum targeted to "a population that is of Hispanic origin?"  How will students who are struggling to learn English use the described web-based programs? - tammisutton1974</p>
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<p><u>Curriculum and Instructional Design</u> What is the intended instructional program? Explain how the 7 design elements support the mission and the educational plan. - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> NC uses a three-tier model. How will your four tier model align? - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> Need more specific information on 1.) the differentiated instructional strategies/opportunities for academically gifted students and 2.) which aspects of the "school's technology enhanced program" will accommodate gifted students. - craig_tucker</p> <p><u>Special Programs and "At-Risk" Students</u> A more thorough plan to meet the needs of gifted students is needed. Moving them to the next grade level and giving them more instructional time via technology may not be sufficient or appropriate for all gifted learners. - daniellejallen</p> <p><u>Special Programs and "At-Risk" Students</u> Adequate, large class sizes will make this difficult - joseph_maimone</p> <p><u>Special Programs and "At-Risk" Students</u> Can you clarify whether grades will be based on achievement, mastery of standards or MAP results? - tammisutton1974</p> <p><u>Exceptional Children – Identification and Records</u> I appreciate the emphasis on the IEP team. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> I appreciate the description of the full continuum of services and connection to FAPE. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> adequate - joseph_maimone</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: How will having an average of a "C" impact the incoming student population or at risk students?  Applicant needs to clarify: How many times a year will MAP be given? How will teachers analyze the data and take action on the data?  Applicant needs to clarify: How will both the formal grading scale- with earning a "C" or higher and MAP work together for student promotion and retention? Does one provide more weight than the other? - kzparker718</p> <p><u>Student Performance Standards</u> How will MAP test scores be factored into student promotion/retention decisions? Based on the description, the applicant presents an alphanumeric system and the MAP test as two distinct grading systems. Will the grading system(s) and testing expectations be the same for the lower and upper grades? - craig_tucker</p> <p><u>Student Performance Standards</u></p>
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	<p>Please describe how student progress will be monitored throughout the year in order to avoid grade retention. Will students earning grades of C be given opportunities for remediation? - daniellejallen</p> <p><u>Student Performance Standards</u>          "Including the teachers termination," is this intended to be teachers determination?          General grammar and spelling of the application do not help the overall clarity.          MAP data will be used for promotion and retention? More information is needed for this.          A "C" is required for core classes for promotion and retention? How will this impact the number of retentions by year? What strategies will STARMOUNT use to guarantee student growth? - jonathanbryant</p> <p><u>Student Performance Standards</u>          Clarity around the use of standards, achievement and MAP testing would be helpful. - tammisutton1974</p> <p><u>Student Performance Standards</u>          How often will students be assessed using NWEA MAP? - sherryreeves</p> <p><u>Student Conduct and Discipline</u>          Applicant needs to clarify: Will the student discipline policies be the same for K-7? Or will discipline be handled differently in lower and upper grades?</p> <p>Applicant needs to clarify: What structures will be put in place directly in the classroom to monitor student behavior? - kzparker718</p> <p><u>Student Conduct and Discipline</u>          adequate - joseph_maimone</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u>          Who is Leonard Muhammed and what relationship does he have with the school?          - tammisutton1974</p> <p><u>Tax-Exempt Status 501 (c)(3)</u>          Organization does not yet have 501(c)(3) status. - daniellejallen</p> <p><u>Tax-Exempt Status 501 (c)(3)</u>          There is no 501C3. - tammisutton1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>          Applicant needs to clarify: How will the board supervise the lead administrator? How will the board recruit for the lead administrator?</p> <p>Applicant needs to clarify: Outlined in the application it states that the board will consist of individuals in business, las, education real estate non profit, etc. How does the current make up of the board support this?</p> <p>Applicant needs to clarify: What will the annual evaluation of the school administrate entail?</p> <p>Applicant needs to clarify: How will the board ensure academic success for the school?</p> <p>Applicant needs to clarify: What term limits will board members have?</p>

<p>Applicant needs to clarify: What role will the management company play in the school with regards to the board and the lead administrator? - kzparker718</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the board evaluate the services of the management company? More explanation is needed on the annual administrator evaluation criteria/process. What are the mechanisms through which new board members will be recruited and appointed? What are the term limits for board members? - craig_tucker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the board evaluate the school leader?  Exactly what is the process for identifying, vetting, and confirming new members board?  How long will board members hold their positions? Term limits?  Why are the Articles of Incorporation signed by Leonard Muhammed, the registered agent and (apparently) the Board Chair? This individual also signed the contract between Starmount and GER, but he is not listed as a member of the board. His name is not found anywhere else in the application. Please explain who this individual is and exactly who is the board chair.  How will the board evaluate its own performance and that of its members? - daniellejallen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board member responses to "how will you know that the school is successful after the first year" are varied and do not show continuity or a consistent message. The website given for Global Education Resources does not contain any information - why is this? - jonathanbryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> strong chair qualifications. concern: page 36, 'fee structure similar to NHA'. explain? - joseph_maimone</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How did this "random group of individuals" come together to form the Board? What shared vision or believes do they have?  Five members is small for a Founding Board. - tammisutton1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Clarify how this board was formed. Application states that a "random group of individuals" were organized from local discussion about starting a school in the Starmount neighborhood. - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Further explanation is needed on the contract with the management company, especially Article IX (Personnel and Training). This section contains a significant number of typos. - craig_tucker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Can the school separate itself from the management company, yet retain its lease in the building, if it so chose?</p>
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	<p>If so, what would the process be, and what types of financial penalties would be incurred? Does the management company have ownership in the facilities with the other schools it is involved in? Does the management company have any relationships to any members of the board? - arkagan</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Is the student performance and/or growth of GER schools equal or greater to the state average?  Does GER providing the building mean that SCA must stay partnered with them?  What is GER's specific relationship to the building they have procured for SCA? - daniellejallen</p> <p><u>Proposed Management Organization (EMO/CMO)</u> ALS and NHA's fee structure is similar to GER... All the schools built by GER are supported by families and leaders from 3 major cities in NC. GER has fostered unique relationships with diverse of community leader across NC which is a great asset in our quest to the Starmount community. ALL revenue flows through GER? Page 7 of contract. Explain fund balance at 3 schools. - joseph_maimone</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Why was Global Education Resources selected? How are there other schools doing? Do any work with a Latino population? Explain how the lead administrator will be supervised and evaluated. - tammisutton1974</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Give further details on Global Education Resources, LLC. What are the performance grades for the schools they currently operate. Did GER write this application? It has many grammatical errors, incomplete/run-on sentences, etc. - sherryreeves</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: Will 8 classroom teachers be enough to support all students in a classroom of 25, especially in the lower grades?  Applicant needs to clarify: Will you be hiring an IT person? With so much of the instructional program centered around technology, how will you ensure teachers and students are set up for success?  Applicant needs to clarify: How will you retain high performing teachers year to year?  Applicant needs to clarify: What will the formal procedures be for hiring and firing teachers? Information is shared about best practices but there is no direct formal procedure outlined.  - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> How does the staffing plan align with the school's emphasis on being a "21st Century</p>
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	<p>school?" Will the school hire a tech director/facilitator, or will intensive technology-focused professional development be provided to all teachers? The applicant states that the school will seek "tech savvy" teachers, but doesn't list specific required skills. Further clarification is needed on the relationship between the board, administrator and management company. - craig_tucker</p> <p><u>Staffing Plans, Hiring, and Management</u> The school mentions it will not participate in NC Teachers health or retirement benefits. How will the independent plan compare to those standard plans, and how will the school make these differences known to potential employees? - arkagan</p> <p><u>Staffing Plans, Hiring, and Management</u> How will the board and management company identify teachers who think outside the box? How will they ensure that these teachers also have the content and pedagogical knowledge to be successful with students?</p> <p>Will the health plan offered to teachers be competitively priced?? - daniellejallen</p> <p><u>Staffing Plans, Hiring, and Management</u> With the emphasis on technology, it seems that an IT Director or Technology Facilitator would be necessary position(s). What retirement plan and health benefits will the school offer - if the state plans are not options? Teacher recruitment plan lacks detail. - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> How attract teachers? - joseph_maimone</p> <p><u>Staffing Plans, Hiring, and Management</u> Given the emphasis on technology, why isn't there an IT Director? Shouldn't teachers possess technology skills?</p> <p>Explain the evaluation system for administrators and teachers. - tammisutton1974</p> <p><u>Staffing Plans, Hiring, and Management</u> There are no elective teachers listed (art, music, PE, etc.). Will 1 EL teacher be sufficient if the expected student population will have a high concentration of EL learners? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> Applicant needs to clarify: Will teachers be in charge of their own certification? Or will someone on the administrative team be doing that job?</p> <p>Applicant needs to clarify: How frequently will teachers be evaluated?</p> <p>Applicant needs to clarify: How will the lead administrator monitor teacher professional development plans?</p> <p>Applicant needs to clarify: How do the outlined PD sessions support the schools overall mission? - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u> How often will teachers be evaluated?</p>
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	<p>Elaboration is needed on what the applicant means by "enlightened modality". The applicant has stated that the school will have a technology focus, but the outlined PD plan only includes technology-related training in July and August. Considering the applicant's emphasis on this approach, shouldn't this be a larger focus in the PD plan? What does the applicant mean by "Teacher Toolkit Skills"? - craig_tucker</p> <p><u>Staff Evaluation and Professional Development</u> What is the frequency of teacher evaluations? PD plan that is referenced is not attached. - jonathanbryant</p> <p><u>Staff Evaluation and Professional Development</u> There are many spelling and grammar mistakes throughout the application that interfere with clarity.</p> <p>Who will provide this professional development? How will on-going professional development be delivered to align with school vision and mission? - tammisutton1974</p> <p><u>Staff Evaluation and Professional Development</u> Further explain professional development plan (list of topics for PD is quite lengthy). - sherryreeves</p> <p><u>Marketing Plan</u> What will be the fiscal impact of the marketing plan and have those expenses been recorded and identified in the budget? - arkagan</p> <p><u>Marketing Plan</u> Please provide an example of how the board intends to take community input as it concerns school operations.</p> <p>This area has a high percentage of Hispanic families and nearby schools have higher ELL populations than the LEA as a whole- materials should be provided in English and Spanish if the school is targeting the community immediately surrounding the school. - daniellejallen</p> <p><u>Marketing Plan</u> Not sure how the Board has established a definite need for this school, without parent/survey input. - jonathanbryant</p> <p><u>Marketing Plan</u> lack of survey interest - joseph_maimone</p> <p><u>Marketing Plan</u> How will all marketing materials be translated to Spanish? - tammisutton1974</p> <p><u>Marketing Plan</u> Marketing plan seems "open-ended" considering board is seeking acceleration to open next fall. Will other bordering LEAs not be marketed too? - sherryreeves</p> <p><u>Parent and Community Involvement</u> Parent and community engagement plan should reflect that the applicant has thoroughly research the needs of the community immediately surrounding the school and has an idea of what programs, services, etc., will be most beneficial and effective in engaging these stakeholders. - daniellejallen</p>
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	<p><u>Parent and Community Involvement</u> How will the Board communicate with Spanish speaking families? - tammisutton1974</p> <p><u>Admissions Policy</u> How will you attract students to large classes? LEAs will offer smaller class sizes. - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> Not sure if these numbers are realistic, as it appears that no parent/community interest survey has been completed. - jonathanbryant</p> <p><u>Projected Student Enrollment (Table)</u> Given no parent surveys, it is difficult to assess if these numbers are accurate. - tammisutton1974</p> <p><u>Projected Student Enrollment (Table)</u> Why only CMS? - sherryreeves</p> <p><u>Weighted Lottery</u> Given the diverse population (regarding income) in the community you are locating, why not do a weighted lottery to ensure that you achieve your targeted population. - tammisutton1974</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> Applicant needs to clarify: What is the formal plan of when you will determine a need for bus transportation?</p> <p>Applicant needs to clarify: What evidence is there to support that the majority of enrolled students will be car riders? - kzparker718</p> <p><u>Transportation Plan</u> Is there evidence that proposed carpool plan has been successful in other schools, by ensuring all students have access to school? - arkagan</p> <p><u>Transportation Plan</u> Please append the preliminary data as support that most students will be car riders.</p> <p>How will the school enforce policy of requiring background checks for carpool parent volunteers?</p> <p>Have adequate transportation funds been budgeted for bus transportation for students who require it?</p> <p>A more comprehensive transportation plan is needed to most effectively serve students in the immediate surrounding community. - daniellejallen</p> <p><u>Transportation Plan</u> What evidence supports the claim that "preliminary data shows that most students will be car riders." Given the target population, why isn't the school providing buses? - tammisutton1974</p> <p><u>Transportation Plan</u> Explain: preliminary data shows that most students will be car riders.</p>

	<p>Is it feasible to put K-3 students on public transit? - sherryreeves</p> <p><u>School Lunch Plan</u> Has the school incorporated the free and reduced lunch projection in the budget? - arkagan</p> <p><u>School Lunch Plan</u> When will students express a need for FRPL lunch services?</p> <p>Has the applicant budgeted adequately to provide daily meals for 60% of the student populations? - daniellejallen</p> <p><u>School Lunch Plan</u> National School Lunch Program participant - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> Applicant needs to clarify: What will the plan be for a facility after the first 2-3 years?</p> <p>Applicant needs to clarify: When will the final decision on the location be made? What is the timeline for the contingency plan? - kzparker718</p> <p><u>Facility and Facility Contingency Plan</u> What types of communication have taken place between the school and the owner of the specific property? With no specific contingency properties identified, how many buildings that fit the size constraints are within the target geographic market? - arkagan</p> <p><u>Facility and Facility Contingency Plan</u> Has the applicant (or their management company) already started a search for a new building after the first 2-3 years? - daniellejallen</p> <p><u>Facility and Facility Contingency Plan</u> What is the plan following the first 2 to 3 years? - jonathanbryant</p> <p><u>Facility and Facility Contingency Plan</u> How certain is facility, given acceleration request? - joseph_maimone</p> <p><u>Facility and Facility Contingency Plan</u> What is the facility plan beyond years 2-3? - tammisutton1974</p> <p><u>Facility and Facility Contingency Plan</u> Contingency plan: we may be able to use an existing surplus school in our target area. Explain. - sherryreeves</p>
<p><b>Financial Plan</b></p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Again, not sure if the projections are realistic without a completed parent interest/survey. - jonathanbryant</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> It is difficult to know if these projections are realistic. - tammisutton1974</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Financial history of schools EMO has worked with were provided, but what documentation can GER provide to attest to their own financial health? - daniellejallen</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u></p>

	<p>Student projections are unclear because of lack of survey or other evidence about demand and/or need. - tammisutton1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No staff raises for teachers or admins for the first five years- how does applicant anticipate retaining high quality teachers and/or rewarding them for excellent performance? - daniellejallen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No raises for the first 5 years, how will the school maintain a staff year to year? Also, budget reflects teacher salaries at or below the lowest range of the current NC Teacher Salary Schedule. Even if the school does not use this schedule, how will they attract the talented teachers they need to make STARMOUNT successful? - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> average salaries too low? 25/class? - joseph_maimone</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why are there no teacher raises? Why is there no technology personnel? - tammisutton1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No finance officer, food service staff or transportation staff. Explain. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does budget include funds for the costs described in the EC section? " The school will contract with a school psychologists, license speech therapist, license occupational therapists, and any other related service professional needed to comply with the existing student IEPs an IEPs that will be developed in the future." - robert_mcouat1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the "other professional" contract line item referring to? - craig_tucker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is \$5,000 for transportation adequate, given that the school anticipates enrolling 60% low-income students? Same question goes for \$15K budgeted for nutrition services. Will this cover all students who need this service for the entire year?</p> <p>How did applicant arrive at \$240K for rent in years 3-5 when they anticipate having to move to another building? - daniellejallen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What does "other professional" cover? Previously in application facilities cost was estimated to be 11% of revenue initially, reducing to 9% after the first few years. This budget indicates approx. 15% of revenue initially. - jonathanbryant</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The costs of transportation, food service and rent (over the five years) seems low.</p> <p>Clarity around the management fees would also be helpful. - tammisutton1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Bus and child nutrition costs are extremely low. Explain "other professional" costs. Explain what contract fees for EMO equate to.</p>
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	<p>Is EMO provider for student accounting and financial services? (If so, why are these costs separated from EMO fees?) - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> explain surpluses given management contract? - joseph_maimone</p> <p><u>Total Expenditure Projections (Table)</u> Understanding the fee structure would be helpful. - tammisutton1974</p> <p><u>Total Expenditure Projections (Table)</u> Surplus for year 1 is slim but grows rather quickly in years 2-5. Explain. - sherryreeves</p> <p><u>Budget Narrative</u> If school closure is a contingency plan for not making enrollment targets, what steps and benchmarks will be taken along the way to monitor progress? What will be the clear go/no go targets? What will be the dates by which such decisions will be made? What financial obligations may the school incur prior to making a decision to not open? - arkagan</p> <p><u>Budget Narrative</u> Year 1 break even number (192) does not leave much room between initial projected number (200). - jonathanbryant</p> <p><u>Budget Narrative</u> Is there a contingency plan before "including not opening or closure (if the budget crisis occurs after first year)?" The breakeven number is year one is small, especially given the uncertainty of need. - tammisutton1974</p> <p><u>Budget Narrative</u> First year break even is virtually the same as expected enrollment. - sherryreeves</p> <p><u>Financial Audits</u> Please elaborate on the segregation of duties and kinds of safeguards that will be utilized as part of the internal control protocols. - craig_tucker</p> <p><u>Financial Audits</u> Need more details on internal controls/procedures. - jonathanbryant</p> <p><u>Financial Audits</u> need clarification on: low teacher salaries large classes in lower grades surplus vs mgmnt fees? - joseph_maimone</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u> When will assistance from Global Education Resources end? Is the relationship indefinite? How much are they charging for services provided? - daniellejallen</p> <p><u>Cover Page</u> Justification for acceleration? - joseph_maimone</p> <p><u>Acceleration</u></p>

	<p>Applicant needs to clarify: What data is there to support that students are being served in sub standard CMS surrounding schools? Appendix A1 is cited but it is not attached to this portion of the application.</p> <p>Although the applicant expresses a need for an accelerated year, the evidence is lacking.</p> <p>- kzparker718</p> <p><u>Acceleration</u> Appendix A2 is missing. As such, it is not possible to determine the need for acceleration. - craig_tucker</p> <p><u>Acceleration</u> How would proposed school address distressed population better than existing schools? What types of agreements and/or conversations have taken place between school and owner of proposed facility? How long has proposed site been on the market? - arkagan</p> <p><u>Acceleration</u> Applicant provides evidence that proficiency rates at schools in this neighborhood are below the state average. However, Appendix A2 is missing, and it is unclear whether or not the applicant has secured a facility. - daniellejallen</p> <p><u>Acceleration</u> Do not see a completed acceleration checklist, and there is not evidence presented that acceleration is needed. Appendix A1? - jonathanbryant</p> <p><u>Acceleration</u> no survey appendix to justify need? address nearby competition? - joseph_maimone</p> <p><u>Acceleration</u> There is no compelling argument for the need for acceleration. Where is the parent survey data demonstrating community need? - tammisutton1974</p> <p><u>Acceleration</u> Explain the rationale for requesting acceleration. (Possible loss of facilities or dire student need) - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> While I believe that saturation is not a consideration that should be considered with applications, there are many charter/CMS options within Meck Co. - jonathanbryant</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> 25 per class? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Because there is no parent survey or data, there is no evidence to support student enrollment targets. - tammisutton1974</p>
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<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	<p>Ms. Reeves made a motion to not move Starmount Charter Academy forward to interview. Mrs. Gibbs seconded. The motion passed unanimously.</p> <p>Mr. Quigley made a motion to not move Starmount Charter Academy forward to interview. Mr. Maimone seconded. The motion passed unanimously with Mr. Walker recusing.</p>

<b>Overall Summary</b>	
<b>Initial Screening</b> <b>09/26/2017</b>	<p>The application for STARMOUNT Charter Academy has been deemed incomplete on September 26, 2017, because it is missing the following items:</p> <p>(1) Evidence that a facility is secured to begin school operation in the 2018 school year since acceleration was requested.</p> <p>Applicant did not respond to the incomplete information request by the October 4, 2017 deadline.</p>
<b>Application Review</b>	<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.</p> <p>Mr. Maimone led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Mr. Walker recused himself from the discussion and vote.</p> <p>Mr. Maimone wanted clarification on the compelling reason for acceleration, whether the school had secured a facility and if the school can meet the projected enrollment. Ms. Kakadelis also had concerns about the school's ability to meet the projected enrollment considering an existing charter school in the proposed area had issues meeting their enrollment. Ms. Kakadelis also wanted clarification on the facility. Ms. Kakadelis expressed concern about a nearby school that had a pre-K program and how it would impact student recruitment. Ms. Kakadelis wanted clarification on how the school will reach out to the Hispanic community, especially considering there is no direct translation for the word charter. Ms. Gibbs had significant concerns about the grammatical/spelling</p>

	<p>errors in the application.</p> <p>A board member explained that the application was put together by a previous board chairperson and that the errors were related to the transfer of the application to a new chairperson. Mr. Maimone explained that the errors don't help the school's case. Ms. Reeves asked when the school board was formed. A board member indicated that the current board was formed in September.</p> <p>Mr. Maimone wanted to know how the board can guarantee that the school can meet the proposed enrollment. A board member explained that the school offers a "safe" school environment. Mr. Maimone wanted to know if the applicant had survey data. A rep. from the management company explained that the school does not have survey data, but believes that the demand in the local area is high. Mr. Maimone wanted clarification on the facility. A rep. from the management company explained that the school has identified a facility and is confident that the board can secure a facility.</p> <p>A representative from the management company wanted clarification on the errors contained in the application.</p> <p>Ms. Kakadelis wanted clarification on the enrollment since a school located nearby had trouble meeting enrollment numbers. A rep. from the management company explained that the management company has significant experience that would ensure the school avoids the same issue. A rep. pointed to the expertise on the board as way to ensure the school's success.</p> <p>Ms. Reeves wanted clarification on the facility lease and whether the facility would need upfitting. A rep. from the management company explained that the school does not have a lease and that the facility would need to be upfitted.</p> <p>Mr. Maimone sought clarification on the services provided by the management company. A rep. described the structure of the management company, including the amount of funding retained by the school.</p> <p>Ms. Kakadelis sought clarification on any documentation provided to the Office of Charter Schools. Dr. Townsend-Smith explained that any submitted amendment documentation cannot be considered since the application is currently under consideration. Ms. Reeves expressed her concerns with the application.</p> <p>Ms. Reeves made a motion to not move Starmount Charter Academy forward to interview. Mrs. Gibbs seconded. The motion passed unanimously.</p> <p>Ms. Kakadelis encouraged the applicant to apply again as she understands the need in the area.</p> <p>The applicant sought clarification on the process moving forward, which several CSAB members explained that it would need to be a new application in the next application cycle.</p> <p>Mr. Quigley made a motion to not move Starmount Charter Academy forward to interview. Mr. Maimone seconded. The motion passed unanimously with Mr. Walker recusing.</p>
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<b>Application Interview</b>	
<b>OVERALL</b>	<p>Ms. Reeves made a motion to not move Starmount Charter Academy forward to interview. Mrs. Gibbs seconded. The motion passed unanimously.</p> <p>Mr. Quigley made a motion to not move Starmount Charter Academy forward to interview. Mr. Maimone seconded. The motion passed unanimously with Mr. Walker recusing.</p>