



### 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:

Steven Walker  
Stephenie Clark  
Cheryl Turner  
Buffy Fowler  
Austin Smigel  
Alan Hawkes  
Alex Quigley  
Ginger Cash  
Heather Soja  
Jay Whalen  
Joe Maimone  
Lynn Kroeger  
Sally Houston  
Shannon Stein  
Danielle Allen

#### Date of Review:



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# First Impressions Academy

**Public charter schools opening the fall of 2020**

**Due by 5:00 pm, October 1, 2018**

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**  
**2018 Application Process**  
**To open a charter school in the 2020-2021 school year**

**APPLICATION DUE DATE/TIME**

**October 1, 2018** 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 October 1, 2018 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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VII. \_\_\_\_\_

AGREEMENT PAGE

<u>Application Fee:</u>	<u>60</u>
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<u>Total External Evaluator Votes</u>	<u>62</u>
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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: *First Impressions Academy*

Name of Municipality under which charter will be organized or operated:

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

Name of non-profit organization under which charter will be organized or operated: *First Impressions 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: *Christy Pettit*

Title/Relationship to to nonprofitMunicipality: *Owner*

Mailing address: *6965 Nexus Court  
Fayetteville NC 28303*

Primary telephone: *910-339-0524* Alternative telephone: *631-806-8491*

E-Mail address: *firstimpressions@rocketmail.com*

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

County: *CUMBERLAND*

LEA: *260-Cumberland County Schools*

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

No: *x*

Yes:

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

No :

Yes :

If so, Public or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted: First Impressions Academy

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

No :

Yes :

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

While Charter schools offer a strong education to the areas that affect, First Impressions Academy has a proven product of quality education. With only three Charter Schools in the Greater Cumberland County area, we feel that we would benefit from an accelerated planning year and to enter the ready to open phase. With this area being made up of most Military Families, it is critical that our students excel.

*Demonstrate an exceptional need for the charter school in the proposed location*

X

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

Yes:

No:

*Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.*

Yes:

No:

*Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.*

X

*Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.*

*Once evidence for the requirements has been verified, the State Board will also consider the presence*

or absence of the following factors in making its determination:

1. Unique mission and educational program.
2. Local, state, and national nonprofit partnerships committed to assisting the school.
3. Potential for economic and educational development of the region.
4. Mentoring by a successful organization that has experience in creating public schools.
5. Obstacles to educational reform efforts that leave chartering as an available option.
6. Commitment to work with a successful charter school board as a guiding mentor.
7. The length of time the board of directors has existed.
8. Whether the proposed board has previously or currently operates a successful public charter school.

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:
  - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
  - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
  - c. The student must be currently under long-term suspension from a public or private school ; or
  - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? First

Impressions Academy

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

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

Projected School Opening: Year 2019 Month September

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	05,06,07,08	200
Year 2	05,06,07,08	225
Year 3	05,06,07,08	250
Year 4	05,06,07,08	275
Year 5	05,06,07,08	300

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. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

first.impressions

Signature

first.impressions

Printed Name

Christy Pettit, Owner

Title

10/01/2018

Date

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>First Impressions is not a registered non-profit.</u>	<u>Jay Whalen</u>	<u>Cover Page</u>
<u>Applicant does not provide financial history.</u>		
<u>Financial history is not present and cannot be reviewed based on the information submitted. What is the financial history of the private school?</u>	<u>Austin Smigel</u>	<u>Cover Page</u>
<u>There are no 990s attached to see the financial history of the school.</u>	<u>Buffy Fowler</u>	<u>Cover Page</u>
<u>- What is the "proven product of quality education" provided by First Impressions that exceeds the results of schools in the surrounding area? Why do military families need charter schools?</u> <u>- I want to note the grammatical errors on this portion of the application. For example, "brought here vision to life." Another example: "...the one on one attention allows the students to exceed." How does the work of adults reflect the potential future standards for students?</u>	<u>Sally Houston</u>	<u>Acceleration</u>
<u>Success is not defined or stated in a measurable way.</u> <u>A clear and compelling need for the accelerated planning year was not defined completely. What is the demonstrated need for a charter school in this area?</u>	<u>Austin Smigel</u>	<u>Acceleration</u>
<u>Explain this statement, "While Charter schools offer a strong education to the areas that affect, First Impressions Academy has a proven product of quality education."</u>  <u>What evidence do you have that 3 charter schools are not enough?</u>  <u>If the school exist as a preschool through 8th grade why is the applicant only applying for 5-8 to be charter?</u>	<u>Buffy Fowler</u>	<u>Acceleration</u>
<u>No clear, demonstrated need is addressed. No student data is provided.</u>	<u>Jay Whalen</u>	<u>Acceleration</u>
<u>Do they have the necessary space for the expansion plan outlined?</u>	<u>Shannon Stein</u>	<u>Acceleration</u>
<u>Applicant states that the "facility has seven classrooms and ample space for students to achieve their educational goals. Along with the seven classrooms" that is not enough space for 200 5th-8th graders. It was also stated that middle school classrooms were 15:1 ratio, there would need to be at least 13 classrooms.</u>  <u>There is no evidence whether or not these figures are realistic.</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>Enrollment table does not match budget.</u>	<u>Jay Whalen</u>	<u>Grade Levels</u>
<u>Conflict of interest, open meetings law adherence, and nepotism policies appear to be missing in the bylaws. How will school leaders/board of directors ensure these state requirements are met?</u>	<u>Austin Smigel</u>	<u>Certify Appl</u>

<b>Reviewer</b>	<b>Score</b>
<u>Steven Walker</u>	
<u>Stephanie Clark</u>	
<u>Cheryl Turner</u>	
<u>Buffy Fowler</u>	<u>Fail</u>
<u>Austin Smigel</u>	<u>Fail</u>
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Ginger Cash</u>	
<u>Heather Soja</u>	
<u>Jay Whalen</u>	<u>Fail</u>
<u>Joe Maimone</u>	
<u>Lynn Kroeger</u>	
<u>Sally Houston</u>	<u>Pass</u>
<u>Shannon Stein</u>	<u>Pass</u>
<u>Danielle Allen</u>	

## 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:*

Our mission is to support and provide quality education; develop academic, social and behavioral skills to be used inside and outside the classroom. Our passionate teachers help each child and develop confidence for lifelong learning.

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

Along with our mission and vision for First Impressions Academy middle school, our leadership and staff work with integrity and we make every contribution to our students and families. With the development of strong academic, social and behavioral skills our students excel in all aspect of life.

### **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.*

First Impressions Academy has a history of a strong population. Our families believe in our mission and are very serious about their child's educational success. Our target population come from the different communities around Cumberland County and Fort Bragg, North Carolina. We have a large number of military families with the largest Army base surrounding our area. We will target students/families who are serious about their education and will work to have well rounded students.

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

The middle school will enroll for grades 5-8. Our five year projected enrollment will cap at 300 students. We have investigated local charter schools such as Alpha Academy and see they had a successful opening in Cumberland County and have successful growth. Encore Academy has also opened in the area and had a rather successful enrollment.

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

*LEA(s).*

First Impressions Academy has a strong educational plan. We are a S.T.E.M. Program. Our educational plan will use Science, Technology, Engineering and Math. We will focus on personalized learning and a strong academic plan that will utilize a hands-on approach to creative learning. Our classrooms are very active with a qualified staff that is prepared to systemically teach the objectives for each grade level.

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

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

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

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

1. First Impressions Academy will work with the community to create professional opportunities for our staff. We will continue to work the local Chamber of Commerce and will forge opportunities for our teachers by joining professional organizations and being active in their meetings.

2. First Impressions Academy will hold the school accountable for meeting measures and achieve strong results. We currently have very strong proven outcomes with end of year testing and will hold our level of education high to maintain these standards.

3. First Impressions Academy will work with our families to provide expanded choices of educational opportunities that could be available in the public school system.

4. First Impressions Academy will continue to strive for excellence and work with our staff and families to constantly improve student learning. We offer tutoring for our students as needed.

5. First Impressions Academy will continues to work with any at-risk or

gifted students to ensure they have an opportunity for success.

6. First Impressions Academy will encourage the use of different and innovative teaching methods through the hands on approach and the S.T.E.M. Program. Our staff works to have active classrooms and to ensure that no child is left behind.

### **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.*

Year One- First Impressions Academy will develop strong educational leaders in our classrooms. The level of education that is expected is one of strong academic success as well as promoting strong leaders in the classroom.

Year One- First Impressions Academy will ensure that our parents, students and staff feel safe in this environment.

Year One- First Impressions Academy will increase recruitment, maintain strong teacher quality and staff retention.

Year One- First Impressions Academy will be more involved in the community, local programs that promote learning and be more involved with the local Chamber of Commerce.

End of Year One- First Impressions Academy will strive to maintain the outstanding testing outcomes for our students. Currently our students test well above their grade level for reading, math and language arts.

Year Two- First Impressions Academy will have strong administration to oversee the growth of the charter school to ensure the passion and educational readiness is measurable in the classroom.

End of Year Two- First Impressions Academy will continue to score high on end of year tests to ensure academic success for our students.

Year One Through Five- First Impressions Academy will work with our staff to ensure that our students transition into High School effectively.

Year One Through Five- First Impressions Academy will maintain financial accountability and maintain best practices that are and have been our core values.

Year Five- Our goal for year five it to have 300 enrollments in our middle school and to expand the building as needed for the planned growth.

Year One Through Five- Our goal is that at least 80% of First Impressions Academy middle school student will participate in one extracurricular activity.

2. *How will the governing board know that the proposed public charter school is working toward*

*attaining their mission statement?*

The governing board will receive regular monthly reports on the success of the charter school. These reports will cover the financial feasibility, academic structure, student outcomes and the overall maintenance of the campus. School administration will meet at least monthly to prepare the report for the board.

<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
- How will staff "make every contribution to our students and families?"	Sally Houston	Mission Stat
Mission is not clearly defined. What does it look like when the school is achieving its mission.	Jay Whalen	Mission Stat
How is "target students/families who are serious about their education" going to ensure that the school is available to all students? How do you define serious?	Austin Smigel	Mission Stat
Why is STEM not included in the mission when so strongly represented in the application?	Shannon Stein	Mission Stat
Mission statement is vague and could be the mission statement for any educational program. What makes this applicant unique? STEM has been mentioned, why wasn't that in the mission statement. Is this the mission statement of the present private school or how does it differ? Explain what is meant by the following statement, "our leadership and staff work with integrity and we make every contribution to our students and families."	Buffy Fowler	Mission Stat
Appendix A1 does not provide any evidence of need. It is minutes of a meeting of 3 staff members stating that they will apply for a charter. Explain this statement, "a history of a strong population" Targeted population is unclear. It appears they will target the existing private school students. Did not answer what percentage of the LEA. Are there any other STEM schools in Cumberland County?	Buffy Fowler	Educational
How is the educational need quantitatively defined? What is the proposed population of the charter school in relation to the local LEA?	Austin Smigel	Educational
No education need is addressed.	Jay Whalen	Educational
No targeted student population is defined. No LEA percentage is calculated.		
- Clarify demographics of the area: what do you mean by a "strong population?" What is the race and economic status of the population in your area? Will you need to meet the needs of ESL learners?	Sally Houston	Educational
No priorities are adequately addressed.	Jay Whalen	Purposes of
How are the goals measurable?	Austin Smigel	Purposes of
How will working with the chamber of commerce help your teachers? What professional organizations will you seek out? Answers are vague and do not clearly describe how the legislative purposes will be achieved.	Buffy Fowler	Purposes of
Many of the answers lack the necessary detail to be complete. Q#3: what choices/opportunities will be expanded? Q#4: how will you measure this objective? Q#5: what unique opportunities will at-risk identified students have?	Shannon Stein	Purposes of
- What professional organizations do you plan on joining?	Sally Houston	Purposes of
Goals are not measurable or specific.	Jay Whalen	Goals for th
How will you know you have achieved these?		
Goals do not have a strong focus on student outcomes.		
- How will you collect data to determine if parents, students and staff feel safe? What measurable goal do you have for this? 100%? 90%? - What percent of staff do you hope to retain after year 1? How many staff members do you plan to recruit? - What percentage of your students are testing above grade level? What percentage of students do you expect to test above grade level? - What do you mean by "score high on end of year tests?"	Sally Houston	Goals for th
School performance goals and targets are not quantifiable based on the narrative without additional information. How are the goals measurable?	Austin Smigel	Goals for th
Goals are not written as SMART goals.	Buffy Fowler	Goals for th

<b>Without SMART goals it is not clear what information will be provided to the board.</b>		
<b>How will the governing board monitor success with these goals? (i.e. are they measurable?)</b>  <b>How are the goals aligned with the defined mission statement?</b>  <b>Did you consider goals that are also operational, financial, etc.?</b>	<b>Shannon Stein</b>	<b>Goals for th</b>
<b>The school's plan is vague and goals are not quantifiable as written. What is the impact on the local LEA? How does the school measure success?</b>	<b>Austin Smigel</b>	<b>Certify Miss</b>

<b>Reviewer</b>	<b>Score</b>
Steven Walker	
Danielle Allen	
Cheryl Turner	
Buffy Fowler	Fail
Austin Smigel	Fail
Alan Hawkes	
Alex Quigley	
Ginger Cash	
Stephenie Clark	
Shannon Stein	Fail
Sally Houston	Fail
Lynn Kroeger	
Joe Maimone	
Jay Whalen	Fail
Heather Soja	

### **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.

First Impressions Academy has an overall instructional program that is one of active learning and a wide variety of teaching styles. Our teachers teach a variety of hands on (kinesthetic), auditory and visual. We strive to utilize all three teaching styles so that every students can have something to grasp. Because everyone learns differently, it is very important that our teachers meet the needs or our student population.

Because we have had four years in the middle school, we have a proven product that is outstanding. Our students test well above their grade level. It is our missing, if approved to become a charter school, we will continue this level of education and will have thresholds in place to measure the success of our students.

The school uses many different assessment styles to ensure that teachers are not bound to one style.

#### **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.*

The overall learning environment is structured as a classroom-based atmosphere. Classes will be capped at fifteen students maximum. The goal of the facility is to have two or each grade level. While we have ample classroom space, the facility has two computer labs and a technology room that can be used by the teachers for their students.

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.*

The curriculum is designed to provide a solid foundation for our middle school and to ensure that our students are prepared to enter high school. The charter schools missions is aligned with the curriculum and will provide a positive classroom atmosphere that is centered about hands one education and an active classroom. First Impressions Academy students are well rounded. The educational plan is focused on providing our students and families with a strong, compassionate and demanding education.

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.*

First Impressions Academy teaching strategy will be a wide variety of styles that will include hands on learning, active classrooms, academic freedom and individualized learning. The key principle centered about the teaching style is that all students are treated equally, learning and progressing and grasping the knowledge on schedule. As a S.T.E.M. Program, First Impressions Academy will enhance the classroom experience through the use of Science, Technology, Engineering and Mathematics.

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.*

First Impressions Academy will ensure that our middle school aged students are prepared to enter the high school of their choice. Since students will not graduate from First Impressions Academy, they will move on to high school from here. Our goal is to have the local high schools come in throughout their time here and be guest speakers.

The administration will ensure that students are progressing through 5th through 8th grade as planned.

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

The school calendar will meet the minimum requirement of 185 instructional days or 1,025 hours to be in compliance with the North Carolina Board of Education requirements. The school calendar is in line with the mission, we aim to provide strong academic requirements and passionate teachers that will have active classrooms and an overall dynamic experience for our students.

### **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.*

Because we have very small classes, the classroom is a warm and intimate environment. Teachers are very in touch with the students, families and

administration. If a student is considered at risk or not progressing as quickly as expected they are offered specialized tutoring. Single subject tutoring and mentoring have been very successful with our students. It is important that our teachers are the tutors mostly because the student is already familiar with their teaching style.

If there is a need, as soon as this need is recognized, the lead teacher will notify administration and together a plan will be created for this student. This individual plan is also explained to the family.

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.*

When students and their families come to First Impressions Academy to begin their educational career, they are met by Ms. Christy Pettit who will put them through a series of assessments to ensure they are on the grade level at which they enroll. Upon the completion of the assessment, Ms. Pettit meets with the family to ensure they are comfortable with the results and to create a plan for the student.

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.*

First Impressions Academy has a strong retention for our students and many of our students have been in the same class/cohort for many years. This leads to a safe and active learning atmosphere and students tend to thrive. With a 15:1 ratio, students have one on one attention and get very personal attention and learning assistance.

Monitoring and evaluating the progress and success is done through assessments and scoring. Many of our middle school students are reading and learning well above their grade level.

### **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)*

First Impressions Academy takes potential student assessment seriously. It is critical that students enter the grade that they are prepared for. Ms. Christy Pettit is a specialist in the field of students with special needs or exceptional children.

1. Assessments and IEP's that are reviewed at the assessment phase of the enrollment will guide Ms. Pettit in which direction the student needs to be lead. Section 504 and a Free and Appropriate Public Education is a federal guideline that is used to assist in the equal and fair treatment of all students.

2. Student evaluations and assessments are completed as part of the admissions process and are used to assist in determining if a student is in need of a special education service. If a service is determined to be in need, Ms. Pettit will meet with the family and mention the services she feels should be utilized.

3. Student records are kept confidential for all information, not just students with disabilities and 504 Accommodations. Ms. Pettit will house these documents and will manage all communications with the teacher or if an outside party is providing a special service.

**Exceptional Children's Education Programming**

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

1. The main strategy is to determine the need early and to get in front of this need or service that could be needed. Educational Programs could include (but not be limited to): students with hearing difficulty, speech therapy needs, tutoring, classroom assistance and extra time needed for tests.

2. First Impressions Academy has partnered with many service providers that can come to the school to see the student and provide the service.

3. Ms. Pettit, the individual teacher and the Head of the Middle School will meet to discuss and monitor any IEP or need. Once the meeting is held,

a conference will be called with the family to discuss the success of the plan or any change that we need to address. Parents have to feel comfortable and be involved with these plans and must understand the plan. We ask that if our parents have any home related issues that seem to increase for them to notify Ms. Pettit immediately.

4. First Impressions Academy will follow the federal guidelines with IEP and Section 504.

### **Student Performance Standards**

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

1. At First Impressions Academy, all students are held to high performance standards and the school as a whole is very competitive. Students in the middle school understand the need for a higher level of learning and the need for strong results. It is very important to have the family involved as homework and reading at home is a big part of the schools standard. Students thrive when they are comfortably challenged and feel great about their results.

2. The students at First Impressions Academy have end of year testing that will measure their progress. Students also have their reading effectiveness measured. The school will add the federally mandated assessments that are complete ten days before the end of the year. As mentioned earlier, the Board of Directors will get monthly reports on the academic success of the school.

3. Promotion standards are communicated with parent/teacher conference and are measured throughout the school year. If promotion standards are necessary for students with disabilities, Ms. Christy Pettit will be making the recommendation. The standards are delivered to the students at the beginning of each year and information will be sent home to communicate with parents. Before each school year starts there is an Open House that is mandatory for the parents to attend, this is where rules and regulations (such as attendance) are covered.

4. The students will not be graduating from our middle school, they will be progressing to high school and will be graduating from the school of their choice.

### **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.

First Impressions Academy promotes a positive learning atmosphere and is very student friendly. There are rarely discipline issues that cannot be handled by the teacher.

1. Discipline is ultimately handed by the teacher in the room. If the student or issue escalates, they are taken to the front office and an administrator can step to assist the teacher.

2. The following is a list of some of the most important rules for students and families at FIA. It is by no means a comprehensive list. General School Rules \* Respect others and their property. \* No bullying or any form of intimidation. \* No weapons, tobacco, alcohol, or drugs on school property. \* No chewing gum in school buildings. \* Be punctual to class and school activities. \* No fighting or threatening to fight. \* Use no obscene or profane language. \* No inappropriate touching of self or others \* Respect school property and grounds. \* Students may not bring electronic gadgets, games, pagers or mobile phones to school. If such items are brought to school, they will be confiscated and held for a parent to collect. Exceptions for phones include students with identified medical conditions that warrant emergency use. \* Students may only enter offices, teacher workrooms, closets and teachers lounge with permission from school employees. \* No cheating or plagiarizing. \* Be prepared for class and actively participate. \* Abide by the school dress code policy. \* No smoking on school property at any time.

Parents are expected to use decorum and courtesy when on school property. They will address all employees, other parents and all students with reserve and in a polite and professional manner.

3. First Impressions Academy will follow all state and Board of Education guidelines when dealing with behavioral issues that could become present with students with disabilities.

4. Raised voices, threats, interference with instruction or school activities will warrant removal from the school property by civil authorities. Severe problematic behavior incidents will result in restrictions from school property and possible expulsion of entire family.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
No clear instructional program is addressed. Discussion of instructional strategies are insufficient.	Jay Whalen	Instructiona
Do you have data to support your assertion that your current students test "well above grade level" (i.e. what assessment did you utilize)?  How will you measure success? If the targeted population is military families; what consideration have you put into the instructional methods you will utilize?	Shannon Stein	Instructiona
- Please clarify: "Our teachers teach a variety of hands on (kinesthetic), auditory and visual." What will they teach?  - What do you mean by "it is our missing..."	Sally Houston	Instructiona
How does the school define "prepared to enter high school?" How does the school define "well rounded?" How and when will the students be assessed?	Austin Smigel	Instructiona
The part of the application describes classes capped at 15 and 2 classes per grade level. For 5th -8th grade that would be 8 classes which earlier was stated that there are 7 classrooms available and only 120 students when application states it will have 200 the first year.  Overall application is vague and does not give specifics to most questions. There are many grammatical and spelling errors in this application.  The language of the applicant continues to imply that the targeted population appears to be the existing students at the private school.	Buffy Fowler	Instructiona
Curriculum design plan is insufficient.	Jay Whalen	Curriculum a
How will you align your curriculum with state standards? What resources will you staff be provided to meat these goals? What specific curriculum are you considering utilizing? How do you now if the educational plan will be "strong" and "demanding" as compared to other local educational options? When you refer to "academic freedom", what do you mean? (i.e. no set curriculum?) Have you looked at local HS curriculum to ensure your plan aligns?	Shannon Stein	Curriculum a
- What do you consider "high school ready." - What benchmarks (perhaps assessments), will be used to ensure students are meeting learning goals? - What curriculum will you use? Who will write the curriculum if you're not using an outside curriculum? - Clarify: What do you mean by this: "The goal of the facility is to have two or each grade level."	Sally Houston	Curriculum a
Descriptions of procedures in the ppplication should be written in the form of positions and not names of people.  There is no evidence of that the applicant understands the process of EL. It is unclear if the applicant knows what EL is because there is no mention of how to identify or support English Learners.  Is it realistic Ms. Pettit, whose position is unknown, will meet and evaluate every child entering the school on an individual basis?  The applicant did not answer the questions about EL or AIG students.  It is not clear the applicant has a grasp on what an at risk student means. Only one strategy was given which was more of the same teacher. What about students with behavioral or emotional issues?	Buffy Fowler	Special Prog
The entirety of the special populations plan is inadequate. The identification and intervention process is insufficient. No monitoring plan is in place. EL service plan does not meet even basic legal requirements for service.	Jay Whalen	Special Prog

How is the school going to ensure that all state and federal requirements are met for EL students? When and where does the additional tutoring occur?	Austin Smigel	Special Prog
What data sources will you use to determine if a student is at risk?	Ginger Cash	Special Prog
- Have you considered having a tutor that is not the content teacher? If the teacher's current approach is not working with a particular student and/or they have a strained relationship, it could be helpful to put the student with someone else. - What are the "series of assessments" used to determine EL needs? - How will the school use Multi-tiered System of Support (MTSS) for students with behavior needs? While the response provides some ways to address learning gaps, how will you provide support to students with behavioral issues, especially if those issues are affecting their ability to learn? - While Christy meets with families when they join the school, how will students who fall behind be determined "at-risk" after several months of instruction? - Clarify: You note "many of our middle school students are learning well above their grade level." What percentage of students are reading above grade level? How far above grade level? What assessment are you using to determine these results? What is your current math data? Of these considered "above grade level," what percentage of these students are considered "at risk" students?	Sally Houston	Special Prog
What specific assessment will be utilized to determine English Language Proficiency? What supports will you put in place to assist ESL students? How do you plan on evaluating the progress of your intellectually gifted students?	Shannon Stein	Special Prog
How do you plan on obtaining the Assessments and IEP's that are reviewed at the "assessment phase of enrollment"? What evaluations and assessments are completed as part of the admissions process? Are the same evaluations and assessments given to all children? If any evaluations and assessments are going to be used in determining eligibility, then the referral process must be followed and informed parent consent must be obtained. Please review Policies Governing Services for Children with Disabilities regarding Child Find and Initial Referral. It is the responsibility of the IEP team not one person to determine the need for evaluation, what evaluations are needed, eligibility for special education services, and development of an IEP. How will the student records be kept confidential? How will it be documented when someone is allowed access to the confidential record?	Ginger Cash	Exceptional
What protections are in place for students who enter the school with 504 accommodations an IEPs?	Austin Smigel	Exceptional
Plan for EC services does not meet legal requirements. Who is responsible for overseeing the IEP development process, monitoring, providing services, etc.?	Jay Whalen	Exceptional
- Why would testing be a part of the admissions process? (Point 2) - Please elaborate: What do you mean by "Ms. Pettit will... mention services she feels will be utilized." How will families have a voice during this meeting process? How will teachers have a voice during this meeting process?	Sally Houston	Exceptional
What tools will be used to evaluate students for EC/504 services? Could you be more specific about your identification and intervention process? What if Ms. Pettit is not available, what is your process/procedure to who will have access to documents?	Shannon Stein	Exceptional
Applicant does not exhibit an understanding of serving students will disabilities in a public school setting.  How will the assessment be a part of the admissions process?	Buffy Fowler	Exceptional
There is no evidence a full continuum of services would be available.  Answers are restatements of the question, not providing evidence that the applicant has a grasp of what is required or needed to run a program with a strong exceptional children's program.	Buffy Fowler	Exceptional
Will any EC support teachers/aides be employed at FIA? How will inclusion services with trained individual be provided (i.e. pull-out, read out-loud, etc.)? How will you ensure that paperwork is completed properly? (i.e. regular monitoring) How will you implement your 504 program? (i.e. NO details)	Shannon Stein	Exceptional
- How will teachers play a role in the support of EC students? - Will students with IEPs have pushin or pullout support or does it vary according to	Sally Houston	Exceptional

<p>student need?                      - How will teachers and families work together to support the individual needs of students?                      - How will RTI (response to intervention) be used to support children?</p>		
<p>The plan for serving EC students is inadequate and does not meet legal requirements.</p>	Jay Whalen	Exceptional
<p>What steps will be taken to ensure that the parent is a part of the development of IEPs and 504 plans?</p>	Austin Smigel	Exceptional
<p>How will you provide the full continuum of services that includes regular, resource, separate, and homebound setting?                      How will the goals and accommodations of a student with a disability be shared with their general education teacher(s)? How will accommodations be documented that they were provided?                      How will the IEP goals be monitored? How and how often will that be communicated to the parents?                      How will you provide related services such as psychological, speech, OT, PT, transportation if stated on an IEP?</p>	Ginger Cash	Exceptional
<p>"student thrive when they are challenged and feel great about their results"; how will this be measured? What is the reading assessment going to be? What are your promotion standards? How will this involve your parents? What if parents do not attend the open house? Failed to answer standards for "last grade served".</p>	Shannon Stein	Student Perf
<p>- Clarify the phrase "high performance standards."                      - Given that homework is a big part of the school's standard, how much time is spent reviewing homework each day? How does the school ensure homework is completed by the student (rather than the parent)? Who designs the homework? Is homework differentiated based on student need?                      - While the EOY test is noted in point 2, what assessments will be used to inform the monthly reports that outline the academic success of the school?                      - Point 3 mentions promotion standards. What are the promotion standards? What is the retention policy? Do teachers and parents have a say in whether or not their child should be promoted?</p>	Sally Houston	Student Perf
<p>What methods of measurement/assessment tools are going to be used? What are the promotion standards for students with disabilities and do they correlate to the students IEP? Are these standards developed with the IEP team if the recommendation is made by the School Director?</p>	Austin Smigel	Student Perf
<p>Performance standards are not adequately addressed.                       How will the board get monthly data reports if the school only tests at the end of the year?                       No clear performance standards are given.</p>	Jay Whalen	Student Perf
<p>The discipline plan is inadequate. More detail is needed on how behavior is managed in the school and what consequences are associated with each infractions.</p>	Jay Whalen	Student Cond
<p>How are the student conduct expectations shared with families? How will you determine if behavior is part of their disability? Failed to list either Due Process or Grievance procedures.</p>	Shannon Stein	Student Cond
<p>How do you know that there won't be discipline issues that the teacher cannot handle?                       What strategies do the teachers use?                       "Parents are expected to use decorum and courtesy when on school property."                      How will this be monitored, what does it mean exactly and what control do you have over this in a public school environment?                       "Raised voices, threats, interference with instruction or school activities will warrant removal from the school property by civil authorities." This seems extreme and again seems to be holding to an expectation that is enforced in the private school setting and not the public school setting.                       No evidence of knowledge of legally sound policies is conveyed in this response.</p>	Buffy Fowler	Student Cond

- What do you mean by "student-friendly?" - What is considered "respectful" behavior? - Clarify point 4: If a student raises their voice, they will be removed by civil authorities. Who makes this call? Each teacher? An administrator? - How will positive behavior incentives be used to encourage positive behavior? - What role will teachers play in creating a supportive learning environment? - What proactive supports will be put in place to prevent suspensions and expulsions?	Sally Houston	Student Cond
What is the grievance procedure if a student/family disagrees with the outcome of disciplinary proceeding? If a student is expelled what steps will be taken to ensure there is not a disruption of the continuation of education? How are severe problematic behaviors defined?	Austin Smigel	Student Cond
- How can you add data and detail to make this vision more concrete?	Sally Houston	Certify Educ

<b>Reviewer</b>	<b>Score</b>
Alex Quigley	
Stephenie Clark	
Austin Smigel	Fail
Buffy Fowler	Fail
Cheryl Turner	
Danielle Allen	
Steven Walker	
Shannon Stein	Fail
Sally Houston	Fail
Lynn Kroeger	
Joe Maimone	
Jay Whalen	Fail
Heather Soja	
Ginger Cash	
Alan Hawkes	

#### **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:**

###### **School Governing Body:**

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

*Name of Private NonprofitMunicipality:* First Impressions Academy

*Mailing Address:* 6965 Nexus Court

*City/State/Zip:* Fayetteville NC 28304

*Street Address:* 6965 Nexus Court

*Phone:* 910-339-0524

*Fax:* 910-339-0524

*Name of registered agent and address:* Ms. Christy Pettit  
6965 Nexus Court  
Fayetteville, NC 28304

*FEDERAL TAX ID:* 30-0987296

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

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

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

X No

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

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

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization. Please complete the table provided depicting the members of the board that will oversee the proposed school.

<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>
Christy Pettit	President	CUMBERLAND	School Owner		
Teresa Clayton	Chief Operating Officer	CUMBERLAND	Assistant to the Owner		
David Sessoms	Head of Middle and Preschool	CUMBERLAND	Head of Middle and Preschool		
Ebon Freeman-James	Social Medial Specialist	CUMBERLAND	Social Medial Specialist		
Kristen Sessoms	Mental Health Therapist	CUMBERLAND	Mental Health Therapist		

**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.*

First Impressions Academy will be governed by a Board of Directors with a minimum of five members. The Board of Directors is made up of Staff, at least one parent of a First Impressions and community involvement.

The Board will oversee and have responsibility of all operations of the Charter School and will meet regularly. Monthly the Board will be updated on the financial feasibility, academic outcomes, any outstanding complaints or issues and any other topic that they see fit to discuss. Minutes will be kept for all meetings. The Board will hold open and closed meetings, when open meetings are held, they are open to the public.

The Board has named a Head of the Middle School that will oversee all day to day operations. David Sessoms was named Head and comes to the school with sixteen years of education experience and many hours of volunteer hours in the Greater Cumberland County area.

Board members are expected to be active participants and to operate in an honest and selfless manner, always putting the student and their academic excellence first.

- 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.*

Currently the Board is made up of five parties. The Board Members were selected because of their backgrounds and overall integrity for the field of education. Christy Pettit holds ultimate control and power as the Board President but she will seek guidance from the Board monthly. It is very important for Ms. Pettit to have support in any decisions or issues that could arise in the Middle School.

The Board will gain all information from multiple outlets; faculty and staff, parents and administration.

- 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?*

Board Members have been elected because of their education, experience and dedication to the success of the Charter School. The Board founder and school owner, Christy Pettit use her educational experience to search for the correct individuals to server on the Board. First Impressions Academy has an internal goal to attempt to maintain seven members. We feel that this will give us more than five at all times, in case someone has to relocate or step down.

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

The Board of Directors will meet at least once per month.

- 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.*

On-boarding for new members will be facilitated through Christy Pettit. The schools policy and procedure handbook and orientation manual will be utilized. If Ms. Pettit is not available, she will designate another member to conduct the orientation and training.

- 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 members of the Board all have a vested interested in the success of First Impressions Academy. It is very important that the Board Members have a vast background and training and not all come from one arena. Of the current Board Members, one is the owner of the school, another is celebrating ten years of employment with First Impressions Academy, two are parents (with other responsibilities) and the fifth is the Head of the Charter School.

Any relationship that could see unethical or be considered a conflict of

interest would not be an approved member. Members sign an annual contract of confidentiality and ethical standards.

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

The Board Members will bring suggestions to the table during the meetings and they will be voted on. Christy Pettit has the right to override a Board decision, if she feels that her decision is of sound evidence. She also will over see the financial outcomes of the school, any voting about finances will also have her as the deciding factor. Ms. Pettit is very fair and equitable.

School polices will be evaluated often by the Board and can be address in board meetings. Any questions that Parents may have about the policies of the school with be addressed by Christy Pettit or the Head of the Middle School if she is not available.

*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.*

First Impressions Academy will have many group and associations that can oversee other areas of the school. First Impressions Academy has a Parent Education Partnership (PEP) that is lead by Board Member Ebon Freeman-Jones and is made up of parents in the school. This group assists with fund raising and other initiatives to assist with the Teachers and any classroom needs.

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

First Impressions Academy takes any and all grievances or complaints very seriously. To date, all come through the Main Office, Christy Pettit and Teresa Clayton handle any issue. We like for the issue to be handed in a very timely manner as many times they are simple misunderstandings. Any grievance that will result in the challenging of a written policy will be brought before the board. If the grievance is not close to a scheduled board meeting, Christy Pettit will call a conference call so there is not a thirty day gap for a resolution.

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

**Include in the Appendices:**

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

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

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

**X Not Applicable**

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

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

**Not Applicable**

1. *Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).*

First Impressions Academy is a fully operational Middle School. With four years of history and statistics, we feel that this school would be an excellent Charter School. There are three Charter Schools in the Greater Cumberland County area and all seem to operate very successfully. We fell that when First Impressions Academy is approved as a Charter Middle School, this will open up the opportunities for more students to experience such a quality education and benefit for the S.T.E.M. School experience.

2. *Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N. If the current organization does not have a FORM 990, tax information for the last three years along with financial statements must be included as Appendix N.*

First Impressions Academy was founded by Christy Pettit. Ms. Pettit began with a grassroots approach. The Academy is financially stable and profitable.

3. *Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.*

First Impressions Academy is fortunate to have a very successful Preschool and Elementary school that has provided a strong enrollment for the Middle School. Our students tend to matriculate through the grades and tend to have very strong retention. We are in a military town and that can cause some movement of students as the families can transition to other military bases. We expect the enrollment to increase with a Charter approval.

4. *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.*

First Impressions Academy is very confident in the outcomes of our students. Each year our student go through a series of testing to see their level. They are tested in:

R= Reading

L= Language Arts

M= Math

Numbers represent the grade level and month in that year...ie: 7.2 is 7th grade second month

5th grade

R: 9.6

L: 11

M: 9.2

6th grade

R: 12.6

L: 10.6  
M: 9.8  
7th grade  
R: 12  
L: 11.8  
M: 12.6

While all students are tested, we are proving the Middle School scores for the 17/18 year.

5. *Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

First Impressions Academy has a very small turnover and normally if there is one, it is a military spouse that has transitioned to a new city.

The Staff will go through an interview process with the Head of the Middle School and new positions will be offered for the Charter School. We expect to do recruiting as we anticipate a need for more teachers with the projected growth.

*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:**

*Below, please outline a list of positions anticipated for the charter school (e.g., principal/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.*

First Impressions Academy has the staff already in function. We do anticipate some growth and to have additional staff. Currently, the following positions are in operation:

CEO/Financial Support, Operations, Head of Middle School, Office Support, S.T.E.M. teacher, Math and S.T.E.M. teacher, fifth grade teacher and a language arts and history teacher.

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

Include the following information for the proposed charter school:

The Board of Directors will review resumes of potential employees and will create and approve the need for new positions. The Head of the Middle School will do constant recruiting to have a consistent group of qualified teachers. First Impressions Academy is a member of the Fayetteville Regional Chamber of Commerce and the Head of the Middle School is on the Ambassador Committee, this allows the school to attend job fairs and other meetings to create talent acquisitions.

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

*and the nonprofit board.*

The staff members for First Impressions Academy will report to the Head of the Middle School who is also a Board Member. The Board will supervise the Head of the Middle School while the that position will oversee the day to day operations and employees. Essentially, somewhat, indirectly, the employees are governed by the Board of Directors. The Board will approve all staff policies and any termination.

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

The Head of the Middle School is the direct supervisor of the staff for the Middle School.

When hiring for a position, The Head of the Middle School and the Owner of the school will search and interview for the right candidate, once the right person is selected and upon an approved background check, an offer will be delivered to the candidate. Once they have accepted their position, they will be given an contract to read and sign.

When dismissing a staff member, the Head of the Middle School and the Owner of the school will review any documentation and potential performance plans to ensure the school is not placing the chance for a legal issue, once reviewed and if they find that there is ample information, the employee will be dismissed and all of their school property will be collected.

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

First Impressions Academy has budgeted positions for the Middle School and they are in line with the small class size and size of the school.

Head of the Middle School-\$36,000  
5th Grade Teacher-  
6th-8th S.T.E.M. Teacher-  
6th-8th S.T.E.M. and Math Teacher-  
6th-8th Language Arts and History Teacher-

The budget is projected to grow with the increased enrollment of the Middle School with a Charter approval.

Benefits- The employee has the option to review the benefit package at First Impressions Academy and can make the decision to purchase their own benefits, utilize their spouses benefits or partake in First Impressions Academy's benefit plan.

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

Employee grievances and terminations will be handled by the Head of the Middle School and the Owner of the school. Conflict resolution measures will be utilized to decrease potential issues before they grow. If employees have multiple issues with staff, students or parents, each issue will be documented, the employee will be addressed and the incident will be documented and signed by the supervisor and employee and kept in the employee file.

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

N/A, we do not have any positions with dual responsibilities.

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

Christy Pettit, the owner at First Impressions Academy is a specialist in the testing and monitoring of students with disabilities. She will oversee that role for the school. If we find that we have a need for a separate person to serve in the role, the need will be taken to the Board Members.

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

First Impressions Academy will follow the North Carolina Law and will have at least 50% of the teachers licensed. The staff will be required to maintain professional development and are expected to remain current in their field for and active classroom.

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

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

The Head of the Middle School is responsible for maintaining staff files, teacher license requirements and professional development for the Middle School Staff.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The Head of the Middle School will mentor, retain and evaluate the staff and will operate through the schools mission. First Impressions Academy hires experienced and qualified teachers, our plan is to hire licensed teachers from the beginning so we can be above the 50% requirement. For teachers who are currently employees by the Middle School, First Impressions Academy will pay the fee for their renewal, since it was not mandatory for employment.

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

The staff development plan will consist of both formal and informal professional develop. We believe that both styles are mandatory for to mentor and grown a well-rounded staff. Formal training will allow all of the staff to have the same professional development while informal will allow the staff to select their individualized professional developed courses.

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.*

The staff of First Impressions Academy always starts each school year with a staff mixer, held at the school. This event is for the staff to bond and become close, to be aligned with our mission. The on-boarding process will allow orientation for each new teacher, allowing them to be trained on the style that is expected at First Impressions Academy. Periodically throughout the year there will be scheduled formal in-service training's for the staff, we believe that these training's should include the administration as well

as the teachers.

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.*

First Impressions Academy aims to provide two formal in-service training's for professional development per year. Staff are encouraged to seek personal courses that they would like to have accomplished.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

Marketing is a total school effort. We will and have partnered with agencies in the Greater Cumberland County area, boys and girls clubs, chamber of commerce and other areas that will allow us to spread the word about our school and our mission. We have visited area churches, placed press releases in the local news paper and gone to career fairs.

We believe that it is very important to involve the parents in the marketing. Referrals are a large portion of our enrollments. When Parents are happy with the quality of education their child is receiving, they want to tell their neighbors and friends, which is a large piece of our marketing.

First Impressions Academy will also utilize our current Facebook, website and any social medial for marketing.

### **Parent and Community Involvement**

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

1. The families of First Impressions Academy have a tight communication trail. We utilize an internal database that allows us to communicate through email very effectively. Our teachers also have communication methods that are used to communicate with their class. Once good way to communicate is to send information home in the students' school folder. We provide each student with a standard two-pocket folder that they take home each night, parents keep the documentation that is on the "keep at home" section.

We communicate with community members through our memberships with the

Chamber of Commerce, Facebook, various board meetings and by being involved in the community.

2. We will engage parents in the charter school life by educating them on how charter schools operate, we will invite them to the open board meetings, hold orientations (like we currently do) for each class to allow the teacher to introduce herself and gather information from the families. When a school, like First Impressions Academy has a proven product and a strong parental following, we believe that we will handle the communication the same we have for the last decade.

## **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 withdrawals and transfers.*

1. First Impressions Academy is applying for the accelerated application, we hope to hold our first Charter class in September of 2019. We understand that we cannot take enrollments without the official, our current population participates in their registration for the next year and the end of February of each year. According to the approval timeline, that is alignment with the approval from the SBE.

2. If a lottery is mandatory, the names for the lottery will be written on index cards and will be chosen in a public place, parents will be invited to attend. All families will be notified within seven business days. First Impressions Academy will give preference to enrollment to our current population, children of employees and those of Board Members.

3. Student that are on a waiting list will be offered the first available spot that is open, if they do not accept or decline the spot, it will be offered to the next person on the waiting list. Once a list is created, there will be no movement up the list.

If a student wishes to re-enroll in First Impressions Academy, they will go through the initial testing process, like a new student would. It is critical that the Administration of First Impressions Academy ensure the student has been progressing properly in the school they are transferring from.

If students relocate, withdraw or wish to transfer to another school, their spot will be come open and the waiting list will be executed.

4. Potential students meet with Christy Pettit and go through the testing

process to test the level at which they are learning as well as to ensure there are no potential issues the student may face. Ms. Pettit meets with the parents to discuss the results.

5. Student who wish to withdraw from First Impressions Academy must meet with Ms. Pettit, the family has to go through the withdraw process and place this request in writing. When students withdraw or transfer to another institution, we request the name of the school they are attending so we can send the academic record directly.

### **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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

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

**PROJECTED ENROLLMENT**

**Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Cumberland County Schools

LEA #2 Hoke County Schools

LEA #3 Moore County Schools

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 260	LEA 470	LEA 630	LEA 260	LEA 470	LEA 630	LEA 260	LEA 470	LEA 630	LEA 260	LEA 470	LEA 630	LEA 260	LEA 470	LEA 630
Grade 05	28	2	2	30	5	1	42	3	1	45	5	1	55	5	1
Grade 06	28	2	2	30	5	1	42	3	1	45	5	1	58	2	1
Grade 07	28	2	1	30	5	1	43	2	1	45	5	1	58	2	1
Grade 08	28	2	1	30	5	1	45	1	1	45	5	1	60	1	1
	112	8	6	120	20	4	172	9	4	180	20	4	231	10	4
	126			144			185			204			245		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
The applicant stated on page one they are not yet a registered non-profit.	Jay Whalen	Private Non-
Not completed.	Shannon Stein	Private Non-
Not completed.	Shannon Stein	Tax-Exempt S
- copy of letter is not attached	Sally Houston	Tax-Exempt S
- Please clarify the questions around the lottery process. - Clarify: how do you determine which background check is used on school leaders? The depth of each background check seems to vary.	Sally Houston	Certify Gove
There is not sufficient expertise on the board.  The board is made up of some employees, which are all conflicts of interest.  How does the board operate if the Chair has sole-decision making authority?  Grievance process is inadequate.	Jay Whalen	Governance a
Are quarterly Board Meetings sufficient? (Bylaws) Does the owner serve as Chairperson of a public charter school? (Organizational chart, application, bylaws) It appears that the owner serves as the default head of school and chairperson; what policies are in place if there is a grievance with the chairperson? (Operational plan, other documents) Are grievances resolved by the owner? - No path if the grievance is with the owner. (Application) If the majority of the board members are also staff what are the procedures if there is a grievance or conflict of interest with the staff/board member? What is the nepotism policy?	Austin Smigel	Governance a
Will the Board members that are currently employed by LIA stay on the Board? When will you hold closed meetings? Are you suggesting that the Board president, Ms. Pettit, has more influence than other Board members? (i.e. "ultimate control") Failed to answer if a Board position becomes vacant, how and on what timeline will new members be recruited and added to the Board? Do your Board members have diverse enough experience (i.e. finance, legal,etc.) Failed to answer: Timetable & specific Board training. What is your Conflict of Interest policy? Is being an employee a conflict for being on the Board? Is giving Ms. Pettit "override" capability an example of best Board practice? What is "the reporting structure as it relates to the school's governing body and leadership"? Should a parent 1st go to the teacher if there is a concern? What is the process to approach the Board? (i.e. written, timeframe, etc.)	Shannon Stein	Governance a
- How does the school have an owner if it's a nonprofit? - If complaints are filed against the Head of the Charter school, how would this be handled considering he is on the board? - What is the purpose of the board if Christy can override all Board decisions? - The application states "Any board should oversee the operations of the school they serve while being careful not to have an prejudices for or against the school." Is Christy is the owner of the school and her assistant is on the school board, is this a potential conflict of interest? = What does "on-boarding" of new members look like? How will ongoing professional development be provided to board members? - Has the school conducted a more thorough background check of David Sessoms? What are the details of the 3 cases listed under his background check? While the case number is listed, case details are not. Will the results from his upcoming court date (including driving while impaired" affect the Board's decision to have him lead a school? - Are Kristen Sessoms and David Sessoms related? If so, how will complaints about one or the other be handled?	Sally Houston	Governance a
3 of the 5 board members are employees of the school. If a charter was granted staff of the school cannot serve as voting members of the board.	Buffy Fowler	Governance a

<p>Organizational Chart shows the owner as the director of the board of directors. This is a conflict of interest.</p> <p>Does Ms. Christy Pettit realize she will no longer be the owner of the school if it were to become a public charter school?</p> <p>The application continues to be written with names of people and not positions.</p> <p>The bylaws seem to be written for a PTO not a public charter school.</p> <p>The set up describes presents with several conflicts of interest with the board president being the owner.</p>		
N?A	Shannon Stein	Proposed Man
A clear rationale for conversion is not identified.	Jay Whalen	Charter Scho
No financial history is given.		
No evidence of financial stability is available.	Buffy Fowler	Charter Scho
Again, Applicant does not provide evidence that this school is ready to transition to a public charter school.		
What are/is the "history and statistics" that would make the conversion successful? How is success defined? What is the past financial history of the school's operation?	Austin Smigel	Charter Scho
What is your plan to approach to transfer financial assets/deficits to the non-profit organization?  What is the actual data of current enrollment trends and your demographics?  What test did you utilize to determine the grade-level performance of your current students?  Are you current staff licensed?	Shannon Stein	Charter Scho
- What are the statistics that make this school an "excellent charter school?" - What details can you add about the school's financial status? - Please clarify: You note that the school is profitable? What numbers speak to this? (This is no attached file showing the financial status of the school). - What do you mean by "strong retention?" What percentage of your students persist across grade levels? - What state and national assessments are being used to show student achievement? - What percentage of your teachers are certified?	Sally Houston	Charter Scho
How does the school define "qualified teacher?" What recourse does staff have if they have a grievance with the head of School/Board member?	Austin Smigel	Staffing Pla
- How much do you plan on paying teachers? This information is not included. - During the interview process, will teachers be required to teach a demo lesson? How will you determine if the teacher is a good culture fit for your school? - Clarify the strategies used to retain teachers. - What do you consider a "qualified teacher?" - What professional development will be provided for staff? - How will you determine if a student qualified as "gifted?"	Sally Houston	Staffing Pla
What teacher specific initiatives will you utilize? Will any others be involved in the hiring process? What type of behavior could lead to dismissal? Is there a "owner" when you are a charter school? What are the salary ranges? What employer contributions will be made to benefit packages? What is the employee's course of action is they have a grievance? Aren't being a Board member and an employee a dual responsibility?	Shannon Stein	Staffing Pla
How many staff members are there? Staffing plan seems insufficient.  Recruitment and hiring plans are inadequate.	Jay Whalen	Staffing Pla

Is Chirsty Pettit EC and EL certified? If not, she cannot legally run the EC and EL program. And as school leader, could she even feasibly do that?		
Could you expand on your actual PD plan? Will "personal PD" choices be covered by LIA since they are encouraged? Is your Head of the MS currently licensed by DPI so that they can serve in the licensure coordinator position? Do you have a BTSP in place? How will mentors be chosen? When will staff development occur? What will be covered? Since STEM is going to be integrated in the curriculum, when will that be supported? Is there any time for staff to collaborate?	Shannon Stein	Staff Evalua
No clear development or evaluation plan is included.	Jay Whalen	Staff Evalua
How are 2 in-service days/year for development sufficient?		
- What does "mentorship" look like at First Impressions Academy? How frequently will teachers be observed? What evaluation system will be used to evaluate teachers? - Please clarify: "...staff to select their individualized professional developed courses." Who is creating these courses? Is the school funding outside professional development opportunities? How do you determine who will be able to receive professional development? - It is noted that in-service training will take place "periodically." How often is "periodically?" - What is the professional development budget?	Sally Houston	Staff Evalua
What kinds of staff development will be provided? What will be the pay of the teachers if the administrator is only 36k?	Buffy Fowler	Staff Evalua
What types of formal training will occur for staff?	Austin Smigel	Staff Evalua
No evidence that the school will target a population other than the existing population and their connections.	Buffy Fowler	Marketing PI
- What are the "other areas" referenced in the marketing plan? - What other social media platforms do you plan to use? - What is the proposed budget for marketing?	Sally Houston	Marketing PI
Is \$500 sufficient for the schools marketing plan?	Austin Smigel	Marketing PI
How will you ensure referrals bring in sufficient applicants?	Jay Whalen	Marketing PI
Marketing is insufficient.		
How exactly are parents able to get involved? What does communication look like outside of sending a folder home?	Jay Whalen	Parent and C
- How is the school involved in the community? - Are families able to contact teachers directly via email and/phone? - What do you mean by "tight communication trail?" - What are the communication methods that teachers use to communicate with their families other than the school folder? - What happens if a student loses his/her school folder? - What will the school do if they are unable to contact a parent? - Has the school considered an attendance committee?	Sally Houston	Parent and C
How will parents have a voice in the school vision and decisions? (i.e. not clear)	Shannon Stein	Parent and C
Applicant cannot legally give preference to current students or put students through an initial testing process.	Jay Whalen	Admissions P
How will parents be notified? Per state law, can you give preference to current families in a private school conversion? What is the required time frame for a family to accept a position at LIA before being removed from admittance? What if the initial testing progress shows they are below the grade level they applied for? (#3) What if "potential issues" are identified? (#4)...what happens to a student's enrollment?	Shannon Stein	Admissions P
"First Impressions Academy will give preference to enrollment to our current population," This is not allowed. This applicant needs to research charter schools and learn more about the goals, guidelines and purposes.	Buffy Fowler	Admissions P
Students applying would first be tested?	Austin Smigel	Admissions P
This table is different than what was at the beginning of the application. If classes are capped at 15 how do you deal with 126 students?	Buffy Fowler	Projected St
Enrollment table is different than projected enrollment stated earlier.	Jay Whalen	Projected St
Student projection #'s are inconsistent with Page 7 of the application?	Shannon Stein	Projected St
- How long does a family have to accept/decline a spot?	Sally Houston	Weighted Lot

<p>- What information is included on the index card used for the lottery? Who reaches out to selected families? How will you handle reaching out to families who do not speak English?</p> <p>- Clarify: "It is critical that the Administration of First Impressions Academy ensure the student has been progressing property (do you mean properly?) in the school they are transferring from." What is the plan/approach if a student has not been progressing at their other school?</p> <p>- Will the school not accept students who have "potential issues?" (see point 4)</p>		
N/A	Shannon Stein	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Austin Smigel	Fail
Buffy Fowler	Fail
Cheryl Turner	
Danielle Allen	
Steven Walker	
Ginger Cash	
Heather Soja	
Jay Whalen	Fail
Joe Maimone	
Lynn Kroeger	
Sally Houston	Fail
Shannon Stein	Fail
Stephenie Clark	

## **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.*

First Impressions Academy will utilize the service of our PEP (Parent Education Partnership) program to ensure that any that any transportation need or issue would be addressed and that our PEP will facilitate carpool options for families that need that option.

If a student/family comes to meet with the Administration to withdraw from the Academy, the Administration will ensure that transportation is not the reason for the withdraw. If that is the issue with the family, options will be provided within a reasonable distance from the school.

First Impressions Academy is also looking into local key areas within a reasonable distance from the school as a meeting point with parents with transportation areas. Some parents may have access to the City Transit System, if that is the case, the carpool could meet the parent there, within a reasonable distance.

As the school grows and if the Board finds that there is a greater need for transportation, other options will be researched.

### **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.*

First Impressions Academy has partnered with TakeOut4Schools. This partner provides hot lunches to the students. The family will order the lunches, they can select daily, weekly or monthly and they lunches are delivered to the campus daily. All meals include a beverage. Special diet needs and larger portions are available. These restaurant quality meals and tailored for the needs of the student. If the parent or guardian wishes, they can customize the lunch.

The nutritional value of the lunches falls in line with Cumberland County and the partner also provides for the surrounding schools, including a very successful Charter school.

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

The NonprofitBoard shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;



*comparable to the commercial and educational spaces for the proposed school location.*

The cost of the facility is 1.00 per square foot. The facility is 4000 square feet, we have multiple properties from this company, allowing to negotiate the rent of \$4000.00 per month.

**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.*

N/A- First Impressions Academy has a fully operational and approved facility.

First Impressions Academy - Our mission is to support and provide quality education; develop academic, social and behavioral skills to be used inside and outside the classroom. Our passionate teachers help each child and develop confidence for lifelong learning.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
- While the applicant meets 62% of the provided criteria, the lunch and transportation sections lack clarity. How do you plan to support families without transportation and families unable to afford lunch? More specifically, how do you plan to provide transportation to students if they are not on the carpool route?	Sally Houston	Certify Oper
Explain reasonable distance.  How will you identify who needs transportation prior to a family feeling they need to withdraw?	Buffy Fowler	Transportati
How is "reasonable distance to provide transportation for a student who would require transportation" defined?	Austin Smigel	Transportati
- Clarify: the second paragraph says "options will be provided within a reasonable distance from the school." What are the options you'll propose if a student has to withdraw from your school due to a lack of transportation? - What are the "other options that will be researched?" - How late are families allowed to pick up their child from school? - Are after school options available for families where parent(s) are still working during the conclusion of school?	Sally Houston	Transportati
What is the plan for students who require transportation?  What is the plan for a student whose IEP requires transportation?	Jay Whalen	Transportati
How will you provide transportation if required by an IEP of a student with a disability?	Ginger Cash	Transportati
How will you ensure paying for lunch is not a barrier to entry for any student?	Jay Whalen	School Lunch
What process will be put in place to ensure that no child is lacking a daily meal?	Austin Smigel	School Lunch
- Will breakfast be offered to students? - Will the school help pay for breakfast and/or lunch if a student is unable to afford the school lunch? - What tracking system will the school use to count student lunches? - Who oversees the lunch setup and dietary needs of students? - Will any food restrictions be put into place to support students with food allergies such as peanut allergies? - How does the school plan to distribute lunch in the case of a delay and/or early release due to weather or other unforeseen events? - Clarify: "These restaurant quality meals and tailored for the needs of the student." Do you mean "are tailored...?"	Sally Houston	School Lunch
The question of addressing how no child would go without a lunch was addressed or even acknowledged.	Buffy Fowler	School Lunch
Insurance cost does not match the budget.	Jay Whalen	Civil Liabil
So will there be another organization that will lease the building out? The director or owner will rent the building to the school. Again conflict of interest.	Buffy Fowler	Facility and
Please detail how a 4,000 sq ft facility is enough for 7 classrooms and 126 students in year 1?	Jay Whalen	Facility and

<b>Reviewer</b>	<b>Score</b>
Steven Walker	
Stephenie Clark	
Cheryl Turner	
Buffy Fowler	Fail
Austin Smigel	Fail
Alan Hawkes	
Alex Quigley	
Ginger Cash	
Heather Soja	
Jay Whalen	Fail
Joe Maimone	

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Lynn Kroeger	
Sally Houston	Pass
Shannon Stein	Pass
Danielle Allen	

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## VI. FINANCIAL PLAN

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

### Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

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

#### LEA #1 260 - Cumberland County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,502.03	112	\$616,227.36
Local Funds	\$1,580.00	112	\$176,960.00
Federal EC Funds	\$4,164.32	7	\$29,150.24
<b>Totals</b>			\$822,337.60

#### LEA #2 470 - Hoke County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,105.34	8	\$48,842.72
Local Funds	\$564.48	8	\$4,515.84
Federal EC Funds	\$4,464.16	0	\$0.00
<b>Totals</b>			\$53,358.56

#### LEA #3 630 - Moore County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,415.29	6	\$32,491.74
Local Funds	\$2,062.00	6	\$12,372.00
Federal EC Funds	\$4,464.16	0	\$0.00
<b>Totals</b>			\$44,863.74

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**Total Budget: Revenue Projections Year 1 through Year 5**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
-State ADM Funds	\$686,731	\$0	\$0	\$0	\$0
-Local Per Pupil Funds	\$189,724	\$0	\$0	\$0	\$0
-Exceptional Children & Federal Funds	\$29,150	\$0	\$0	\$0	\$0
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$905,605	\$0	\$0	\$0	\$0

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

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

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### **Personnel Budget: Expenditure Projections Year 1 through Year 5**

*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.*

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>Year 1</b>			<b>Year 2</b>			<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>									
Administrative & Support Personnel:															
Lead Administrator	1	\$12,000	\$12,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Assistant Administrator	1	\$36,000	\$36,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$4,000	\$4,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
<b>A - Total Admin and Support:</b>	<b>4</b>		<b>\$52,000</b>	<b>0</b>		<b>\$0</b>									
Instructional Personnel:															
Core Content Teacher(s)	6	\$28,000	\$168,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teacher(s)	3	\$4,800	\$14,400	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	1	\$1,500	\$1,500	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
<b>B - Total Instructional</b>	<b>10</b>		<b>\$183,900</b>	<b>0</b>		<b>\$0</b>									

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	14		\$235,900	0		\$0	0		\$0	0		\$0	0		\$0
Administrative & Support Benefits															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
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	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	6	\$75	\$450	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
D - Total Admin and Support Benefits:			\$450			\$0			\$0			\$0			\$0
Instructional Personnel Benefits:															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	6	\$75	\$450	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	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:			\$450			\$0			\$0			\$0			\$0
D+E = F - Total Personnel Benefits			\$900			\$0			\$0			\$0			\$0
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	4		\$52,450	0		\$0	0		\$0	0		\$0	0		\$0

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B+E = H - Total Instructional Personnel (Salary & Benefits)	10		\$184,350	0		\$0	0		\$0	0		\$0	0		\$0
G+H = J - TOTAL PERSONNEL	14		\$236,800	0		\$0	0		\$0	0		\$0	0		\$0

First Impressions Academy is committed to support and provide quality education; develop academic, social and behavioral skills to be used inside and outside the classroom. Our passionate teachers help each child and develop confidence for lifelong learning.

**Operations Budget: Expenditure Projections**  
**Year 1 through Year 5**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Administrative & Support:					
Office:	Office Supplies	\$500	\$0	\$0	\$0	\$0
	Paper	\$150	\$0	\$0	\$0	\$0
	Computers & Software	\$500	\$0	\$0	\$0	\$0
	Communications & Telephone	\$1,000	\$0	\$0	\$0	\$0
	Copier leases	\$0	\$0	\$0	\$0	\$0
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$200	\$0	\$0	\$0	\$0
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$48,000	\$0	\$0	\$0	\$0
	Maintenance	\$2,000	\$0	\$0	\$0	\$0
	Custodial Supplies	\$1,200	\$0	\$0	\$0	\$0
	Custodial Contract	\$1,440	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$2,000	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$8,000	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$500	\$0	\$0	\$0	\$0
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$65,490	\$0	\$0	\$0	\$0
	Instructional:					
Instructional Contract	Staff Development	\$1,500	\$0	\$0	\$0	\$0
Classroom Technology	Software	\$500	\$0	\$0	\$0	\$0

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Books and Supplies	Instructional Materials	\$5,000	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$20,000	\$0	\$0	\$0	\$0
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$27,000	\$0	\$0	\$0	\$0
	K+L = M - TOTAL OPERATIONS	\$92,490	\$0	\$0	\$0	\$0

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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
J - TOTAL PERSONNEL	\$236,800	\$0	\$0	\$0	\$0
M - TOTAL OPERATIONS	\$92,490	\$0	\$0	\$0	\$0
J+ M =N TOTAL EXPENDITURES	\$329,290	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$905,605	\$0	\$0	\$0	\$0
Z - N = SURPLUS / (DEFICIT)	\$576,315	\$0	\$0	\$0	\$0

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

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

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

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

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

Student enrollment was projected on a historical range. First Impressions Academy currently had grades 5-8.

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

First Impressions Academy has been fully operations as an institution for ten years. The middle school has been operating for three years.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

No, the budget does not rely on other funds.

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

15:1

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.*

No, the school does not intend to contract support or financial services.

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 to provide quality education on a small level and maintain a student:teacher ration of 15:1.

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 school will operate as we have, we will continue to provide a solid education and maximize resources for our families.

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

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The facility is leased. There is not a plan to purchase this facility. If in the future, the owner purchases the facility she will finance the purchase. First Impressions Academy has three sites and are fully operations. Currently, we have a Preschool, Grade School and Middle School. The Middle School is the only facility that is leased.

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*

We currently have furniture, two computer labs and a fully furnished facility. If the need comes to purchase more furniture, the board will be present for purchases.

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

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

The school has strong internal controls. Christy Pettit is the owner. Ms. Pettit works closely with an accounting firm to ensure that there are separation of duties, safeguarding and accurate record keeping.

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

N/A, There are no known or possible party transactions.

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

Walter J. Pikul, CPA  
PO Box 41035  
Fayetteville, NC 28309  
910-421-1981 (Office)  
910-424-4873 (Fax)  
cwalterjpikul@nc.rr.com

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Projected enrollments do not align.	Jay Whalen	Budget Reven
Incomplete Revenue Projections (pg. 36)	Shannon Stein	Budget Reven
Years 2-5 are not included.	Jay Whalen	Total Budget
Incomplete	Shannon Stein	Total Budget
Chart is not projected for 5 year	Buffy Fowler	Total Budget
What are the revenue projections for years 2-5?	Austin Smigel	Total Budget
Chart is incomplete and not realistic for the size of school. It appears it is also not completed correctly as it shows 1 full time administer would make 12k with the asst. making more and a full time clerical worker at 4k.  There are no benefits shown for teachers. Teachers are not even making state scale as a 1st year teacher. How did the applicant figure social security? The cost for just one teacher at 28k would be \$366 per year. You have to pay medicare expenses.	Buffy Fowler	Personnel Bu
Is there enough money budgeted for a licensed EC teacher? If the EC teacher will be fulfilling multiple positions, he/she can not fulfill other positions at the time he/she is providing direct services to students.	Ginger Cash	Personnel Bu
- Under "Instructional Program" you noted that classes will be capped at 15 students. Under "Proposed Grade Served and Total Enrollment Table" you projected 200 students in year one. This table shows you plan to hire 6 content teachers. How will you ensure classes only have 15 students if there are only 6 content teachers total in grades 5-8?  - Under "Staffing Plans. Hiring, and Managemeuou noted that the Head of the Middle School would make \$36,000. According to the Expenditure Projecctions, the "Lead Administrator" makes \$12,000. IS this the same role? If so, which salary is accurate?  - You have noted you'll hire one custodian, but have not listed a salary. How do you plan to pay your custodian?	Sally Houston	Personnel Bu
Budget is incomplete. Years 2-5 are not included.  Staffing salaries do not align with application and are very low. Are these full time positions? How will you recruit?  The application states employees have the option to enroll in First Impression benefits, but nothing is budgeted.	Jay Whalen	Personnel Bu
What are the budget projections for years 2-5?	Austin Smigel	Personnel Bu
- With a copy paper budget of \$0, how do you plan on providing teachers and students with the resources needed? What will teachers do if they need to run copies for their students?  - Will \$200 be enough for legal counsel if the need arises?  - IF students cannot afford pencils, pens, binders, etc., will the office supplies budget cover this?  - Your testing budget is \$0. Have you considered buying pencils for students? Water during testing?	Sally Houston	Operations B
Incomplete	Shannon Stein	Operations B

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Budget is not realistic and does not show evidence that this applicant understands how to manage a budget.	Buffy Fowler	Operations B
Is money allotted in the budget to cover contracting related services such as psychological, speech, OT, PT, transportation, etc.?	Ginger Cash	Operations B
What are the budget projections for years 2-5?	Austin Smigel	Operations B
Years 2-5 are not budgeted.	Jay Whalen	Operations B
Multiple line items are missing.		
Incomplete	Shannon Stein	Total Expend
A surplus of 576k, with low teacher salary and no benefits shows a lack of understanding of business and budgets.	Buffy Fowler	Total Expend
See prior notes.	Austin Smigel	Total Expend
Not all expenses are accounted for and years 2-5 are not complete.	Jay Whalen	Total Expend
Applicant states not contracted services are used. But outlines contract EC services if necessary and school lunch services. Also possibly transportation services.	Jay Whalen	Budget Narra
Who is handling HR, payroll, financial accounting, student accounting, etc?		
- As noted in a previous section, please explain how the teacher/student ratio will be 15:1 if you only plan to hire 6 content teachers? - If an EC students needs a service provided by an outside provider (such as speech therapy), how will you financially account for this need? - Please elaborate on how you will a fund balance. What percentage of expenditures will be the school's goal for a general fund balance?	Sally Houston	Budget Narra
What are the school's policies and protocols for ensuring for ensuring fiscal fidelity? If the school is going to "operate as we have, we will continue to provide a solid education and maximize resources for our families" what has been reported/documentd in the past? What does "maximize resources for our families" mean? What is has the financial position of the school been in prior years?	Austin Smigel	Budget Narra
No details given of the systems and process of fiscal fidelity.	Buffy Fowler	Budget Narra
The budget does does not spend half of brought in to educate the children.		
How are you planning on developing a fund balance?	Shannon Stein	Budget Narra
- What are the procedures and methods Ms. Pettit uses with the accounting firm? - If concerns arise about how Ms. Pettit manages the school, how is this handled? - How have you determined that the school has "strong internal controls?"	Sally Houston	Financial Au
No internal controls discussed.	Jay Whalen	Financial Au
Internal control and procedures is not described in this section.	Buffy Fowler	Financial Au
What are the internal controls?	Austin Smigel	Financial Au

Reviewer	Score
Steven Walker	
Danielle Allen	
Cheryl Turner	
Buffy Fowler	Pass
Austin Smigel	Fail
Alan Hawkes	
Alex Quigley	
Ginger Cash	
Stephenie Clark	
Shannon Stein	Fail
Sally Houston	Fail
Lynn Kroeger	

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Joe Maimone	
Jay Whalen	Fail
Heather Soja	

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**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.*

*\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 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).*

first.impressions

Date: 10/01/2018

**Applicant Signature:**

The foregoing application is submitted on behalf of First Impressions Academy (*name of non-profit corporation/board of directors for the proposed municipal charter school 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 "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "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: first.impressions

Board Position: Christy Pettit, Owner

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

Date: 10/01/2018

Sworn to and subscribed before me this

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\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

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

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

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

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## **OVERALL ASSESSMENT**

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

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

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

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

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

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

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

<b><u>Initial Screening</u></b>
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<b>Mission, Purposes, and Goals</b>	- danielle_allen
<b>Education Plan</b>	- danielle_allen
<b>Governance and Capacity</b>	- danielle_allen
<b>Operations</b>	- danielle_allen
<b>Financial Plan</b>	- danielle_allen
<b>OVERALL</b>	- danielle_allen - danielle_allen

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> - How will staff "make every contribution to our students and families?" - sallyhouston11</p> <p><u>Mission Statement</u> How is "target students/families who are serious about their education" going to ensure that the school is available to all students? How do you define serious? - austin_smigel</p> <p><u>Mission Statement</u> Why is STEM not included in the mission when so strongly represented in the application? - shannon_stein</p> <p><u>Mission Statement</u> Mission statement is vague and could be the mission statement for any educational program. What makes this applicant unique? STEM has been mentioned, why wasn't that in the mission statement. Is this the mission statement of the present private school or how does it differ? Explain what is meant by the following statement, "our leadership and staff work with integrity and we make every contribution to our students and families." - buffy_fowler</p> <p><u>Mission Statement</u> Mission is not clearly defined. What does it look like when the school is achieving its mission. - jay_whalen</p> <p><u>Educational Need and Targeted Student Population</u> - Clarify demographics of the area: what do you mean by a "strong population?" What is the race and economic status of the population in your area? Will you need to meet the needs of ESL learners? - sallyhouston11</p> <p><u>Educational Need and Targeted Student Population</u> How is the educational need quantitatively defined? What is the proposed population of the charter school in relation to the local LEA? - austin_smigel</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>Appendix A1 does not provide any evidence of need. It is minutes of a meeting of 3 staff members stating that they will apply for a charter. Explain this statement, "a history of a strong population" Targeted population is unclear. It appears they will target the existing private school students. Did not answer what percentage of the LEA. Are there any other STEM schools in Cumberland County? - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> No education need is addressed.</p> <p>No targeted student population is defined. No LEA percentage is calculated. - jay_whalen</p> <p><u>Purposes of Proposed Charter School</u> - What professional organizations do you plan on joining? - sallyhouston11</p> <p><u>Purposes of Proposed Charter School</u> How are the goals measurable? - austin_smigel</p> <p><u>Purposes of Proposed Charter School</u> Many of the answers lack the necessary detail to be complete. Q#3: what choices/opportunities will be expanded? Q#4: how will you measure this objective? Q#5: what unique opportunities will at-risk identified students have? - shannon_stein</p> <p><u>Purposes of Proposed Charter School</u> How will working with the chamber of commerce help your teachers? What professional organizations will you seek out? Answers are vague and do not clearly describe how the legislative purposes will be achieved. - buffy_fowler</p> <p><u>Purposes of Proposed Charter School</u> No priorities are adequately addressed. - jay_whalen</p> <p><u>Goals for the Proposed Charter School</u> - How will you collect data to determine if parents, students and staff feel safe? What measurable goal do you have for this? 100%? 90%? - What percent of staff do you hope to retain after year 1? How many staff members do you plan to recruit? - What percentage of your students are testing above grade level? What percentage of students do you expect to test above grade level? - What do you mean by "score high on end of year tests?" - sallyhouston11</p> <p><u>Goals for the Proposed Charter School</u> School performance goals and targets are not quantifiable based on the narrative without additional information. How are the goals measurable? - austin_smigel</p> <p><u>Goals for the Proposed Charter School</u> How will the governing board monitor success with these goals? (i.e. are they measurable?)  How are the goals aligned with the defined mission statement?  Did you consider goals that are also operational, financial, etc.? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u></p>
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	<p>Goals are not written as SMART goals.</p> <p>Without SMART goals it is not clear what information will be provided to the board. - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Goals are not measurable or specific.</p> <p>How will you know you have achieved these?</p> <p>Goals do not have a strong focus on student outcomes. - jay_whalen</p> <p><u>Certify Mission, Plan, Goals</u> The school's plan is vague and goals are not quantifiable as written. What is the impact on the local LEA? How does the school measure success? - austin_smigel</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> - Please clarify: "Our teachers teach a variety of hands on (kinesthetic), auditory and visual." What will they teach?</p> <p>- What do you mean by "it is our missing..." - sallyhouston11</p> <p><u>Instructional Program</u> Do you have data to support your assertion that your current students test "well above grade level" (i.e. what assessment did you utilize)?</p> <p>How will you measure success? If the targeted population is military families; what consideration have you put into the instructional methods you will utilize? - shannon_stein</p> <p><u>Instructional Program</u> The part of the application describes classes capped at 15 and 2 classes per grade level. For 5th -8th grade that would be 8 classes which earlier was stated that there are 7 classrooms available and only 120 students when application states it will have 200 the first year.</p> <p>Overall application is vague and does not give specifics to most questions. There are many grammatical and spelling errors in this application.</p> <p>The language of the applicant continues to imply that the targeted population appears to be the existing students at the private school. - buffy_fowler</p> <p><u>Instructional Program</u> How does the school define "prepared to enter high school?" How does the school define "well rounded?" How and when will the students be assessed? - austin_smigel</p> <p><u>Instructional Program</u> No clear instructional program is addressed. Discussion of instructional strategies are insufficient. - jay_whalen</p> <p><u>Curriculum and Instructional Design</u> - What do you consider "high school ready." - What benchmarks (perhaps assessments), will be used to ensure students are meeting</p>

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learning goals?  
- What curriculum will you use? Who will write the curriculum if you're not using an outside curriculum?  
- Clarify: What do you mean by this: "The goal of the facility is to have two or each grade level." - sallyhouston11

Curriculum and Instructional Design

How will you align your curriculum with state standards? What resources will you staff be provided to meet these goals? What specific curriculum are you considering utilizing? How do you know if the educational plan will be "strong" and "demanding" as compared to other local educational options? When you refer to "academic freedom", what do you mean? (i.e. no set curriculum?) Have you looked at local HS curriculum to ensure your plan aligns? - shannon\_stein

Curriculum and Instructional Design

Curriculum design plan is insufficient. - jay\_whalen

Special Programs and "At-Risk" Students

- Have you considered having a tutor that is not the content teacher? If the teacher's current approach is not working with a particular student and/or they have a strained relationship, it could be helpful to put the student with someone else.  
- What are the "series of assessments" used to determine EL needs?  
- How will the school use Multi-tiered System of Support (MTSS) for students with behavior needs? While the response provides some ways to address learning gaps, how will you provide support to students with behavioral issues, especially if those issues are affecting their ability to learn?  
- While Christy meets with families when they join the school, how will students who fall behind be determined "at-risk" after several months of instruction?  
- Clarify: You note "many of our middle school students are learning well above their grade level." What percentage of students are reading above grade level? How far above grade level? What assessment are you using to determine these results? What is your current math data? Of these considered "above grade level," what percentage of these students are considered "at risk" students? - sallyhouston11

Special Programs and "At-Risk" Students

What specific assessment will be utilized to determine English Language Proficiency? What supports will you put in place to assist ESL students? How do you plan on evaluating the progress of your intellectually gifted students? - shannon\_stein

Special Programs and "At-Risk" Students

Descriptions of procedures in the application should be written in the form of positions and not names of people.

There is no evidence of that the applicant understands the process of EL. It is unclear if the applicant knows what EL is because there is no mention of how to identify or support English Learners.

Is it realistic Ms. Pettit, whose position is unknown, will meet and evaluate every child entering the school on an individual basis?

The applicant did not answer the questions about EL or AIG students.

It is not clear the applicant has a grasp on what an at risk student means. Only one

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strategy was given which was more of the same teacher. What about students with behavioral or emotional issues? - buffy\_fowler

Special Programs and "At-Risk" Students  
How is the school going to ensure that all state and federal requirements are met for EL students? When and where does the additional tutoring occur? - austin\_smigel

Special Programs and "At-Risk" Students  
The entirety of the special populations plan is inadequate. The identification and intervention process is insufficient. No monitoring plan is in place. EL service plan does not meet even basic legal requirements for service. - jay\_whalen

Special Programs and "At-Risk" Students  
What data sources will you use to determine if a student is at risk? - ginger\_cash

Exceptional Children – Identification and Records  
- Why would testing be a part of the admissions process? (Point 2)  
- Please elaborate: What do you mean by "Ms. Pettit will... mention services she feels will be utilized." How will families have a voice during this meeting process? How will teachers have a voice during this meeting process? - sallyhouston11

Exceptional Children – Identification and Records  
What protections are in place for students who enter the school with 504 accommodations an IEPs? - austin\_smigel

Exceptional Children – Identification and Records  
What tools will be used to evaluate students for EC/504 services? Could you be more specific about your identification and intervention process? What if Ms. Pettit is not available, what is your process/procedure to who will have access to documents? - shannon\_stein

Exceptional Children – Identification and Records  
Applicant does not exhibit an understanding of serving students with disabilities in a public school setting.

How will the assessment be a part of the admissions process?

- buffy\_fowler

Exceptional Children – Identification and Records  
Plan for EC services does not meet legal requirements. Who is responsible for overseeing the IEP development process, monitoring, providing services, etc.? - jay\_whalen

Exceptional Children – Identification and Records  
How do you plan on obtaining the Assessments and IEP's that are reviewed at the "assessment phase of enrollment"?  
What evaluations and assessments are completed as part of the admissions process? Are the same evaluations and assessments given to all children? If any evaluations and assessments are going to be used in determining eligibility, then the referral process must be followed and informed parent consent must be obtained. Please review Policies Governing Services for Children with Disabilities regarding Child Find and Initial Referral. It is the responsibility of the IEP team not one person to determine the need for evaluation, what evaluations are needed, eligibility for special education services, and

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development of an IEP.  
How will the student records be kept confidential? How will it be documented when someone is allowed access to the confidential record? - ginger\_cash

Exceptional Children – Education Programming  
- How will teachers play a role in the support of EC students?  
- Will students with IEPs have pushin or pullout support or does it vary according to student need?  
- How will teachers and families work together to support the individual needs of students?  
- How will RTI (response to intervention) be used to support children?  
- sallyhouston11

Exceptional Children – Education Programming  
What steps will be taken to ensure that the parent is a part of the development of IEPs and 504 plans?  
- austin\_smigel

Exceptional Children – Education Programming  
Will any EC support teachers/aides be employed at FIA? How will inclusion services with trained individual be provided (i.e. pull-out, read out-loud, etc.)?  
How will you ensure that paperwork is completed properly? (i.e. regular monitoring)  
How will you implement your 504 program? (i.e. NO details) - shannon\_stein

Exceptional Children – Education Programming  
There is no evidence a full continuum of services would be available.  
  
Answers are restatements of the question, not providing evidence that the applicant has a grasp of what is required or needed to run a program with a strong exceptional children's program. - buffy\_fowler

Exceptional Children – Education Programming  
The plan for serving EC students is inadequate and does not meet legal requirements. - jay\_whalen

Exceptional Children – Education Programming  
How will you provide the full continuum of services that includes regular, resource, separate, and homebound setting?  
How will the goals and accommodations of a student with a disability be shared with their general education teacher(s)? How will accommodations be documented that they were provided?  
How will the IEP goals be monitored? How and how often will that be communicated to the parents?  
How will you provide related services such as psychological, speech, OT, PT, transportation if stated on an IEP? - ginger\_cash

Student Performance Standards  
- Clarify the phrase "high performance standards."  
- Given that homework is a big part of the school's standard, how much time is spent reviewing homework each day? How does the school ensure homework is completed by the student (rather than the parent)? Who designs the homework? Is homework differentiated based on student need?  
- While the EOY test is noted in point 2, what assessments will be used to inform the

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monthly reports that outline the academic success of the school?  
- Point 3 mentions promotion standards. What are the promotion standards? What is the retention policy? Do teachers and parents have a say in whether or not their child should be promoted? - sallyhouston11

Student Performance Standards  
What methods of measurement/assessment tools are going to be used? What are the promotion standards for students with disabilities and do they correlate to the students IEP? Are these standards developed with the IEP team if the recommendation is made by the School Director?  
  
- austin\_smigel

Student Performance Standards  
"student thrive when they are challenged and feel great about their results"; how will this be measured? What is the reading assessment going to be? What are your promotion standards? How will this involve your parents? What if parents do not attend the open house? Failed to answer standards for "last grade served". - shannon\_stein

Student Performance Standards  
Performance standards are not adequately addressed.  
  
How will the board get monthly data reports if the school only tests at the end of the year?  
  
No clear performance standards are given. - jay\_whalen

Student Conduct and Discipline  
- What do you mean by "student-friendly?"  
- What is considered "respectful" behavior?  
- Clarify point 4: If a student raises their voice, they will be removed by civil authorities. Who makes this call? Each teacher? An administrator?  
- How will positive behavior incentives be used to encourage positive behavior?  
- What role will teachers play in creating a supportive learning environment?  
- What proactive supports will be put in place to prevent suspensions and expulsions?  
- sallyhouston11

Student Conduct and Discipline  
What is the grievance procedure if a student/family disagrees with the outcome of disciplinary proceeding? If a student is expelled what steps will be taken to ensure there is not a disruption of the continuation of education? How are severe problematic behaviors defined? - austin\_smigel

Student Conduct and Discipline  
How are the student conduct expectations shared with families? How will you determine if behavior is part of their disability? Failed to list either Due Process or Grievance procedures. - shannon\_stein

Student Conduct and Discipline  
How do you know that there won't be discipline issues that the teacher cannot handle?  
  
What strategies do the teachers use?  
  
"Parents are expected to use decorum and courtesy when on school property."  
How will this be monitored, what does it mean exactly and what control do you have over

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	<p>this in a public school environment?</p> <p>"Raised voices, threats, interference with instruction or school activities will warrant removal from the school property by civil authorities." This seems extreme and again seems to be holding to an expectation that is enforced in the private school setting and not the public school setting.</p> <p>No evidence of knowledge of legally sound policies is conveyed in this response. - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> The discipline plan is inadequate. More detail is needed on how behavior is managed in the school and what consequences are associated with each infractions. - jay_whalen</p> <p><u>Certify Education Plan</u> - How can you add data and detail to make this vision more concrete? - sallyhouston11</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u> Not completed. - shannon_stein</p> <p><u>Private Non-Profit Corporation</u> The applicant stated on page one they are not yet a registered non-profit. - jay_whalen</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> - copy of letter is not attached - sallyhouston11</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Not completed. - shannon_stein</p> <p><u>Certify Governance</u> - Please clarify the questions around the lottery process. - Clarify: how do you determine which background check is used on school leaders? The depth of each background check seems to vary. - sallyhouston11</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> - How does the school have an owner if it's a nonprofit? - If complaints are filed against the Head of the Charter school, how would this be handled considering he is on the board? - What is the purpose of the board if Christy can override all Board decisions? - The application states "Any board should oversee the operations of the school they serve while being careful not to have an prejudices for or against the school." Is Christy is the owner of the school and her assistant is on the school board, is this a potential conflict of interest? = What does "on-boarding" of new members look like? How will ongoing professional development be provided to board members? - Has the school conducted a more thorough background check of David Sessoms? What are the details of the 3 cases listed under his background check? While the case number is listed, case details are not. Will the results from his upcoming court date (including driving while impaired" affect the Board's decision to have him lead a school? - Are Kristen Sessoms and David Sessoms related? If so, how will complaints about one or the other be handled? - sallyhouston11</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

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	<p>Are quarterly Board Meetings sufficient? (Bylaws)</p> <p>Does the owner serve as Chairperson of a public charter school? (Organizational chart, application, bylaws)</p> <p>It appears that the owner serves as the default head of school and chairperson; what policies are in place if there is a grievance with the chairperson? (Operational plan, other documents)</p> <p>Are grievances resolved by the owner? - No path if the grievance is with the owner. (Application)</p> <p>If the majority of the board members are also staff what are the procedures if there is a grievance or conflict of interest with the staff/board member?</p> <p>What is the nepotism policy?</p> <p>- austin_smigel</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>Will the Board members that are currently employed by LIA stay on the Board? When will you hold closed meetings? Are you suggesting that the Board president, Ms. Pettit, has more influence than other Board members? (i.e. "ultimate control") Failed to answer if a Board position becomes vacant, how and on what timeline will new members be recruited and added to the Board? Do your Board members have diverse enough experience (i.e. finance, legal, etc.) Failed to answer: Timetable &amp; specific Board training. What is your Conflict of Interest policy? Is being an employee a conflict for being on the Board? Is giving Ms. Pettit "override" capability an example of best Board practice? What is "the reporting structure as it relates to the school's governing body and leadership"? Should a parent 1st go to the teacher if there is a concern? What is the process to approach the Board? (i.e. written, timeframe, etc.) - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>3 of the 5 board members are employees of the school. If a charter was granted staff of the school cannot serve as voting members of the board.</p> <p>Organizational Chart shows the owner as the director of the board of directors. This is a conflict of interest.</p> <p>Does Ms. Christy Pettit realize she will no longer be the owner of the school if it were to become a public charter school?</p> <p>The application continues to be written with names of people and not positions.</p> <p>The bylaws seem to written for a PTO not a public charter school.</p> <p>The set up describes presents with several conflicts of interest with the board president being the owner. - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>There is not sufficient expertise on the board.</p> <p>The board is made up of some employees, which are all conflicts of interest.</p> <p>How does the board operate if the Chair has sole-decision making authority?</p> <p>Grievance process is inadequate. - jay_whalen</p> <p><u>Proposed Management Organization (EMO/CMO)</u></p>
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N?A - shannon\_stein

Charter School Replication  
- What are the statistics that make this school an "excellent charter school?"  
- What details can you add about the school's financial status?  
- Please clarify: You note that the school is profitable? What numbers speak to this? (This is no attached file showing the financial status of the school).  
- What do you mean by "strong retention?" What percentage of your students persist across grade levels?  
- What state and national assessments are being used to show student achievement?  
- What percentage of your teachers are certified? - sallyhouston11

Charter School Replication  
What are/is the "history and statistics" that would make the conversion successful? How is success defined?  
What is the past financial history of the school's operation? - austin\_smigel

Charter School Replication  
What is your plan to approach to transfer financial assets/deficits to the non-profit organization?  
  
What is the actual data of current enrollment trends and your demographics?  
  
What test did you utilize to determine the grade-level performance of your current students?  
  
Are you current staff licensed? - shannon\_stein

Charter School Replication  
No evidence of financial stability is available.  
  
Again, Applicant does not provide evidence that this school is ready to transition to a public charter school. - buffy\_fowler

Charter School Replication  
A clear rationale for conversion is not identified.  
  
No financial history is given. - jay\_whalen

Staffing Plans, Hiring, and Management  
- How much do you plan on paying teachers? This information is not included.  
- During the interview process, will teachers be required to teach a demo lesson? How will you determine if the teacher is a good culture fit for your school?  
- Clarify the strategies used to retain teachers.  
- What do you consider a "qualified teacher?"  
- What professional development will be provided for staff?  
- How will you determine if a student qualified as "gifted?"  
- sallyhouston11

Staffing Plans, Hiring, and Management  
What teacher specific initiatives will you utilize? Will any others be involved in the hiring process? What type of behavior could lead to dismissal? Is there a "owner" when you are a charter school? What are the salary ranges? What employer contributions will be made to benefit packages? What is the employee's course of action is they have a grievance?

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	<p>Aren't being a Board member and an employee a dual responsibility? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> How does the school define "qualified teacher?" What recourse does staff have if they have a grievance with the head of School/Board member? - austin_smigel</p> <p><u>Staffing Plans, Hiring, and Management</u> How many staff members are there? Staffing plan seems insufficient.</p> <p>Recruitment and hiring plans are inadequate.</p> <p>Is Chirsty Pettit EC and EL certified? If not, she cannot legally run the EC and EL program. And as school leader, could she even feasibly do that? - jay_whalen</p> <p><u>Staff Evaluation and Professional Development</u> - What does "mentorship" look like at First Impressions Academy? How frequently will teachers be observed? What evaluation system will be used to evaluate teachers? - Please clarify: "...staff to select their individualized professional developed courses." Who is creating these courses? Is the school funding outside professional development opportunities? How do you determine who will be able to receive professional development? - It is noted that in-service training will take place "periodically." How often is "periodically?" - What is the professional development budget? - sallyhouston11</p> <p><u>Staff Evaluation and Professional Development</u> Could you expand on your actual PD plan? Will "personal PD" choices be covered by LIA since they are encouraged? Is your Head of the MS currently licensed by DPI so that they can serve in the licensure coordinator position? Do you have a BTSP in place? How will mentors be chosen? When will staff development occur? What will be covered? Since STEM is going to be integrated in the curriculum, when will that be supported? Is there any time for staff to collaborate? - shannon_stein</p> <p><u>Staff Evaluation and Professional Development</u> What kinds of staff development will be provided? What will be the pay of the teachers if the administrator is only 36k? - buffy_fowler</p> <p><u>Staff Evaluation and Professional Development</u> What types of formal training will occur for staff? - austin_smigel</p> <p><u>Staff Evaluation and Professional Development</u> No clear development or evaluation plan is included.</p> <p>How are 2 in-service days/year for development sufficient? - jay_whalen</p> <p><u>Marketing Plan</u> - What are the "other areas" referenced in the marketing plan? - What other social media platforms do you plan to use? - What is the proposed budget for marketing? - sallyhouston11</p> <p><u>Marketing Plan</u> No evidence that the school will target a population other than the existing population and</p>
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	<p>their connections. - buffy_fowler</p> <p><u>Marketing Plan</u> Is \$500 sufficient for the schools marketing plan? - austin_smigel</p> <p><u>Marketing Plan</u> How will you ensure referrals bring in sufficient applicants?</p> <p>Marketing is insufficient. - jay_whalen</p> <p><u>Parent and Community Involvement</u> - How is the school involved in the community? - Are families able to contact teachers directly via email and/phone? - What do you mean by "tight communication trail?" - What are the communication methods that teachers use to communicate with their families other than the school folder? - What happens if a student loses his/her school folder? - What will the school do if they are unable to contact a parent? - Has the school considered an attendance committee? - sallyhouston11</p> <p><u>Parent and Community Involvement</u> How will parents have a voice in the school vision and decisions? (i.e. not clear) - shannon_stein</p> <p><u>Parent and Community Involvement</u> How exactly are parents able to get involved? What does communication look like outside of sending a folder home? - jay_whalen</p> <p><u>Admissions Policy</u> Students applying would first be tested? - austin_smigel</p> <p><u>Admissions Policy</u> How will parents be notified? Per state law, can you give preference to current families in a private school conversion? What is the required time frame for a family to accept a position at LIA before being removed from admittance? What if the initial testing progress shows they are below the grade level they applied for? (#3) What if "potential issues" are identified? (#4)...what happens to a student's enrollment? - shannon_stein</p> <p><u>Admissions Policy</u> "First Impressions Academy will give preference to enrollment to our current population, " This is not allowed. This applicant needs to research charter schools and learn more about the goals, guidelines and purposes. - buffy_fowler</p> <p><u>Admissions Policy</u> Applicant cannot legally give preference to current students or put students through an initial testing process. - jay_whalen</p> <p><u>Projected Student Enrollment (Table)</u> Student projection #'s are inconsistent with Page 7 of the application? - shannon_stein</p> <p><u>Projected Student Enrollment (Table)</u> This table is different than what was at the beginning of the application. If classes are capped at 15 how do you deal with 126 students? - buffy_fowler</p> <p><u>Projected Student Enrollment (Table)</u></p>
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	<p>Enrollment table is different than projected enrollment stated earlier. - jay_whalen</p> <p><u>Weighted Lottery</u></p> <ul style="list-style-type: none"> <li>- How long does a family have to accept/decline a spot?</li> <li>- What information is included on the index card used for the lottery? Who reaches out to selected families? How will you handle reaching out to families who do not speak English?</li> <li>- Clarify: "It is critical that the Administration of First Impressions Academy ensure the student has been progressing properly (do you mean properly?) in the school they are transferring from." What is the plan/approach if a student has not been progressing at their other school?</li> <li>- Will the school not accept students who have "potential issues?" (see point 4) - sallyhouston11</li> </ul> <p><u>Weighted Lottery</u></p> <p>N/A - shannon_stein</p>
<p><b>Operations</b></p>	<p><u>Certify Operations</u></p> <ul style="list-style-type: none"> <li>- While the applicant meets 62% of the provided criteria, the lunch and transportation sections lack clarity. How do you plan to support families without transportation and families unable to afford lunch? More specifically, how do you plan to provide transportation to students if they are not on the carpool route? - sallyhouston11</li> </ul> <p><u>Transportation Plan</u></p> <ul style="list-style-type: none"> <li>- Clarify: the second paragraph says "options will be provided within a reasonable distance from the school." What are the options you'll propose if a student has to withdraw from your school due to a lack of transportation?</li> <li>- What are the "other options that will be researched?"</li> <li>- How late are families allowed to pick up their child from school?</li> <li>- Are after school options available for families where parent(s) are still working during the conclusion of school? - sallyhouston11</li> </ul> <p><u>Transportation Plan</u></p> <p>Explain reasonable distance.</p> <p>How will you identify who needs transportation prior to a family feeling they need to withdraw? - buffy_fowler</p> <p><u>Transportation Plan</u></p> <p>How is "reasonable distance to provide transportation for a student who would require transportation" defined?</p> <ul style="list-style-type: none"> <li>- austin_smigel</li> </ul> <p><u>Transportation Plan</u></p> <p>What is the plan for students who require transportation?</p> <p>What is the plan for a student whose IEP requires transportation? - jay_whalen</p> <p><u>Transportation Plan</u></p> <p>How will you provide transportation if required by an IEP of a student with a disability? - ginger_cash</p> <p><u>School Lunch Plan</u></p> <ul style="list-style-type: none"> <li>- Will breakfast be offered to students?</li> </ul>

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	<ul style="list-style-type: none"> <li>- Will the school help pay for breakfast and/or lunch if a student is unable to afford the school lunch?</li> <li>- What tracking system will the school use to count student lunches?</li> <li>- Who oversees the lunch setup and dietary needs of students?</li> <li>- Will any food restrictions be put into place to support students with food allergies such as peanut allergies?</li> <li>- How does the school plan to distribute lunch in the case of a delay and/or early release due to weather or other unforeseen events?</li> <li>- Clarify: "These restaurant quality meals and tailored for the needs of the student." Do you mean "are tailored...?" - sallyhouston11</li> </ul> <p><u>School Lunch Plan</u> The question of addressing how no child would go without a lunch was addressed or even acknowledged. - buffy_fowler</p> <p><u>School Lunch Plan</u> What process will be put in place to ensure that no child is lacking a daily meal? - austin_smigel</p> <p><u>School Lunch Plan</u> How will you ensure paying for lunch is not a barrier to entry for any student? - jay_whalen</p> <p><u>Civil Liability and Insurance</u> Insurance cost does not match the budget. - jay_whalen</p> <p><u>Facility and Facility Contingency Plan</u> So will there be another organization that will lease the building out? The director or owner will rent the building to the school. Again conflict of interest. - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> Please detail how a 4,000 sq ft facility is enough for 7 classrooms and 126 students in year 1? - jay_whalen</p>
<p><b>Financial Plan</b></p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Incomplete Revenue Projections (pg. 36) - shannon_stein</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Projected enrollments do not align. - jay_whalen</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Incomplete - shannon_stein</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Chart is not projected for 5 year - buffy_fowler</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What are the revenue projections for years 2-5? - austin_smigel</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Years 2-5 are not included. - jay_whalen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - Under "Instructional Program" you noted that classes will be capped at 15 students. Under "Proposed Grade Served and Total Enrollment Table" you projected 200 students</p>

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	<p>in year one. This table shows you plan to hire 6 content teachers. How will you ensure classes only have 15 students if there are only 6 content teachers total in grades 5-8?</p> <p>- Under "Staffing Plans, Hiring, and Managemeu noted that the Head of the Middle School would make \$36,000. According to the Expenditure Projecctions, the "Lead Administrator" makes \$12,000. IS this the same role? If so, which salary is accurate?</p> <p>- You have noted you'll hire one custodian, but have not listed a salary. How do you plan to pay your custodian? - sallyhouston11</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Chart is incomplete and not realistic for the size of school. It appears it is also not completed correctly as it shows 1 full time administer would make 12k with the asst. making more and a full time clerical worker at 4k.</p> <p>There are no benefits shown for teachers. Teachers are not even making state scale as a 1st year teacher. How did the applicant figure social security? The cost for just one teacher at 28k would be \$366 per year. You have to pay medicare expenses. - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> What are the budget projections for years 2-5? - austin_smigel</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Budget is incomplete. Years 2-5 are not included.</p> <p>Staffing salaries do not align with application and are very low. Are these full time positions? How will you recruit?</p> <p>The application states employees have the option to enroll in First Impression benefits, but nothing is budgeted. - jay_whalen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is there enough money budgeted for a licensed EC teacher? If the EC teacher will be fulfilling multiple positions, he/she can not fulfill other positions at the time he/she is providing direct services to students. - ginger_cash</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> - With a copy paper budget of \$0, how do you plan on providing teachers and students with the resources needed? What will teachers do if they need to run copies for their students?</p> <p>- Will \$200 be enough for legal counsel if the need arises?</p> <p>- IF students cannot afford pencils, pens, binders, etc., will the office supplies budget cover this?</p> <p>- Your testing budget is \$0. Have you considered buying pencils for students? Water during testing? - sallyhouston11</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Incomplete - shannon_stein</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>
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	<p>Budget is not realistic and does not show evidence that this applicant understands how to manage a budget. - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What are the budget projections for years 2-5? - austin_smigel</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Years 2-5 are not budgeted.</p> <p>Multiple line items are missing. - jay_whalen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is money allotted in the budget to cover contracting related services such as psychological, speech, OT, PT, transportation, etc.? - ginger_cash</p> <p><u>Total Expenditure Projections (Table)</u> Incomplete - shannon_stein</p> <p><u>Total Expenditure Projections (Table)</u> A surplus of 576k, with low teacher salary and no benefits shows a lack of understanding of business and budgets. - buffy_fowler</p> <p><u>Total Expenditure Projections (Table)</u> See prior notes. - austin_smigel</p> <p><u>Total Expenditure Projections (Table)</u> Not all expenses are accounted for and years 2-5 are not complete. - jay_whalen</p> <p><u>Budget Narrative</u> - As noted in a previous section, please explain how the teacher/student ratio will be 15:1 if you only plan to hire 6 content teachers? - If an EC students needs a service provided by an outside provider (such as speech therapy), how will you financially account for this need? - Please elaborate on how you will a fund balance. What percentage of expenditures will be the school's goal for a general fund balance? - sallyhouston11</p> <p><u>Budget Narrative</u> How are you planning on developing a fund balance? - shannon_stein</p> <p><u>Budget Narrative</u> No details given of the systems and process of fiscal fidelity.</p> <p>The budget does does not spend half of brought in to educate the children. - buffy_fowler</p> <p><u>Budget Narrative</u> What are the school's policies and protocols for ensuring for ensuring fiscal fidelity? If the school is going to "operate as we have, we will continue to provide a solid education and maximize resources for our families" what has been reported/documented in the past? What does "maximize resources for our families" mean? What is has the financial position of the school been in prior years? - austin_smigel</p> <p><u>Budget Narrative</u> Applicant states not contracted services are used. But outlines contract EC services if necessary and school lunch services. Also possibly transportation services.</p>
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	<p>Who is handling HR, payroll, financial accounting, student accounting, etc? - jay_whalen</p> <p><u>Financial Audits</u>          - What are the procedures and methods Ms. Pettit uses with the accounting firm?          - If concerns arise about how Ms. Pettit manages the school, how is this handled?          - How have you determined that the school has "strong internal controls?" - sallyhouston11</p> <p><u>Financial Audits</u>          Internal control and procedures is not described in this section. - buffy_fowler</p> <p><u>Financial Audits</u>          What are the internal controls? - austin_smigel</p> <p><u>Financial Audits</u>          No internal controls discussed. - jay_whalen</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u>          Financial history is not present and cannot be reviewed based on the information submitted. What is the financial history of the private school? - austin_smigel</p> <p><u>Cover Page</u>          There are no 990s attached to see the financial history of the school. - buffy_fowler</p> <p><u>Cover Page</u>          First Impressions is not a registered non-profit.</p> <p>Applicant does not provide financial history. - jay_whalen</p> <p><u>Acceleration</u>          Success is not defined or stated in a measurable way.          A clear and compelling need for the accelerated planning year was not defined completely. What is the demonstrated need for a charter school in this area? - austin_smigel</p> <p><u>Acceleration</u>          - What is the "proven product of quality education" provided by First Impressions that exceeds the results of schools in the surrounding area? Why do military families need charter schools?          - I want to note the grammatical errors on this portion of the application. For example, "brought here vision to life." Another example: "...the one on one attention allows the students to exceed." How does the work of adults reflect the potential future standards for students? - sallyhouston11</p> <p><u>Acceleration</u>          Do they have the necessary space for the expansion plan outlined? - shannon_stein</p> <p><u>Acceleration</u>          Explain this statement, "While Charter schools offer a strong education to the areas that affect, First Impressions Academy has a proven product of quality education."          What evidence do you have that 3 charter schools are not enough?          If the school exist as a preschool through 8th grade why is the applicant only applying for 5-8 to be charter?</p>

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	<p>- buffy_fowler</p> <p><u>Acceleration</u> No clear, demonstrated need is addressed. No student data is provided. - jay_whalen</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Applicant states that the "facility has seven classrooms and ample space for students to achieve their educational goals. Along with the seven classrooms" that is not enough space for 200 5th-8th graders. It was also stated that middle school classrooms were 15:1 ratio, there would need to be at least 13 classrooms.</p> <p>There is no evidence whether or not these figures are realistic. - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment table does not match budget. - jay_whalen</p> <p><u>Certify Application</u> Conflict of interest, open meetings law adherence, and nepotism policies appear to be missing in the bylaws. How will school leaders/board of directors ensure these state requirements are met? - austin_smigel</p>
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<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b><u>Overall Summary</u></b>	
<b>Initial Screening</b>	<p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Appendix F: National background checks submitted for only 3 of 5 board members Budget appears to be incomplete Appendix H: Articles of Incorporation not submitted Appendix N: Not submitted</p>

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	<p>Applicant responded to the incomplete information request by the October 12, 2018 deadline; however, the response submitted still contained incomplete or missing information. The following information remains outstanding:</p> <p>Applicant needs to submit evidence that the board had established Articles of Incorporation as a nonprofit with the NC Secretary of State by the October 1, 2018 application deadline.</p>
<b>Application Review</b>	
<b>Application Interview</b>	
<b>OVERALL</b>	