

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.

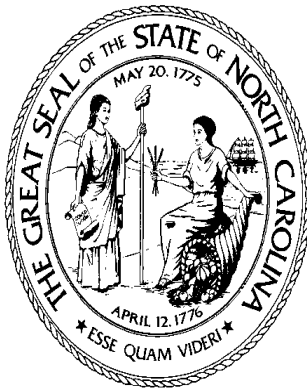
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets 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:

Lindalyn Kakadelis
Tammi Sutton
Heather Soja
Steven Walker
Deborah Brown
Danielle Allen
Cheryl Turner
Bruce Friend
Alan Hawkes
Alex Quigley
Tracy Kelley
Kristen Parker
Les Stein
Lynn Kroeger
Phyllis Gibbs
Jessica Whalen
Robert McOuat
Shaunda Cooper

Sherry Reeves
Stephenie Clark
Joe Maimone

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Griffin Leadership School (GLA)

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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	6
	Grade Levels Served and Total Student Enrollment:	8
	Concerns and Additional Questions	10
II.	<u>MISSION and PURPOSES</u>	11
	Mission:	11
	Educational need and Targeted Student Population of the Proposed Charter School:	11
	Purposes of the Proposed Charter School:	14
	Goals for the Proposed Charter School:	15
	Concerns and Additional Questions	18
III.	<u>EDUCATION PLAN</u>	20
	Instructional Program:	20
	Curriculum and Instructional Design:	21
	Special Programs and "At-Risk" Students	25
	Exceptional Children	28
	Student Performance Standards	30
	Student Conduct:	31
	Concerns and Additional Questions	34
IV.	<u>GOVERNANCE and CAPACITY</u>	37
	Governance:	37
	Governance and Organizational Structure of Private Non-Profit Organization:	37
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	46
	Private School Conversions:	46
	Projected Staff:	46
	Staffing Plans, Hiring, and Management	47
	Staff Evaluation and Professional Development	52
	Enrollment and Marketing:	54
	Marketing Plan	54
	Parent and Community Involvement	55
	Admissions Policy	56
	Weighted Lottery	57
	<u>PROJECTED ENROLLMENT</u>	59
	Concerns and Additional Questions	60
V.	<u>OPERATIONS</u>	63
	Transportation Plan:	63
	School Lunch Plan:	64
	Civil Liability and Insurance	64
	Health and Safety Requirements:	65
	Facility:	65
	Facility Contingency Plan:	66
	Concerns and Additional Questions	68
VI.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2018-19	69
	Total Budget: Revenue Projections 2018-19 through 2022-2023	70
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	71
	Operations Budget: Expenditure Projections	73
	Overall Budget:	75

<u>Budget Narrative:</u>	<u>75</u>
<u>Financial Compliance:</u>	<u>79</u>
<u>Concerns and Additional Questions</u>	<u>82</u>

VII. _____

AGREEMENT PAGE

<u>Application Fee:</u>	<u>83</u>
<u>Applicant Signature:</u>	<u>83</u>
<u>Total External Evaluator Votes</u>	<u>85</u>
<u>Total Subcommittee Votes</u>	<u>85</u>
<u>CSAB Votes</u>	<u>85</u>
<u>Initial Screening</u>	<u>85</u>
<u>External Evaluator</u>	<u>86</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>97</u>
<u>Overall Summary</u>	<u>97</u>

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Griffin Leadership School (GLA)

X

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: *Griffin Leadership 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: *Josh Preskitt*

Title/Relationship to to nonprofitMunicipality: *Founder | Chairman of the Board*

Mailing address: 101 Orton Place
Goldsboro NC 27530

Primary telephone: 940-613-7823 Alternative telephone: 804-690-3517

E-Mail address: info@griffinleadership.org

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

County: GREENE

LEA: 400-Greene County Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Leaders Building Leaders (LBL)

List the fee provided to the third party person or group. \$1000

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

This application was supported in partnership by two organizations, Leaders Building Leaders and the NC School Accelerator Program. They provided application feedback, a writing coach, research, resources and experts in the areas of educational and instructional design, fiscal budgeting, facility selections, governance structure and legal requirements.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

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*

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

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.

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? Griffin Leadership Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2020

Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02	270
Year 2	K, 01, 02, 03	360
Year 3	K, 01, 02, 03, 04	450
Year 4	K, 01, 02, 03, 04, 05	540
Year 5	K, 01, 02, 03, 04, 05	540

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.

joshpreskitt

Josh Preskitt, Chairman of the Board

Signature

Title

joshpreskitt

09/26/2018

Printed Name

Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>reasonable projections on enrollment</u>	<u>Heather Soja</u>	<u>Grade Levels</u>
<u>.270 will be a large amount of Greene County's LEA.</u>	<u>Steven Walker</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Lindalyn Kakadelis</u>	
<u>Tammi Sutton</u>	
<u>Heather Soja</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>
<u>Deborah Brown</u>	<u>Pass</u>
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	
<u>Bruce Friend</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Tracy Kelley</u>	
<u>Kristen Parker</u>	<u>Pass</u>
<u>Les Stein</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	
<u>Phyllis Gibbs</u>	
<u>Jessica Whalen</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Shaunda Cooper</u>	<u>Pass</u>
<u>Sherry Reeves</u>	
<u>Stephenie Clark</u>	
<u>Joe Maimone</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:

The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

Clearly describe the mission of the proposed charter school:

GLA focuses on the student as a whole by teaching character development and ethics through the lens of leadership while accelerating learning with a focus on college readiness. Our mission captures the outcome of our model that results in students thinking strategically while collaborating with others as leaders not afraid to overcome difficulties or error. Finally, our mission includes the establishment of hope, an optimism about our ability to be successful regardless of circumstance.

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.*

Griffin Leadership Academy proposes to provide an alternative choice to public education primarily in Greene and Lenoir County with targeted influence in Wayne County. Currently there is not a charter school located in Greene County and only one charter school located in Lenoir County serving the central eastern portion of the county; Childrens Village Academy. There are two charter schools currently located in Wayne County serving central and central-north portions of the county; Dillard Academy and Wayne Preparatory Academy respectively.

Greene County was chosen because it is a rural location with no other charter schools available for parents and community members to exercise school choice. GLA was not pursued nor created to serve a certain demographic, but rather all demographics. We believe that we will be most closely representative of Greene and Lenoir County demographics and have built our educational model around that targeted population. At GLA we believe that education, coupled with leadership and accelerated learning proven to work (evidence-based) unlocks potential and opportunity for growth and excellence, not just within individual students, but over time across the greater communities we aim to serve.

Demographic Makeup of Targeted Population (2016 census):

Greene County - Caucasian: 58.4%, African-American: 37.3%, American Indian: 2.2%, Hispanic: 14.9%, Asian: 0.6%, Two-Races:1.2% and Hawaiian or other Pacific Islander: 0.3%. Children eligible for free and reduced lunch (2017) 75%. Elementary School report card information: West Greene Elementary School rated D, and Greene County Intermediate rated C.

Lenoir County - Caucasian: 50.1%, African-American: 38.3%, and Hispanic: 7.25%. 7.74% of the people speak a non-English language. Children eligible for free and reduced lunch (2017) 98%. Children's Village Academy rated D, three traditional elementary schools rated D, three traditional elementary schools rated C, two traditional elementary schools rated B.

Wayne County - Caucasian: 63%, African-American: 32%, and Hispanic: 12%. 12.6 % fo the population speak an non-English language. Children eligible for free and reduced lunch (2017) 69%. Wayne Preparatory Academy rated D, Dillard Academy rated F, and 46% of traditional elementary school rated D with the remaining 7 elementary schools only acquiring ratings of C.

It is the intent of GLA to locate our facility in the southern central area of Greene County in the town of Jason. This location will provide the greatest ease of access to the targeted populations of Greene and Lenoir county while allowing GLA to also influence and draw students from eastern Wayne county. While Greene county public schools serves approximately 3,100 students, Lenoir and Wayne county public schools serve 8,700 students and 18,321 student respectively. GLA intends to attract from all three local educational agencies as we build our reputation for excellence in academics and leadership.

- 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).*

GLA is projecting to grow into a full K-5 Elementary School by year 2023 with a total enrollment of 540 students. Average elementary school sizes from the three surrounding counties are; Greene County 480, Lenoir County 450, and Wayne County 608. We recognize that both Greene and Lenoir county elementary school average school sizes are somewhat skewed as result of both counties' use of primary (K-1 or K-2) and intermediate (2-5 or 3-5) facilities.

For the opening school year GLA proposes to open Kindergarten - 2nd grade totaling 270 students. Grade levels are calculated at 90 students per grade level with an average class size of 20 students per class (exception for Kindergarten as the teacher student ratio will be 1:18). The proposed class sizes are reflective of the current average class sizes in the surrounding LEAs that average 19-21 students respectively.

For our opening year, GLA has calculated a realistic goal of enrolling 120 students from Greene County Public Schools (approximately 8% of the elementary student population) and 75 students from Lenoir (approximately 2% of the elementary student population) and Wayne County (approximately 1% of the elementary student population) LEAs respectively.

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

The primary differences between GLAs education plan and that of the local LEA plans in Greene, Lenoir, and Wayne County revolve around GLAs use of evidence-based programming coupled with leadership. Currently the traditional elementary schools in the surrounding LEAs rely on teacher created lesson plans based on the greater NC Essential Standards. While teachers subscribe to the use of research-based methods while creating lesson plans the lesson plans (and use of methods) remain disconnected and lack critical design features that lead to successful learning. Thus, the outcome of teacher created lesson plans results in student struggle. Individual lesson plans become only as effective as the individual teacher and subscribe to various educational approaches (depending on the teacher who creates the lesson plan) that result in a lack of alignment within and across grade levels. The LEAs traditionally call these programs "balanced literacy" and "novel studies" within their improvement plans. GLA combats this critical error within its educational plan by subscribing to the use of evidence-based programming that is proven (over 40 years of evidence) to work with the targeted population GLA has set out to serve.

At GLA we are committed to replicating excellence in leadership and education. The GLA leadership model extends from extensive immersion and experience of its founders in John Maxwells Corporate Leadership Solutions and Franklin Coveys Leadership, Execution, and Education Solutions. Steeped in the belief that leadership is more than merely a position within an institution at GLA, students will be taught through leadership habits and studies how to establish personal mission statements, set goals, foster personal growth, and be a positive impact within a group. These lessons are provided through carefully planned and field tested lesson plans written by certified trainers in the Maxwell and Franklin Covey Leadership models, and delivered by teachers with opportunity for special guest speaking by the certified leadership trainers.

The GLA academic model stems from over 40 years of evidence of academic acceleration. Focused expressly on accelerated learning, GLA will use Direct Instruction programs to teach students to mastery core competencies in English Language Arts & Literacy and Mathematics. By establishing a command over the foundation of academics GLA students will be able to extend and expand learning experiences across a multitude of environments applying the highest levels of critical thinking (Bloom's Taxonomy). Direct Instruction programs are carefully designed to ensure a systematic and logical order of introduction of content that spans vertically across grade levels from Kindergarten-5th grade, preparing students for the transition to secondary English Language Arts, Algebra, and Statistics. The use of Direct Instruction programs increases teachers ability to focus on their learning environment, instructional delivery techniques, and student needs because the lesson planning and lesson alignment to the greater curriculum (NC Essential Standards) have already been vetted and proven effective. This sets GLA apart from the local LEAs, the commitment to an evidence based learning approach that is clear, focused on student learning, and proven effective with similar targeted populations.

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.*

Professional Opportunities: GLA is committed to the professional development of its faculty and subscribes to the use of distributive leadership that recognizes educational excellence and expertise while building internal sustainability of the academic program and the greater mission of GLA. Distributed leadership provides for opportunities for staff to be directly involved in the execution of GLAs model. Execution of distributed leadership at GLA is centered around a novice to expert approach as a tool for differentiation, recognition, and growth of teachers and roles throughout the year. Teachers will have the opportunity to be identified as model teachers, apply to become trainers, and be identified for future internal coaching opportunities. This leadership approach will be evident within each aspect of GLAs academic model, including leadership, instruction, and school environment/culture.

At GLA teachers will be immersed in training from the moment they become part of the GLA beginning with leadership training. GLA will offer its faculty introductory pre-service training in John Maxwell and Stephen Covey Leadership and follow up throughout the year during teacher planning, staff meetings, and teacher workdays to further hone skills and understanding. Direct Instruction program training will also be offered during pre-service training and focus on theory, demonstration, and practice. Then, throughout the year, teachers will be provided additional in-class coaching that will be differentiated based on the individual teachers level of performance. GLA will train Teach Like a Champion techniques to grow and help the faculty with establishing classroom environments aligned to our accelerate learning and leadership culture that will also be a focus of in-class coaching.

Teachers will be encouraged to participate in webinars, courses, partnerships and conferences offered through the NCDPI and other entities that align with GLAs academic model and focus on impacting student growth. Moreover, at GLA we will always be looking to recognize and celebrate teacher excellence and growth by providing teachers additional opportunities to attend regional, state, and national trainings aligned with our model.

On average, we have calculated that teachers will receive an unprecedented 58-60 hours of professional development per year at GLA. Approximately 36 hours of pre-service training prior to the first instructional day of the year will be scheduled around leadership, Direct Instruction, environment and culture, and HR. Three teacher workdays, scheduled to follow interim assessments, will afford an additional 9 hours of opportunity for professional development targeted toward data analysis, reflection, and action planning. Finally, a combination of monthly internal and external in-class coaching professional development scheduled at approximately two 40 minute visits per teacher per month over 10 months will further impact professional development by 13 hours.

Expanded Choices: The purpose of GLA is to provide an alternative choice in public education for the parents in and around Greene County, NC. Currently there are no charter schools located in Greene County, NC. The offering of a tuition-free public charter school steeped in leadership and accelerated learning would provide parents and students a unique opportunity to further express and act upon their interests in school choice. GLA offers an academic model that stands in stark contrast to what is currently being offered at traditional elementary schools in Greene and surrounding counties. Focused on evidence-based programs and practices that include at its core an establishment of leadership, GLA will provide the children in Greene and surrounding counties the opportunity to develop to their fullest potential by understanding paradigms of leadership, potential, change, motivation, and education/scholarship.

Improved Student Learning: GLA is committed to the development of future leaders that excel in academics. To that end, GLA believes that every student will learn if they are taught carefully. Through the execution of our carefully planned academic model that is based on over 40 years of evidence of improving student learning, GLA intends to capitalize on seven principles for enhancing student learning; increase instructor contact, encourage cooperation among students, maintain active learning, provide immediate feedback, emphasize time on task, execute on high expectations, and teach to mastery. These principles are indicative of the impact that teachers have on student learning and will be developed at GLA through carefully planned professional development, in class instructional coaching, and the provision of critical feedback focused on improving teaching. The results of these evidence-based practices on increasing student learning when paired with professional development and executive leadership that understand execution are overwhelmingly positive and have been replicated across the nation and captured in literature including; Visible Learning (Hattie), Teach Like A Champion (Lemov), Driven by Data (Santoyo), Clear Teaching (Barbash), and Effective Teaching Strategies that Accommodate Diverse Learners (Carnine, Kameenui, et al.).

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.*

ACADEMICS:

Academic Goal Year 1a: Increase academic growth as measured on norm referenced (example: NWEA MAP, DIBELS, AIMSeb) and state assessments by measuring an average of at least 1.25 years of academic growth in 1 years time for the student population.

Academic Goal Year 1b: Within 30 days of opening establish and implement the MTSS Framework identifying students performing below grade level and providing them with the appropriate intervention for success.

Academic Goal Year 2a: Achieve recognition for exceeding academic growth in our first year of participation in the NC EOGs.

Academic Goal Year 2b: Earn a report card grade of C in our first year of participation in the NC EOGs.

Academic Goal Year 3: Achieve a report card grade of B.

Academic Goal Year 4: Achieve a report card grade of B while increasing the number of students identified as pass advanced by 10%.

Academic Goal Year 5: Achieve a report card grade of A.

FINANCE:

Fiscal Goal Year 1: Secure 3% of total budget revenues for general fund

Fiscal Goal Year 2: Secure 8% of total budget revenues for general fund

Fiscal Goal Year 3: Secure 11% of total budget revenues for general fund

Fiscal Goal Year 4: Secure 12% of total budget revenues for general fund

Fiscal Goal Year 5: Secure 12% of total budget revenues for general fund

Fiscal Goal Year 5: General fund balance of \$1.8 million to be applied to debt services, capital projects, and permanent contingency.

OPERATIONS:

Enrollment Goal Year 1: Obtain 95% of our projected ADM.

Enrollment Goal Year 2: Establish a Student attrition rate of less than 10% of the total ADM.

Enrollment Goal Year 3-5: Obtain 100% of our projected ADM

Parent Satisfaction Goal Year 1: Obtain parent and family satisfaction rating of 95% (survey data)

Parent Satisfaction Goal Year 2-5: Obtain parent and family satisfaction rating of 98% (survey data)

Facility Goal Year 2: Complete the permanent K-5 facility prior to the third year of operation.

GOVERNANCE:

Policy Goal Year 1: The Board will finalize a formal Policy Manual prior to the opening of school that includes; governing principles (1000 series), board operations (2000 series), education program (3000 series), support services (6000 series), personnel (7000 series), and finance (8000 series).

Governance Goals Year 1-5: The Board will generate a formal end of year report outlining progress toward academic, finance, operations, and governance goals as indicated in the charter.

COMMUNICATION:

While progress toward the organization's goals will be communicated to the board of directors each month by the CEO and/or appointed designee. As indicated as a goal of the Board under Governance Goals 1-5 a formal report will be generated annually by the Board (in collaboration with the CEO) reporting on the progress of GLA toward achieving its goals. This report will be formally presented at the Annual Board Meeting and posted on GLAs website.

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

The board will adopt a strategic outcomes-based calendar that will allow the board to provide substantial oversight to the school and the charter goals. The calendar will provide for pivotal reporting toward academic, financial, facility, and governance goals. The organization goals adopted by the board will have specific deliverables in their respective areas of importance that will inform the board of the school's progress towards attaining its mission, vision, and goals.

Example Reporting by Area Includes:

Academics: MTSS Report (percent of students at each intervention level), Screening data report (fall, winter spring), EOG predictor report (fall, winter, spring), Program placement by grade, Lesson progress report by grade, Mastery test report by grade, and Interim testing reporting.

Finance: Income statement (revenue and expenses) with budget comparison, Cash flow projections (revenue and expenses), Enrollment update, Fundraising status report, General Fund reporting.

Operations: Enrollment and ADM as reported in the Principal Monthly Report (PMR), Facilities updates (building progress and maintenance)

Governance: Policy review and updates.

The Board will also generate an annual "State of the School" report to be released at each annual Board Meeting, in which the CEO and the governing board will share with parents and other community stakeholders the schools performed toward its academic, fiscal, operation, and governance goals as outlined in the charter.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
How will your school provide a "choice" beyond just being another school? What is your unique program that you will offer other than just, "not the local LEA"?	Deborah Brown	Mission Stat
college readiness is not in mission statement.	Jessica Whalen	Mission Stat
compelling evidence of need in this introduction. Innovative aspect of the charter school is not clear from the described mission with regards to academic focus or speciality.	Heather Soja	Mission Stat
Applicant needs to clarify: How will the "direct instruction" approach be different than the teacher created lesson plans from the local LEA? Applicant needs to clarify: How will the outlined methods for teaching impact student achievement? Applicant needs to clarify: Additional evidence regarding a need for a charter school in the area is needed.	Kristen Parker	Educational
What are some specifics relative to evidence-based programming? Can you provide an example of a lesson that would use this concept?	Les Stein	Educational
Need more sufficient evidence of need. Based on desired facility location, please detail how neighborhood schools performance. Need more clarification as to how GLA is different from LEA in implementing direct instruction. In what ways does GLA focus on accelerated learning? Please clarify the following: " the outcome of teacher created lesson plans results in student struggle. Individual lesson plans become only as effective as the individual teacher and subscribe to various educational approaches (depending on the teacher who creates the lesson plan) that result in a lack of alignment within and across grade levels. The LEAs traditionally call these programs "balanced literacy" and "novel studies" within their improvement plans. GLA combats this critical error within its educational plan by subscribing to the use of evidence-based programming that is proven (over 40 years of evidence) to work with the targeted population GLA has set out to serve." It is unclear if lack of alignment refers to teacher instruction or content. How does GLA provide lesson plans to teachers and where are they derived from?	Jessica Whalen	Educational
Why is "direct instruction" different from what is offered at the LEA?	Deborah Brown	Educational
What is meant by evidenced based programming? Need elaboration on how this will differ from traditional schools in the area if direct instruction is the primary teaching strategy.	Heather Soja	Educational
Who will conduct the following: "Finally, a combination of monthly internal and external in-class coaching professional development scheduled at approximately two 40 minute visits per teacher per month over 10 months will further impact professional development by 13 hours." Please detail how GLA encourages and/or provides opportunities for accelerated learning.	Jessica Whalen	Purposes of
Some academic and finance goals can be more specific such as: a) "Achieve recognition for exceeding academic growth in our first year of participation in the NC EOGs." Please clearly explain what exceeding growth looks like (actual measurement). b) " Within 30 days of opening establish and implement the MTSS Framework	Jessica Whalen	Goals for th

<p>identifying students performing below grade level and providing them with the appropriate intervention for success." How will GLA measure if interventions were successful?</p> <p>c) detail more time-specific goals</p> <p>Please clarify what the following looks like: "Lesson progress reports by grade"</p> <p>How will GLA measure hope, grit, and compassion?</p>		
Goals appear to be attainable and well thought out.	Steven Walker	Goals for th
Still have questions on academic mission relative to how leadership will be "taught" or integrated and what evidenced-based learning looks like compared to strategies found at traditional schools in the area.	Heather Soja	Certify Miss

Reviewer	Score
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Pass
Steven Walker	Pass
Deborah Brown	Pass
Danielle Allen	
Cheryl Turner	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Tracy Kelley	
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Shaunda Cooper	Pass
Robert McOuat	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Kristen Parker	Pass

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Griffin Leadership Academy (GLA) will unabashedly focus on student achievement under the belief that all children will learn if we teach them carefully. High expectations (Leadership), careful identification of competency (Direct Instruction & Core Knowledge), and the use of a Multi Tiered System of Support (MTSS) framework will ensure academic performance that will enable GLA scholars to succeed at the nation's best high schools and colleges. Serving exclusively rural counties that include an average minority population (42%) and provide free and reduced lunch to student populations (70-98%) at levels identified as above the NC average (58%), GLA will establish at its core an extensive focus on English Language Arts and Cultural Literacy. Using the North Carolina Standard Course of Study, GLA will infuse elements of The Core Knowledge Sequence to provide a diverse population with access and proficiency in the language of opportunity and the language of college. To be highly proficient in the language of opportunity requires mastery over an enormous range of assumed knowledge, historical references, and cultural allusions.

At its core, GLA will subscribe to the use of Direct Instruction as the vehicle from which to deliver the accelerated English Language Arts and Mathematics instruction. Aligned with the Core Knowledge Sequence and with over 40 years of research and evidence of effectiveness serving students with similar academic profiles as indicated in Greene County Public Schools academic reports, the use of Direct Instruction will ensure GLA meets the needs of its diverse population.

GLA will provide instruction in Social Studies and Science through the use of the Core Knowledge Sequence and Listening and Learning resources. Social Studies in the primary grades will be embedded into a course titled History and Writing. Elementary grades will have a specific time designated for Science that will provide STEM opportunities and better prepare scholars for secondary coursework.

Leadership at GLA embodies 21st-century learning that builds on life and career skills, communication and collaboration, creativity, and expansion of information, media, and technology skills. Use of Franklin Coveys and John Maxwell's Leadership Principles provides for our student's opportunity to develop their fullest potential by understanding paradigms of leadership, potential, change, motivation, and education/scholarship. GLA will develop the whole child through teaching methods that address theory, demonstration,

practice, and situational (problem-based) learning opportunity.

Aligned with research from the North Carolina School Improvement Planning Guide (2016) GLA maintains a driven-by-data process as outlined by Edward Deming. As part of the MTSS framework, GLA will include the use of summative, interim, and formative assessments to evaluate, predict, and inform instructional decisions. Summative assessment evaluates student learning at the end of critical instructional units by comparing that learning against the State and National standards. Interim assessments provide instructional, predictive, and evaluative data to guide and track student proficiency toward GLAs standards-based curriculum. Formative assessments monitor immediate student learning and provide ongoing feedback that can be used by instructors to immediately improve teaching and student learning on specific curricula tasks.

Evidence of the model to which we are proposing (DI, Core Knowledge, Leadership, and Culture of Data) have proven successful in previous implementations with similar demographics at Charter Day School located in Leland, NC and Bancroft-Rosalie Elementary School located in Bancroft, Nebraska. The former is currently a B rated school using Direct Instruction in elementary grades, while the latter is identified as a US Department of Education Blue Ribbon School that has been using DI in elementary grades for the past 10 years.

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.

At GLA, students will value the process of learning as they are engaged in a learning environment that is structured, warm/strict, highly engaging, and results oriented. To provide this type of learning environment we subscribe to the teacher as an activator as outlined in Hattie's (2010) Visible Learning text that has an average effect size of $d=.60$ on student learning. Teachers will engage students in a learning environment that yields the greatest potential for accelerated learning through the use of increased engagement embedded within the Direct Instruction model and supported through the use of Teach Like A Champion 2.0 teaching techniques. When students are released to engage in the student-centered application of learning they will have well-formed habits of discussion, collaboration, and leadership previously modeled and practiced during situational (or project/problem-based) learning opportunities.

The school day at GLA will run from 8:00a to 3:30p. Kindergarten and 1st grade students will follow a traditional schedule within the school day to accommodate the developmental levels of early learning students. Students will spend their mornings in homeroom classes of 18-21 students before transitioning to smaller homogeneously grouped reading and math instruction as aligned to GLAs academic model. The use of homogeneous grouping in the GLA model includes flexible regrouping and accelerated learning at all academic levels as supported by the overarching MTSS model. Reading and Math group sizes will vary from 8 students to 18 students per group based on student competency and performance as indicated through the MTSS model.

During the afternoon Kindergarten and 1st grade students will participate in Science, Social Studies, Music, Art, Media/Technology, or Physical Education with grade level and resource teachers. Time will also be scheduled for recess and additional leadership.

GLA's 2nd through 5th grade teams will be departmentalized with primarily four teachers teaching the core curriculum and approximately 88 students at each grade level. The daily schedule will include four core curriculum periods that run 55-60 minutes each with an additional 45-60 minute resource period for Art, Music, Physical Education, and Media/Technology, as well as an additional 45-60 minute period for intense intervention and acceleration in Math or English Language Arts. By Year 3, as GLA achieves academic excellence as indicated by school report card designation, the additional intervention and acceleration period will transition to include additional enrichment and foreign language instruction. Specifically, GLA is interested in providing instruction to our student population in Spanish and French. The structure of the learning environment in 2nd-5th grade will also include homogeneous grouping for Reading and Math inclusive of flexible regrouping based on student competency and performance as indicated through the MTSS model. Instructional Specialists(Reading or Math) may be used to reduce class size based on student grouping and student needs.

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.*

GLAs mission to develop future leaders that display grit, inspire compassion, excel in academics, and embody hope is fortified within the academic model that is aligned with Maxwell and Coveys principles/habits of leadership, values cultural literacy, and is focused on an accelerated learning model aimed to prepare all students for college. The curriculum which at its core is the North Carolina Essential Standards is supplemented with more rigorous standards as provided through the Core Knowledge Sequence and delivered through Direct Instruction and the lens of leadership. The inclusive focus of curriculum that is centered around increasing the language of opportunity for all students will positively impact our targeted student population by elevating their potential for academic acceleration and perseverance. GLA will essentially unlock opportunity traditionally out of reach at traditional public schools by teaching students not only the core curriculum but also the curriculum of leadership, ethics, and solicitude for others. This additional curriculum emerges through our leadership program and focuses on 7 Habits of Highly Effective People and the 7 Habits of Happy Kids. Leadership is not an afterthought or an add-on that only aspires to shape character development for our targeted population. Rather, leadership at GLA embodies 21st-century learning that

builds on life and career skills, communication and collaboration, creativity, and expansion of information, media, and technology skills. Leadership lessons will start in the classroom with lesson plans developed and vetted by certified Maxwell and Franklin Covey Trainers. Teachers will deliver the core of these lesson at the start of the day and infuse opportunities for extension by mapping aspects of leadership across the core curriculum and classroom environment. Additional time will be devoted to leadership during the media/technology elective.

GLA's curriculum will be clearly aligned to the performance standards measured by the North Carolina Accountability Model. Each grade level will carefully coordinate instructional scope and sequence with state and national curriculum frameworks that result in college-ready students. Under GLA's culture of data, teachers and instructional specialists will use formative assessment, interim, and summative assessment to measure how well students master standards. Assessment data will be used within the MTSS framework to shape instruction through acceleration and remediation ensuring that individual student needs are continually met.

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.*

GLA's education strategy revolves around maximizing student achievement. Focused on students individual needs and competency-based learning, GLA subscribes to teaching students at their instructional level through an accelerated model. To accomplish this, GLA employs the use of research-based tools combined with a professional development model focused on excellence in teaching. The learning environment at GLA includes the specific strategies and techniques listed below. Teachers will undergo training and coaching in each of these expectations.

- (1). Competency-based Learning - A systems model in which teaching and learning are designed to ensure students reach proficiency as measured by mastery of knowledge or skill. The system is organized to provide timely and differentiated support to ensure equity. The competency-based structure enables personalized learning to provide flexibility and support to ensure mastery of the identified knowledge or skill.

- (2). Direct Instruction - GLA utilizes Direct Instruction programs in English Language Arts and Literacy and Math. These programs are focused on accelerating learning by carefully controlling features of curriculum design and instructional delivery. A typical lesson includes explicit and carefully sequenced instruction provided by the teacher (model) along with frequent opportunities for students to practice their skills with teacher-delivered feedback (guided practice) and then on their own (independent practice) over time (distributed practice).

- (3). Standards-based Program Mapping - Standards-based program mapping involves more than knowing state standards; posting standards, learning goals, or objectives in a classroom, referencing standards in lessons; or "covering" a curriculum. Rather, it means consistently identifying and teaching lessons specifically designed to ensure that students have access and opportunity to learn the skills and knowledge that lead to mastery of the standard.

- (4). Multi-tiered Systems of Support - MTSS integrates assessment and intervention with a multi-level prevention system to maximize student

achievement and reduce behavior problems. With MTSS, GLA uses data to identify students at risk for poor learning outcomes, monitor student programs, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

(5). Teacher-directed Instruction - GLA subscribes to teachers as activators, as deliberate change agents, and as directors of learning. Results indicate that active and guided instruction is more effective than unguided, facilitated instruction. Teachers as activators are key agents in:

Establishing classroom culture, Setting high expectations, Reciprocal teaching, and self-verbalization, Feedback, Building ratio through questioning, writing, & discussion, Goals-challenging.

(6). High Levels of Teacher-student Interaction - Teacher-student interactions include (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) pacing (promoting active student engagement with brisk teacher pacing); (c) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error correction procedures; and (d) motivation (enhancing motivation through high levels of student success).

(7). Professional Development Model - The Professional Development model at GLA emphasizes an increase in both student achievement and teacher excellence by aligning professional development, supervisory support and evaluation. Inclusive of in-class instructional coaching, GLA approaches the process of coaching from an expert construct focused on a modified Dreyfus model of skill acquisition. This provides for a seamless application of a developmental approach to the provision of individualized support to teachers.

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.*

The composition of GLAs academic model inclusive of Direct Instruction, Core Knowledge, and a leadership model that encompasses two leading experts, Covey and Maxwell, unlocks both NC Essential Standards curriculum and 21st century skills and knowledge students need for success in the workplace, in community colleges, and in colleges and universities. GLAs instructional plan is based on carefully analyzed content matter identifying central organizing ideas and generalizable strategies that enable students to accelerate learning. Instructional topics and objectives are organized into tracks that allow for systematic skill development across the length of a school year and are aligned not only to grade level competencies but across grade level competencies to include the elementary school as whole. Learning objectives established as critical competencies provide clear indication of student readiness by highlighting opportunities for acceleration and the need for intervention. All of these are viewed through an MTSS framework that provides a clear indication of where students are and which level of intervention they may need to meet end of grade level standards.

Student placement, progress reports, and report cards will be communicated with students and parents throughout the year, and dates will be posted publicly on the school calendar. Academic profiles will be generated for every student at GLA as part of our leadership program and lessons in goal

setting. Leadership and Data binders will provide an outline of the students academic profile including placement/screening data, lesson progress, mastery test data, transition/promotion requirements, interim assessments, and student goals. These profiles will facilitate (student-led 2nd-5th) parent-teacher conferences.

GLAs academic model and instructional program design sets the stage for GLA students to conquer secondary education through the application and manipulation of core academic concepts. While early levels focus on recall, understanding and application, upper levels drive student analysis, evaluation, and creativity (Blooms Taxonomy) providing a framework for students on how to learn. Infused with Leadership development for all children, GLA students will not only excel in academics but will also excel in collaboration and teamwork, flexibility and adaptability, oral communication, social responsibility and ethics, and initiative (all aligned with 21st Century Skills).

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.*

GLA will subscribe to an academic calendar that meets/exceeds the required 1,025 hours. As indicated on the attached proposed calendar GLA is scheduled for 1,056 instructional hours that begin August 24 and extend through June 4. The GLA calendar includes strategically placed teacher work days that align to critical interim testing. These workdays will allow for in-depth data analysis and planning.

The daily schedule will be extended (8:00a-3:30p) as aligned with our goal of accelerated learning and the infusion of leadership across all learning platforms. Extra hours in the school day will allow for an additional focus on the seven levers of executing quality instruction and culture as outlined in Paul Bambrick-Santoyos (2012) *Leverage Leadership*; (1) Data-driven instruction, (2) Observation and feedback, (3) Instructional planning, (4) Professional development, (5) Student culture, (6) Staff culture, and (7) Managing school leadership. With this commitment to more time focused on quality instruction and leadership our student population will acquire the skills and knowledge needed to engage in our 21st century society as leaders and set a new standard of competitiveness in academics in rural North Carolina.

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.*

GLA subscribes to the use of an MTSS model with 3-Tiers of Intervention Support for academic and behavioral preventions and interventions.

Scholar Support and Intervention Team (SSIT) will meet monthly to review and

support the identification of the need for interventions in academics and behavior. Universal Screening will be used three times per year in reading and math to support the initial identification of intervention supports and validate student progress through growth. Interim and Formative assessments will be used throughout the year to monitor interventions for acceleration and/or modification. The team will review behavioral reports and develop support in the same tiered approach as academics.

* T1-Interventions are identified as GLA's core approach to delivering and supporting student learning within the common or general education atmosphere. Teachers subscribe to the use of instructional techniques proven to be effective with diverse populations (as identified within the GLA model) while focusing on a steady progression through grade level and college preparedness curriculum. Tier 1 provides for differentiation within general classroom instruction as obtained through Teacher's assessments including interim and formative type assessments as well as daily or weekly "Check for Understanding" known as CFUs. This provides individualized/targeted instructional practices based on student individual needs.

* T2-Interventions are defined within two types of occurrences and focus exclusively on the intensity of instruction. Both occurrences provide targeted learning supports as identified through student data.

T2 Occurrence 1 (T2OC1) is often referred to as a revolving door. Students may be identified as needing additional support in a specific module or competency as they progress through GLA's curriculum. In T2OC1 students may only need additional intervention support for a short amount of time to facilitate learning of the specific module or competency. Once performance data indicates the students have mastered the content, the identified students transition out of T2OC1. This is fluid and is dependent directly on student need.

T2 Occurrence 2 (T2OC2) is reserved for those students identified as needing continual or ongoing intervention support to ensure success within the common or general education atmosphere. Students receiving T2OC2 will traditionally receive additional time within the curriculum to increase practice and engagement with grade level and college preparedness curriculum. These students may traditionally receive pre-teaching opportunities and/or reteaching opportunities to increase the sheer volume of occurrences with academic content. Additional mediated instructional scaffolding may be provided as an additional instructional technique within the evidence-based practices already embedded in GLA's instructional model.

* T3-interventions indicate the need for intense intervention. Also driven by data T3 interventions provide entitled services to students identified through data as working severely below grade level. Focus on the intensity of instruction is often not enough to accelerate and close achievement gaps - thus T3-interventions at GLA often include a supplant of the core program or T1 services until adequate growth indicates a transition to T2OC2 intervention. T3 interventions at GLA include (but are not limited to) the use of the following programs: Corrective Reading, Corrective Math, Reading Mastery I, II, and Edmark. Tier 3 supports for behavior will include a full Functional Behavior Assessment and BIP development.

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.*

GLA will adhere to North Carolina's participation in the World Class Instructional Design Assessment (WIDA) Consortium English Language Development Standards, by identifying, monitoring, and evaluating any current or prospective student using the WIDA Access Placement Test (W-APT) for students either identified on their home language survey that English is their second language, or identified by staff as having academic records with ELL accommodations.

GLA's Scholar Support and Intervention Team in collaboration with ELL support from Higher Educational Institutions (HEIs) will diagnose and determine the appropriate accommodations and modifications for ELL students based on W-APT results and previous academic records. SSIT, Parents, teachers, and students (where appropriate) will collaborate to ensure that instructional planning is monitored and positively impacts student academic progress.

While GLA's academic model already boasts an extensive focus on English Language Arts and Cultural Literacy to provide a diverse population with access and proficiency in the language of opportunity and the language of college, we remain committed to the use of evidence-based instructional programs and will have as program resources Direct Instruction Spoken English and Espanol to English to support language development and teach ELL students the language of instruction.

As aligned with GLA's MTSS framework, the provision of ELL services will be monitored on the same service schedule of that of the corresponding Tiered intervention support. The monitoring process for ELL will be championed by the SSIT which includes academic leadership, lead teachers, grade level teachers, specialized support staff, parents, and students (when appropriate). This team will review language learning progress as reported on WIDA testing as well as academic performance within GLA's Academic Model as evidence for the need of continued services, revised services, or the exiting from services.

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.*

At the core of GLA's academic model is a competency based approach to education. This is actualized through homogeneous placement of students based on individual instructional needs. GLA recognizes that gifted students may represent diverse needs and commits to personalizing their educational experience as provided for within the model. Embedded within GLA's academic model is a system that values, promotes and recognizes

excellence; stimulates students to pursue higher level goals and aspirations; provides learning activities at an appropriate level and pace; provides a variety of learning activities that supplement or extend requirements of the curriculum; and fosters ongoing professional development to enable staff to enhance their ability to meet the needs of all students.

During the school year, GLA will systematically review data from a variety of sources within our MTSS framework which will help identify students performing at a higher level. The data sources may include EOG results, NWEA assessment results, classroom assessments, teacher observations, and other informal measures. This data will provide relevant information to drive instructional decisions and will allow teachers to appropriately differentiate to meet the academic needs of students.

Intellectually gifted students will be monitored and evaluation throughout the year as consistent with our MTSS model. Academic profiles will be completed for each individual student and include leadership and academic data to monitor and report on advancement through their identified curriculum that has been aligned to their specific instructional level. Organizational strategies that may positively impact the academic profile of an intellectually gifted student may include cross-grade or multi-age grouping, course and/or grade advancement, and independent study.

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)*

GLA will fully comply with the Individuals with Disabilities Act (IDEA), the Child Find Mandate, Section 504 of the Rehabilitation Act, and all general statutes with regard to Exceptional Children. Upon enrollment, parents will be required to fill out enrollment packets that will inquire about any services their student may have received at their previous school or any diagnosis that may affect the students learning. GLA will also use the State approved CECAS to cross reference enrollment students with CECAS data to support the identification of new students with IEPs. Request for

records will be completed within a reasonable time frame (2-4 weeks) and school personnel will schedule to travel to local schools to obtain student files if that time is exceeded.

GLA will comply with the federal Child Find Mandate to identify and evaluate all students who either have, or are suspected of having a disability and need EC services as well as comply with any referral or requests for evaluation by school professionals or parents. Under IDEA regulations, GLA will complete evaluations upon parental consent. Evaluations will include progress monitoring data gathered through GLA's MTSS framework and flow through the Scholar Support Intervention Team (SSIT) prior to presenting for Child Study.

Evaluations will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior (NC1503-2.7(c)(1)(i)) GLA will comply with NC 1503-2.5 Evaluation Procedures in completing all evaluations to determine if a disability has an adverse effect on educational performance and requires specially designed instruction and warrants a determination of eligibility.

Regarding the management of records of students with disabilities and 504 Accommodation plans:

(a) Requesting records: Within 30 days of student enrollment, GLA will request the students records, including IEPs and supporting documents and/or 504 Accommodation plans from previous schools. The students name, date of birth and district number will also be requested.

(b) Record Confidentiality (on site): All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Files will be kept in a locked facility and will be authorized in accordance to NC 1505-2.5.

(c) Record Compliance (on site): All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by shredding.

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.*

Students with Disabilities will have full access to the instructional methods embodied within GLA's academic program (Direct Instruction, Core Knowledge, Competency-based learning, Mastery Learning, Formative Assessment, Feedback) tailored to individual needs as outlined in their IEPs. These methods will be coupled with specially designed instruction

identified as specific in need for each individual exceptional child. All services will be provided in each individual student's least restrictive environment to ensure a full continuum of services. GLA will also commit staff and learning space for services that require pull out, small group instruction, or other services up to and including self-contained instruction as deemed necessary by an IEP Team. Special Education teachers and instructional assistants will be scheduled across grade levels and curriculum to provide additional support to individual students as identified by IEPs. General Education teachers will receive annual professional development in IEP maintenance, instructional delivery techniques, and behavior management techniques that impact a diverse population.

GLA will subscribe to the use of the IEP in its fullest intent to ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE) to include monthly progress monitoring data that documents academic growth and growth toward IEP goals. This data will be documented through the use of a spreadsheet tracking system that will include parent communication and result in faster identification of success and the need for further development of specially designed instruction.

GLAs goal is to track monthly progress monitoring data that includes a review of scholar IEP goals, service, sdi, related services, accommodations, and modifications. Meetings will be documented through a spreadsheet tracking system and result in faster identification of scholar success or need for intervention.

GLA will contract related services through qualified community resources available in the LEA and surrounding areas. GLA has already built a relationship with contracted related service providers such as Raleigh Therapy Services through previous Exceptional Children implementations and initiatives.

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.*

GLAs academic goals provide for accelerated academic growth. Within the first academic year of participation on the NC EOGs, GLA will exceed academic growth as defined and calculated in EVAAS with 90% of its population. Further, surrounded by primarily D and C rated elementary schools as reported on NC Report Cards in Greene and Lenoir Counties, GLAs overall performance will exceed those schools performance ratings. Student combined scores as measured on End of Grade State assessments in Math will

exceed the States current level of proficiency (State 55.4%, 2017). Student combined scores as measured on End of Grade State assessments in Reading will exceed the States current level of proficiency (57.5%, 2017).

As identified in GLAs academic model GLA subscribes to the establishment of a driven-by-data culture. Specifically, as it applies to academic processes, GLA will monitor key academic performance indicators in early literacy, gap closing (reading and math), and accelerated learning (reading and math) within its Multi-Tiered System of Support (MTSS) framework.

As part of the MTSS framework, GLA will include the use of summative, interim, and formative assessments to evaluate, predict, and inform instructional decisions. Summative assessment, including the NC EOGs and use of nationally normed assessments (NWEA MAP & mClass DIBELS) will be used to evaluate student learning at the end of critical instructional units by comparing that learning against the State and National standards. These assessments will be used to help monitor the health of GLAs academic plan and to measure student academic growth over time. While these summative assessments will not drive immediate instructional changes (as that will be the role of the interim and formative assessments) they will provide evaluative evidence of the execution of the GLA academic plan and will contribute to the discussion on both the intensity and approach used to achieve accelerated learning.

Promotion decisions for all students (including EC and ELL) will be based on a combination of MTSS data, classroom grades, maturity and social skills, academic growth, and state EOG scores. Recommendations for retention will be submitted to academic leadership prior to the start of the final semester. Parents will be informed of retention recommendations via a scheduled conference. However, the final decision for promotion will be made after EOG testing. Appeal to promotion/retention decisions may be made to the Chief Academic Officer for review. The State of North Carolina and GLA has vested all final promotion authority with the lead administrator of the school, identified as the Chief Academic Officer. Promotion criteria that will be considered:

Attendance requirements

- Average classroom grade of 70 or above in a subject area
- Meets/Exceeds growth as measured by norm-referenced assessments
- Rating of proficient on grade level Reading/ELA EOG Assessment
- Rating of proficient on grade level Math EOG Assessment

GLA will abide by the state mandates with regard to the Read to Achieve legislation.

Student Conduct:

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

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of*

students.

3. *An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

GLA will introduce an environment and culture that incorporates the following five principles of classroom culture as outlined in Doug Lemov's Teach Like a Champion 2.0: Discipline, Management, Control, Influence, and Engagement

GLA will also incorporate a common language of leadership from which to communicate and establish an environment that is nurturing, respectful, positive, community-based, and results oriented. Through the use of research based strategies as outlined in Rhode, Ginger, and Williams text The Tough Kid New Teacher Book, GLA staff will learn how to employ proven, research-based strategies to: (1) Set a positive tone for the entire school year. (2) Create a positive learning environment with classroom rules and routines. (3) Use Precision Requests to increase student compliance. (4) Establish and enforce positive and negative consequences for student behavior. (5) Deal effectively with kids who misbehave. (6) Put an end to particularly bothersome behaviors such as talk-outs, disrespectful interactions, and noncompliance. And (7) Reduce teachers own stress and frustration.

GLA will incorporate student leadership opportunities that foster ownership over the classroom, grade level/department, school, and greater community. These leadership opportunities will be led by leadership staff and parent/community members that express interest. Teams may include; Port Dawgs (technology), Newsies (yearbook and newsletter), Enforcers (facilities and safety), Delegates (school orientation), Special Ops (car line & lunch support), Marathon Kids (health and nutrition).

Zero Tolerance Offenses:

GLA has a strict discipline policy for students who engage in behavior that is disruptive, aggressive and/or dangerous. Certain behaviors may result in immediate suspension from the school. Certain behaviors include: 1.cheating; to act dishonestly or unfairly in order to gain an advantage in academic work 2.bullying; using one's strength or influence to intimidate (someone), typically to force him or her to do what one wants 3.fighting;taking part in a violent struggle involving the exchange of physical blows 3. bomb threats, verbal or in writing 4. threats to kill,shoot or cause harm to others, verbal or in writing 4. weapons on campus or at school events for any reason 5.possessing, distributing or using illegal drugs on campus or at school events.

Rights of Students with Disabilities:

EC students will be disciplined according to the state and federal EC Guidelines and the Behavior Intervention Plan prescribed in their IEP. If the child accumulates 10 days of suspensions, GLA, the parents, and members of the student's IEP team will meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability. IEP services will not be interrupted while the student is enrolled at GLA.

Due Process Rights Regarding Suspensions:

When the violation of the Student Code of Conduct results in a potential suspension immediate effort will be made to notify parents/ guardians. For conduct resulting in a potential long-term suspension for more than ten days, due process includes the formal Due Process Procedures set forth in board policy.

General Due Process Procedures Included within the Policy:

Written notice submitted to the CEO by parents within a specified time. Upon request for an appeal, the CEO will convene a hearing within a specified time. Evidence may be presented by both the school and student (or representative). After the hearing is adjourned, the CEO will reach a decision and set that decision forth in writing. Any student aggrieved by final action of the CEO may in writing within (5) school days of the notice from the CEO appeal to the Board of Directors. The board-level appeal may be heard by a panel of at least two board members. The board will hear the suspension appeal and render a final decision within 30 days.

Section III: Education Plan Concerns and Additional Questions		
Will your focus on direct instruction translate into a lower student to teacher ratio? If not, how will the teachers provide such instruction?	Les Stein	Instructiona
Applicant needs to clarify: What is meant by "utilize elements of the Core Knowledge Sequence?" Applicant needs to clarify: Is Direct Instruction a curriculum or is it a method of teaching? Applicant needs to clarify: What evidence is there to support student progress using direct instruction with the targeted student population? Applicant needs to clarify: What are the specific assessments that will be used to gauge student growth and mastery of grade level standards?	Kristen Parker	Instructiona
How is differentiation incorporated? How is the curriculum tailored to multiple learning styles? What program that GLA offers support cultural literacy? Please clarify how. What types of stem opportunities will GLA offer in Science? Please clarify what "Listening and Learning resources" are in Social Studies and Science. In what ways does GLA incorporate media and technology into the curriculum? Who makes and analyzes interim assessments? Please provide additional information (%ED, ELL, SWD, etc) on demographics of Charter Day school and Bancroft-Rosalie elementary school for alignment.	Jessica Whalen	Instructiona
Core knowledge will be a supplement to the NC Essential Standards?	Heather Soja	Instructiona
what does "teach them carefully" mean? Since Direct Instruction implies homogeneous teaching, how will that fit the needs of a diverse population?	Deborah Brown	Instructiona
Applicant needs to clarify: What evidence is there to support the method of homogeneous groups? Current research reports that students should be group heterogenous groups because students do not have just one reading and one math level. Applicant needs to clarify: Appendix B- highlights a Reading Mastery curriculum scope and sequence? This is not outlined in the narrative- what curriculum will the school be using for ELA instruction? Is is Core Knowledge as outlined in the narrative? Applicant need to clarify: What curriculum will be utilized for Math?	Kristen Parker	Curriculum a
Is the leadership curriculum purchased? Standard?	Heather Soja	Curriculum a
I am unclear on the curriculum aligns with state standards. Will new teachers to the school be provided any additional resources beyond the curriculum map in Appendix B?	Shaunda Cooper	Curriculum a
How do you reconcile wanting "teachers as activators, as deliberate change agents, and as directors of learning" with a direct instruction model? What do you mean by "an accelerated model," and how does that match the proposed population where a significant number of students may enroll well below grade level? By "providing instruction to our student population in Spanish and French" do you mean you will provide courses for students in these languages or that classes will be taught by bilingual teachers? What is the driving need for those two languages?	Deborah Brown	Curriculum a
What if GLA does not meet desired report card designation in year 3? What is the evaluation and intervention plan for this?	Jessica Whalen	Curriculum a

<p>"Specifically, GLA is interested in providing instruction to our student population in Spanish and French." What will this look like? What supports are in place for struggling students?</p> <p>Please describe what the following looks like: "Additional time will be devoted to leadership during the media/technology elective."</p> <p>Please clarify when the following will occur and who is responsible for overseeing this? "Each grade level will carefully coordinate instructional scope and sequence with state and national curriculum frameworks that result in college-ready students"</p> <p>"Instructional topics and objectives are organized into tracks that allow for systematic skill development across the length of a school year and are aligned not only to grade level competencies but across grade level competencies to include the elementary school as whole." Please clarify who organizes this process?</p> <p>How are students prepared to lead parent-teacher conferences?</p>		
<p>How will you reconcile both personalization and homogeneous grouping for AG students?</p>	Deborah Brown	Special Prog
<p>who is a part of the Scholar Support and Intervention team?</p> <p>Please clarify through what platform universal screening will occur?</p> <p>It is unclear how students are determined to be in each tier group. How is this organized and tracked as students move through tiers?</p> <p>Please clarify the difference between the services provided in T2/T3.</p> <p>Please clarify the meaning of the following statement: "As aligned with GLA's MTSS framework, the provision of ELL services will be monitored on the same service schedule of that of the corresponding Tiered intervention support." How does ELL services correspond to tiered services?</p> <p>Please detail specific supports GLA will use to support ELL students when and if curriculum is not enough. How are students that exit the program still monitored?</p> <p>Who is responsible for the creation of academic profiles for AIG students?</p> <p>Please explain how cross-grade and/or multi-age grouping will advance and/or support AIG students?</p>	Jessica Whalen	Special Prog
<p>Your school's demographics show that 10 - 14% of your student population may be ELL's. Will you employ an ELL teacher either full or part-time?</p>	Les Stein	Special Prog
<p>Who will be responsible for your school's AIG program?</p>		
<p>how will you know which files have been accessed? How will you know who accessed the records?</p>	Robert McQuat	Exceptional
<p>Please clarify what Child Study is.</p>	Jessica Whalen	Exceptional
<p>How will you make sure that the parents of students with disabilities are actively engaged in all education related decisions? Will a school administrator participated in all IEP meetings?</p>	Les Stein	Exceptional
<p>Please detail how GLA will "abide by the state mandates with regard to the Read to Achieve legislation"</p>	Jessica Whalen	Student Perf
<p>Is it realistic to expect students to exceed growth in the 1st year, when you are not yet aware of the needs and levels of the students who will enroll?</p>	Deborah Brown	Student Perf
<p>What will student leadership opportunities look like at GLA? Please clarify what the following will look like in regards to student leadership: "Teams may include; Port Dawgs (technology), Newsies (yearbook and newsletter), Enforcers (facilities and safety), Delegates (school orientation), Special Ops (car line & lunch support), Marathon Kids (health and nutrition)."</p>	Jessica Whalen	Student Cond

How will the following be determined, "The board-level appeal may be heard by a panel of at least two board members"?		
I would recommend highlighting zero tolerance offenses for parents within the handbook.	Shaunda Cooper	Student Cond
what are examples of positive and negative consequences for student behavior?	Deborah Brown	Student Cond
There are many unanswered questions that would provide evidence for alignment of instructional plan to mission. -College readiness is not addressed in instructional plan and curriculum design but it is a part of the mission. -more specific educational need should be established. -there are good proven strategies that will work with targeted high ED population such as differentiation, direct instruction, intervention support, and cultural literacy; however, it is not apparent and/or detailed how GLA incorporates specifically differentiation and cultural literacy to align to mission. STEM is also thrown in there but more as an afterthought. Plan needs more detail, evidence, and overall alignment to mission	Jessica Whalen	Certify Educ

Reviewer	Score
Alex Quigley	
Tammi Sutton	
Bruce Friend	
Cheryl Turner	Fail
Danielle Allen	
Deborah Brown	Pass
Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Stephenie Clark	
Sherry Reeves	
Shaunda Cooper	Pass
Robert McOuat	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Kristen Parker	Pass
Tracy Kelley	
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: Griffin Leadership Academy

Mailing Address: 101 Orton Pl

City/State/Zip: Goldsboro NC 27530

Street Address:

Phone: 940-613-7823

Fax:

Name of registered agent and address: Josh Preskitt
101 Orton Pl.
Goldsboro, NC 27530

FEDERAL TAX ID:

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.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Josh Preskitt	Chairman of the Board	WAYNE	Air Force Retired / Youth Pastor	Lateral Entry Provisional License	N
Blair Lockamy	Treasurer	Out of State	Microsoft	None	N
Todd Forgett	Secretary	Out of State	Ronnis Systems Inc.	HQ EC Program Admin. & School Admin.	N
Stephen Beckett	Vice Chairman	WAYNE	Air Force Retired	Lateral Entry Provisional License	N
Nancy Henderson	Member	WAYNE	Teacher	Post Graduate Professional Teacher License NC	N

Please provide the following in this location of the APPLICATION:

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

Board Authority & Duties Policy 1010:

Griffin Leadership Academy Board is a body corporate and has general control and supervision of all matters pertaining to Griffin Leadership Academy and the authority to enforce school law. All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed by law upon the board, including but not limited to those enumerated by G.S. 115C-218.15 of the North Carolina General Statutes.

The ultimate purpose of the Board of Directors is to safeguard the existence, vision, mission, values, assets, and philosophy of the corporation as stated in the charter of Griffin Leadership Academy (GLA). The business and affairs of the corporation and all corporate powers shall be exercised by or under the direction of the Board of Directors, subject to the provisions of the General Corporation Law. The Board of Directors will delegate the daily management of the business of the corporation to a Chief Executive Officer (CEO) provided that management under the CEO maintains the integrity of existence, vision, mission, values, assets, and philosophy as stated in the charter of Griffin Leadership Academy and as evaluated by the Board of Directors. The specific duties of the Board of Directors shall

include:

The Board shall recruit, hire, and evaluate a Chief Executive Officer for daily management of the business of the corporation. The Board shall review the Operational, Financial, and Academic policies on a regular basis to ensure compliance and alignment to the GLA charter. The Board shall provide financial oversight and ensure the financial health of the organization. The Board shall use Robert's Rules of Order as guidance for conducting the corporation's business. The Board shall complete an Annual Board Review/Evaluation

The board will provide for the defense of the members of the GLA Board in any legal action which has arisen as a result of the discharge by the board member of his or her official duties, provided the board member has not engaged in official misconduct or acted with malice toward any individual. The board will provide for the defense of board employees in accordance with policy 7610, Defense of Board Employees. The board will provide for sufficient liability coverage to protect its own financial resources.

Governing Principles Policy 1100:

Policies are the primary means by which the board expresses its vision for the school system. In formulating specific policies, the board is guided by the purpose, vision, and mission statements outlined in GLA's Charter.

Recruit Hire, and Supervise the Lead Administrator:

GLA will hire a CEO who will oversee the day to day management of the school. Criteria for selection for appointment of the CEO will include: knowledge of organizational management and school operations; knowledge of charter school law and school governance; budgeting and staffing experience; and the appointee must be willing to embrace and execute the Charter Application as approved by the NC State Board of Education. The CEO will serve as an advisor to the Board and as identified in the ByLaws will serve as a non-voting member of the Board of Directors.

The Board will establish an evaluation procedure for an annual review of the CEOs performance that coincides with responsibilities aligned to the position. The Board will use a combination of the the North Carolina Superintendent Evaluation Process and the North Carolina Executive: Principals Evaluation Process for the review. The CEO will provide monthly reports to the Board ensuring that school management will be transparent and in full view for planning and evaluating.

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.*

As per our Bylaws, A person needs to be at least twenty-one years old and in good standing to be qualified as a Director. The Board shall strive for membership that consists of at least 2 members of the parent body and 3 members from the greater community while maintaining compliance with 115C-218.15 (e) requiring that a majority of the board members reside within the State. Board members shall be in compliance with law and state policy.

The desired composition of GLAs board of directors is between 7-9 members with positions that reflect diversity and expertise aligned with our charters mission and vision. Currently GLAs five founding board members consist of a diverse population with expertise centered around academics, finance, leadership, and operations. Four of the five founding members have 3-5 years experience working with Charter Schools. Two of the five founding members have served as CEO and Director of Operations for a K-8 Charter School.

The composition, powers, and duties of the governing board will be fulfilled through the following positions: Chairman of the Board, Vice Chair, Treasurer, Secretary, and Member. The ultimate purpose of the Board of Directors is to safeguard the existence, vision, mission, values, assets, and philosophy of the corporation as stated in the charter. The business and affairs of the corporation and all corporate powers shall be exercised by or under the direction of the Board of Directors, subject to the provisions of the General Corporation Law. The Board shall recruit, hire, and evaluate a Chief Executive Officer (CEO) for daily management of the business of the corporation.

(a) The governance structure provided in our bylaws and policies (1000 and 2000 series) provides for direct oversight of Academics, Finances, Operations, and Governance. A main responsibility of the board is to recruit, hire and evaluate a CEO who will manage the day-to-day operations of GLA; allowing the board to govern and not manage. By hiring a highly qualified CEO to lead and develop plans and procedures that align to GLAs Charter and drive the schools performance, the Board can remain focused on making sure that GLA adheres to its charter and the goals outlined within the charter through clear evaluative measures.

(b) The Board will evaluate the success of the school and the CEO within the primary domains of Academics, Finance, Operations, and Governance using the goals outlined within the charter through review of monthly, quarterly, and annual reports. A structure that provides for the board to monitor results provides for clarity in expectation and responsibilities of the CEO to implement and report progress. Through the use of our strategic board calendar the Board will be able to review progress throughout the year in each of the critical domains with the culmination being an end of year report on the State of the School. This report will include state and norm testing results and reporting, discipline reporting, yearly ADM numbers, the annual audit, review of parent satisfaction, and an annual board review/evaluation report.

(c) The structure of the Board and development of policy provides for effective representation of key stakeholders including parents. Not only is the board committed to having parents sit on the board, the board will provide a forum for key stakeholders including parents to express interests and concerns related to the school system during board meetings. In order that the board may conduct an orderly meeting while providing an opportunity for input, individuals or groups may be heard by the board in accordance with Board Policy 2310 Public Participation at Board Meetings. This policy provides for stakeholders to request to place items on the agenda and request for public comment.

3. *Explain the procedure by which the founding board members have been recruited and selected.*

If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The founding board members were recruited through previous work relationships and selected to serve on GLAs board as result of their diverse expertise and shared vision for offering an alternative option in education that encompassed leadership and evidence-based learning in rural NC. In each case recruited board members accepted an invitation from Mr. Josh Preskitt or Dr. Forgette to serve on the founding board of GLA. Specific expertise across our current members include; certified John Maxwell Leadership and Franklin Covey Leadership Trainers, experienced charter school CEO and Director of Operations, experienced charter school Facilities Manager, experienced Director of Special Education and Curriculum & Instruction, certified Direct Instruction Trainer and Coach, experienced elementary school teachers (DI & Core Knowledge), and experienced business and financial expert.

It is the intent of the Board to make full use of the expertise of our board members and to recruit 2-4 new members upon receipt of approval of the charter application. The recruitment process will include advertised positions via social media to attract local interest. The board will specifically look to recruit 2-4 members that have additional backgrounds in leadership and business to further support the Boards primary role of governance.

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

It is the boards intent to engage in regular meetings, including annual board retreats, of the Board of Directors at least ten (10) times per year at such time and place as designated by the Board and in accordance with North Carolina law and regulations governing charter schools.

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.

New board members will be required to participate in a 1/2 day on-boarding general orientation within the first thirty days of joining the board. General Orientation on-boarding will be provided in collaboration with the CEO and an existing board member. Topics for the on-boarding general orientation are listed below:

General Orientation: 1/2 day training that includes GLA purpose, vision, mission, and values; governance vs. management, board expectations, and 1000 series Governing Principles Policy and 2000 series Board Operations Policy.

The board will be required to attend 1 1/2 days of ongoing professional development and a 1 day strategic planning session each year while serving on the board. These sessions will be scheduled between the months of July and October to coincide with the completion of the previous years Annual Meeting and Annual Board Report. Sessions descriptions and and timetables are listed below.

Finance: 1/2 day training that includes revenue sources and ADM, budget process, budgetary assumptions, budget at a glance, expenditures by guiding principle, monthly financial reporting, financial policy, and the auditing

process.

Operations: 1/2 day training that includes academic model, review of current contracts by department, contract acquisition and request for proposal procedures, and facility-maintenance-custodial plans.

Governance: 1/2 day training that includes charter goals and evaluation process from which to measure success toward those goals.

Strategic Planning: 1 day working session, revisit the purpose, vision, and mission of the school and engage in strategic planning resulting in 1, 3, and 5 year goals.

Attendance at professional development sessions are required for all board members. Attendance will be taken and reported during the annual board evaluation process. All training will be facilitated by a professional in the field of expertise in collaboration with the CEO and Chairman of the Board. In the event that professional development sessions are offered through the State that correspond to the courses listed above, board members may substitute the July - October trainings with proof of attendance.

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

The Board of Griffin Leadership Academy desires to operate in the most ethical and conscientious manner possible and to that end the board has adopted a formal Code of Ethics that each member of the board will sign as indication of understanding and agreement. The Code of Ethics includes seven specific domains; Governance and structure, Strategic planning, Board and community relations, Policy development, Board meetings, Personnel, and Financial governance. It also includes the following general statement regarding conduct:

Conduct as a Board Member

(1.) Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board. (2.) Become informed about current educational issues by individual study and through participation in programs providing needed education and training. (3.) Communicate in a respectful professional manner with and about fellow board members. (4.) Take no private action that will compromise the board or charter school administration. (5.) Participate in all required training programs developed for board members by the board or the State Board of Education. (6.) In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethic

Pertaining to Conflicts of Interest, the board will address conflicts of interest through Policy 2121 Board Member Conflict of Interest. General procedures for addressing conflicts of interest are listed below:

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Addressing Conflicts of Interest:

Upon a motion supported by a majority vote, the board may choose to conduct an investigation concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will be notified of the accusation. The accused board member may bring witnesses on his or her behalf to the meeting held to review the violation, and the board may elect to call witnesses to inquire into the matter. If found by a majority of the board that the accused board member has violated this Code of Ethics, the board may choose an appropriate sanction - including termination. The assigned sanction determined by the board is final. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

The board is not aware of any perceived conflicts of interest that exist at this time. Should any concern, perception, or actual Conflict of Interest arise the board will follow the Board Member Conflict of Interest Policy 2121 indicated in this response.

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

Board Operation Policy 2000 Series: 2410 Policy Development and 2420 Adoption of Policies

The GLA Board shall adopt clearly-defined, written policies that align to the schools purpose, vision and mission, based upon best practices, recommendations of the CEO, and fellow board members. Any board member, individual, group of citizens, student, or employee may initiate proposals for new policies or changes to existing policies. The initiator must refer the suggestions to the CEO for presentation to the board for study prior to public discussion of the proposal and board action.

As appropriate in the development of proposed policies, the CEO (under direction of the board) shall seek input from the board attorney, committees, other professionals, school system personnel, parents, students and citizens.

Policies may be proposed for adoption, amendment or repeal at any board meeting by any member of the board or by the CEO. A request to place the proposed policy on the agenda must be made in accordance with board policy 2330 Board Meeting Agenda.

Policies introduced and recommended to the board will not be adopted until a subsequent meeting. Thus, time will be given to permit further study and also to present an opportunity for interested parties to react. However, temporary approval may be granted by the board in lieu of formal policy to meet emergency conditions or special events that will take place before formal action can be taken.

During discussion of a policy proposal, the views of the public, parents, students and staff will be considered. Board members may propose amendments. An amendment will not require that the policy go through an additional reading except as the board determines that the amendment needs further study and that an additional reading would be desirable. The board must adopt by majority vote, and the secretary must record the policy in the minutes of the board meeting in order for the policy to be considered

official board policy.

Unless otherwise specified by the board, a policy is effective as of the date it is adopted by the board.

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

As time and situations demand, committees may be appointed by the board. The purpose of the committees shall be entered into the minutes at the meeting in which the committee is appointed or authorized.

The CEO shall be an ex-officio member of each committee unless otherwise directed by the board, and may assign staff members to assist the committee.

Committees have no final authority and are subordinate and advisory to the CEO and the board.

Committees serve at the pleasure of the board and shall be disbanded by affirmative majority vote of the board or upon the board's acceptance of the final report from the committee.

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

The Board strives to resolve all concerns/complaints of all GLA affiliated individuals as soon as possible. The Board will provide opportunities for these entities to express their concerns through policy processes/procedures (GLA Policy 1742/5060/7225). While the Board encourages resolutions of complaints through informal means and at the lowest level possible, it recognizes that at times a formal process may be required.

GRIEVANCE PROCESS:

1. Reporting Grievance

Any GLA affiliated individual dissatisfied with the decision of a school leader may file a grievance within five days after the disposition of the matter by that school leader, and in no case later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted outside these timelines that claims a violation, misapplication or misinterpretation of state or federal law the CEO or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay and the details surrounding the delay. However, the submitting party must recognize that delays in reporting may significantly impair the ability of the school to investigate and respond effectively.

Any GLA affiliated individual who has a grievance must provide the following information in writing to the CEO: (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or scholar believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in Board policy 1742/5060 is the standard.

If the CEO is the employee whose decision or action is at issue and the decision or action directly and specifically affects the scholar, the

general process described in this policy will be used, except that the grievance will be submitted to the Secretary of the Board.

2. Investigation

The CAO or designee shall schedule and hold a meeting with the GLA affiliated individual member within five school days of receiving the request.

The CAO or designee shall conduct any investigation of the facts necessary before rendering a decision.

3. Findings & Response by School Official

The CAO shall provide a written response to the written grievance within 10 days of the meeting. The response will include the school officials decision regarding resolution of the grievance and the basis for the decision.

A copy of the grievance and the school officials response will be filed with the CEO.

4. Findings & Response by CEO

If the grievant is dissatisfied with the school officials decision, the grievant may appeal the decision to the CEO. The appeal must be made in writing and submitted to the CEOs office within five days of receiving the school officials decision.

The CEO may review the written documents and respond, or the CEO may schedule and hold a conference with the grievant, CAO, school personnel, and any other individuals the CEO determines to be appropriate within five school days after receiving the appeal.

The CEO shall provide a written response within 10 days after receiving the appeal.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law/regulation, State Board of Education policy/procedure, or school policy/procedure, the grievant will have a right to appeal a final administrative decision to the Board of directors. The Board will provide a final written decision within 30 days of receiving the appeal, unless further investigation is necessary to respond accurately.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

GLA subscribes to a leadership approach that culminates in transformational leadership; An approach specific to growing internal experts and empowering them to support and drive the overarching mission of the school. To that end, as indicated in the organization chart (Appendix E), the board will hire a unifying leader under the title of Chief Executive Officer (CEO) with a background in organizational leadership from which to build, lead, evaluate, and celebrate remaining faculty. The CEO will be responsible for duties pertaining to Operations, Finance, and Governance. The CEO will be responsible for hiring and overseeing a Chief Academic Officer (CAO) to execute GLA's instructional model. The CAO will be responsible for executing GLA's academic model (instruction, classroom environment, exceptional children, assessment, and professional development). The CEO and CAO will compliment each-other and work closely together to support each other with respect to their responsibilities (including the hiring process). Remaining staff will be hired based on projected enrollment and GLA's instructional model.

Proposed Positions based on Annual Funding:

- (1) Chief Financial Officer
- (1) Chief Academic Officer
- (1) Dean of Students & Testing
- (5) Kindergarten Teachers
- (4) Grade One Teachers
- (4) Grade Two Teachers
- (2) EC Teachers
- (2) Elective Teachers
- (5) Instructional Assistants
- (2) Clerical
- (1) Custodian

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

In support & fulfillment of GLAs Mission & Vision, we believe that the following characteristics are necessary for GLA staff: lifelong learners who are educated, prepared, passionate, compassionate, committed & who are intrinsically motivated. Combine those characteristics with GLAs culture of safety, ownership, support, leadership, ethics & diversity & you have an unstoppable educational force.

To accomplish this, GLAs recruitment strategy is to attract faculty members who represent the same diversity that will be seen among our student population. One of GLAs primary recruitment strategies will revolve around relationship building with local Colleges and Universities. Having already established a relationship with Mt. Olive University, UNC Wilmington, and Longwood University (VA), GLA will also reach out to additional institutions of higher education surrounding Greene County that offer educational programs. GLA will include the use of nationally recognized job advertising listings, attend job fairs, and leverage social media tools to recruit potential staff. GLA also recognizes that part of our local advertising outreach will be done through "word of mouth" advertising by faculty members, parents, and students.

GLAs retention program centers around the following tenets: A strong leadership team that understand execution, the establishment of a culture of leadership, use of a distributive leadership model, competitive wages & benefits, meaningful professional development inclusive of instructional coaching that is aligned to supervision and evaluation, and the potential for bonus/stipend pay based on performance. GLA will also offer a retirement plan to all full-time employees. The plan will provide for an employer match of up to 3% of the employees annual contribution. Additionally, full-time employees will also receive health insurance with employee coverage paid in substantial part by the school coupled with life insurance & disability benefits.

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

The board recognizes the importance of an effective working relationship between the board and the CEO. The board further recognizes the distinct and separate areas of responsibility of the board and the CEO of Griffin Leadership Academy. The Board believes that supporting the CEO through the establishment of clear expectations, regular communication, and supervision is the most important function of the board. The Board does this through the legislation of policies, as well as by providing personnel, buildings, materials and equipment for the successful administration, application and execution of those policies. The CEO is responsible for the creative leadership and administration of the system consistent with the board's policies.

Employees of GLA will be led by the CEO and additional officers and supervisors designated by the CEO. The board will communicate professionally to the employees primarily through the CEO. There are no direct lines of communication from staff to the board unless previously

authorized by the board or as in previously approved policies (board meetings, committees, complaints, and grievance). Board Members will be encouraged to participate in special events, staff recognitions, and activities in relation to the school and will have opportunity to interact at a casual level with faculty.

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

The hiring process will include the following steps, but may be modified or adjusted slightly for particular positions or unique circumstances:

Applicants for employment will be screened by the CEO or delegated representative to ensure appropriate experience, certification, education, credentials and other stated prerequisites for the position. Qualified candidates will be granted an interview with a Hiring Team. A verification of education, certification, achievements and references will be completed. The candidate will be required to complete a national background check and pre-employment drug screening. Upon completion of credentials verification, background check and clean drug test screening, the CEO will make an offer of employment to the candidate using an intent to hire document that is contingent on final board approval. Upon final approval from the Board a formal contract for employment will be provided.

Dismissal Procedures: GLA employees will be constantly evaluated through classroom and department observations. Should a situation occur whereas a GLA team member is underperforming in their duties as outlined within their job description, employee handbook, or attitude, the situation will be addressed by the appropriate supervisor. If appropriate, a corrective action plan, establishing clear expectations and timelines for continued employment may be generated. Progress on the corrective action plan will be monitored regularly. The employee will be recommended to the CEO for retention or discharged based upon progress. The CEO will make a final recommendation to the board for dismissal. The board will take final action in consideration of the CEOs recommendation.

Any employee(s) who endangers another GLA employee or student by committing acts of violence, verbal abuse or other behaviors that compromise student and workplace safety may be discharged without notice and/or remediation.

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

The greatest impact we have on student achievement is the alignment of students with excellent teachers. GLA therefore commits 62-68% of total revenues to the pursuit of hiring exemplar staff. Further, GLA commits to the development of a salary schedule that is competitive with the NC Public Schools Salary Schedule and takes into consideration additional LEA stipends.

Starting Salary & Range

Administrative Support and Personnel

CEO & CAO: \$60,000.00

Dean of Students & Testing: \$45,000.00

Office Staff (Receptionist, Admissions/Attendance): \$23,523.00

Custodian: \$23,780.00

Instructional Personnel

Core Teachers: \$40,000.00 - \$50,000.00

Exceptional Children Teachers \$40,000 - \$47,000.00

Elective Teachers: \$30,000 - \$40,000.00 based on certification & experience

Teacher Assistants: \$18,000.00 - \$19,500.00

GLA will offer all full time employees a retirement plan that provides for an employer match of up to 3% of the employee's annual contribution. Additionally, full-time employees will also receive health insurance with employee coverage paid in substantial part by the school coupled with life insurance and disability benefits.

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

The Board will provide opportunities for employees and GLA affiliated individuals to express their concerns through policy processes/procedures (GLA Policy 1742/5060/7225). The final step in the grievance policy includes opportunity for employees or GLA affiliated individuals to appeal to the board as indicated below:

Appeal to the Board (GLA Policy 1742/5060/7225)

If the grievant has alleged a violation of a specified federal or state law/regulation, State Board of Education policy/procedure, or school policy/procedure, the grievant will have a right to appeal a final administrative decision to the Board of directors. The Board will provide a final written decision within 30 days of receiving the appeal, unless further investigation is necessary to respond accurately.

The GLA Board of Directors will establish a Grievance Committee of not less than 2 board members and counsel from the board lawyer (as needed). The purpose of the committee is to evaluate and determine the merits of the properly filed grievance, to ensure that policies and procedures were adhered to properly, and to make a recommendation to the entire Board for consideration.

In the event a GLA employee is disciplined as result of their job performance, GLA will determine in its discretion based on circumstance to take appropriate disciplinary action including; Verbal warning,Written warning,Suspension with or without pay,Final Warning and Probation (Action Plan), or Termination.

GLA will use discretion to determine if circumstances of any one particular case may warrant immediate termination. Employees convicted of a felony or to a certain Class A1, 1 or 2 misdemeanors may be discharged without notice. Employees who charged with a felony or certain Class A1, 1 or 2 misdemeanors may be suspended with pay pending outcome of a trial or hearing. Employees who compromise student and/or workplace safety on school property, or during school events may be discarded without noticed.

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

GLA is not anticipating any positions that will have dual responsibilities split across multiple funding sources. In the event that GLA finds the need

to engage in dual responsibilities, we will record Maintenance of Effort to account for the time engaged in each funding source.

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.

GLA projects the need for two EC certified staff for our first year of operations. GLA will also work to recruit and hire core teachers identified as being dual certified (gen. Ed & special Ed.). It is also the intent GLA to hire a Chief Academic Officer that is certified not only in administration but also special education.

GLA also intends to recruit faculty that are certified and have expertise working with ELL and gifted students. During our first year of operation we will indicate preference among our core teachers to hold additional certifications in working with ELL and gifted students. In the event that GLA struggles to recruit appropriately qualified staff for ELL and gifted students in its first year of operation the board will seek out support from local institutions of higher education to provide expertise, council, and coursework (when available) to ensure that the entirety of GLAs population has full access to a Free and Appropriate Public Education.

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).

AT GLA, no position is insignificant, as every position from the top-down and from the bottom-up is an active participant and contributor to the fulfillment and attainment of GLAs Purpose, Mission and Vision and also, critical to the overall success of the school. To that end, all faculty and staff will be required to acquire and maintain appropriate qualifications, endorsements, and certifications, aligned to the roles and responsibilities for the positions they were hired. Specifically as it pertains to teachers, GLA remains committed to exceeding the Charter School general statute requirement of 50% teacher licensure.

Chief Executive Officer:

The CEO serves as a Superintendent of GLA and must hold appropriate qualifications in business leadership and have experience in management and operations. The CEO is responsible for the overall school performance in academics, finance, operations, and governance. The CEO is responsible for recruiting and hiring a Chief Academic Officer to serve as the academic leader of the school and confidant to the office of the CEO. The CEO and CAO will have split responsibilities resulting in the CEO overseeing all aspects of operations to include; finance, facility maintenance and service, furniture, business contracts, transportation, human resources, communication, marketing, community outreach, leadership, and board liaison.

Chief Academic Officer:

The CAO serves as an Assistant Superintendent of GLA and must hold appropriate certifications and licensure in administration and special education and have experience in educational leadership resulting in evidence of closing achievement gaps. The CAO is responsible for all academic aspects of the school and reports directly to the CEO. The CAO is responsibilities include; professional development & coaching, supervision and evaluation of teachers, curriculum alignment, instructional delivery,

assessment & data management, classroom environment & discipline, school improvement, leadership, and confidant to the office of the CEO.

Dean of Students & Testing:

The Dean of Students and Testing will serve Y1 as an additional K-2 reading and math teacher to support smaller group size and acceleration. The DOS&T will also support the CAO as a reading and math specialist (instructional coach) and classroom management & discipline specialist. All testing coordination (norm-referenced and state testing) will be managed by the Dean of Students & Testing under the supervision and direction of the CAO.

Teachers:

GLA will strive for 100% teacher certification across all specialties for teachers (gen. Ed. and special ed.) and target recruitment of at least one SP2 licensed teacher at each grade level to support GLAs Beginning Teacher Support Program. Core teachers will be responsible for classroom environment, communication, planning, instructional delivery, assessment, record keeping, and leadership.

Elective Teachers:

Previous charter school experience is indicative of difficulty in hiring certified elective teachers in rural Eastern North Carolina. While GLA will continue to strive for 100% certification, we have planned realistically for 50% certification. For our first year of operations we will focus on certified recruitment of physical education, music, and art teachers. In the event that we are unable to secure certified teachers in these areas GLA will rely on applicants with qualified experienced in those area that are working toward formal certification. Elective teachers will also be responsible for classroom environment, communication, planning, instructional delivery, assessment, record keeping, and leadership as well as chairing committees for fun/field day, school performances, yearbook, and art/music productions.

Teacher Assistants (TA): A TA supports grade level teachers by assisting in clerical duties and occasional instruction. TAs have a wide range of responsibilities: attendance, assisting students, grading work, leading small group instruction, preparing classroom materials, etc. Successful TAs have many of the same skills and qualifications as core teachers: patience, a genuine concern for the student and their success and flexibility in handling the day-to-day requirements of a classroom. TAs must have familiarity with state content standards for all areas of education at their grade level(s) and minimum substitute teacher requirements and qualifications set for the by the state.

Support Staff (Receptionist, Admissions and Attendance, Custodial Staff, etc.): These entities are often times the first point of contact for parents, families and students and are critical to positively impacting that "first impression" of GLA. These positions will require applicable credentials and requisite experience based on the position's duties and responsibilities. In addition, these individuals/positions will receive ongoing training in customer service, communication, interpersonal skills, organizational skills, etc. Furthermore, these individuals/positions will be challenged to pursue certification(s)/additional certification(s) for their fields, through online courses, CEUs and other means (Universal Class, Office Skills, On-site specialty training, ISSA, Cleaning and Maintenance

Management (CMM)).

Staff Evaluation and Professional Development

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

The CEO will be responsible for ensuring there are procedures and systems, including a Teacher Licensure Renewal Plan, in place to ensure that teacher licensure requirements and professional development are maintained at the school level.

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.*

Mentoring: GLA will establish a comprehensive Beginning Teacher Support Program designed to offer support and high-quality professional development to new teachers during their first three years of teaching. Beginning Teachers (BTs) will participate in orientation during GLAs 10 day preservice work days. In the event that BTs are hired following the preservice orientation day, individual or small group orientation will be provided. Orientation topics will focus GLAs purpose, mission, and vision, academic goals, the employee handbook, procedures and requirements to maintain a provisional license, NC teacher evaluation process, NC essential standards, GLAs curriculum (leadership, DI, Core Knowledge), GLA classroom environment & culture, building safety and emergency management procedures and first-year tips for classroom survival. All BTs will be assigned a mentor who ideally will be teaching in the same licensure area and will be located in close proximity to the BT. BTs will receive additional ongoing professional development throughout the year every other month during 1-hour sessions focused on leadership, classroom environment and culture, and evidence-based instruction delivery techniques. BTs will also participate in GLAs standard professional development plan.

Retention: GLAs retention program centers around the tenets of: A strong leadership team that understands execution, the establishment of a culture of leadership, use of a distributive leadership model, competitive wages & benefits, meaningful professional development inclusive of instructional coaching that is aligned to supervision and evaluation, licensure renewal, and the potential for bonus/stipend pay based on performance. This approach addresses the two major reasons why teachers leave the field; poor leadership, and student behavior, while providing an avenue to recognize teachers with value-added opportunities that include internal positional growth opportunities, professional growth opportunities (including travel), and financial recognition.

Evaluation: GLA will subscribe to the NC Educator Evaluation System (NCEES) and the evaluation procedures outlined in the North Carolina Teacher Evaluation Manual. NCEES evaluation process includes four steps; 1. Training and Orientation, 2. Self-Assessment, Goal Setting, and Pre-Conference, 3. Observation Cycle, and 4. Summary Evaluation and Goal Setting.

Licensure Renewal Program: To ensure that GLA supports ongoing teacher

certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds GLA will submit a formal Licensure Renewal Program for approval by the SBE: DPI. The plan will support GLAs professional development program focused on growth and ensure that renewal activities are relevant to the needs of our staff and students and aligned to licensure requirements outlined by the State. The Licensure Renewal Plan will meet the following criteria: a. Focus on a teachers licensure area or job responsibility, b. Align to the State Board of Educations strategic priorities, c. Address the schools strategic priorities, d. Address the appropriate job-specific performance standards, e. Develop technology competence that is aligned with technology standards adopted by the State Board of Education, and f. Encourage peer and supervisor review on an annual basis.

- 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.*

GLA subscribes to a professional development model that is meaningful (content specific and aligned to the goals of the charter school), active (includes demonstration and practice, leverages technology), supports collaboration (includes professional learning communities, peer observation, and peer support), provides coaching (differentiated, in class, at the "elbow" of instruction), and is expert (use of a external and certified content/component consultants).

GLA will outsource key components of professional development in its initial years to ensure expert training for its staff in curriculum, instruction, assessment, and discipline. External consultants will work with internal school leadership to support execution of the academic model while focusing on building internal sustainability. It is the intent of the GLA staff to transition within the professional development model from novice to expert within the components of the academic plan. This will increase opportunity for internal staff to be certified and acknowledged as component experts and help transition external reliance to internal sustainability.

- 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.*

At GLA teachers will be immersed in training from the moment they become part of GLA beginning with leadership training. GLA will offer its faculty introductory preservice training in John Maxwell and Stephen Covey Leadership and follow up throughout the year during teacher planning, staff meetings, and teacher workdays to further hone skills and understanding. Direct Instruction program training will also be offered during pre-service training and focus on theory, demonstration, and practice. Then, throughout the year, teachers will be provided additional in-class coaching that will be differentiated based on the individual teachers level of performance. GLA will train Teach Like a Champion techniques to grow and help the faculty with establishing classroom environments aligned to our accelerate learning and leadership culture that will also be a focus during the ongoing in-class coaching.

Additional non-academic training that will be addressed during preservice

training will include; BloodBorne Pathogens and other Health Requirements, Orientation and Benefits, Technology Systems Training, Procedures and policies, Communication with parents, PowerSchool, and Emergency Action Plans.

Teachers will be encouraged to participate in webinars, courses, partnerships, and conferences offered through the NCDPI and other entities that align with GLAs academic model and focus on impacting student growth. Moreover, at GLA we will always be looking to recognize and celebrate teacher excellence and growth by providing teachers additional opportunities to attend regional, state, and national training aligned with our model.

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.

On average, we have calculated that teachers will receive an unprecedented 58-60 hours of professional development per year of GLA. Approximately 36 hours of pre-service training prior to the first instructional day of the year will be scheduled around leadership, Direct Instruction, environment and culture, and HR. Three teacher workdays, scheduled to follow interim assessments, will afford an additional 9 hours of opportunity for professional development targeted toward data analysis, reflection, and action planning. Finally, a combination of monthly internal and external in-class coaching professional development scheduled at approximately two 40 minute visits per teacher per month over 10 months will further impact professional development by 13 hours.

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)).

GLA is aware and understands that the attainment of enrollment capacity is vital to the success of the school. We anticipate that the majority of students will live within a 25-mile radius of the school; our marketing strategies will target potential families within this radius. In addition, all marketing information will be bilingual (in English & Spanish), in an effort to best reach all within the community.

In order to successfully pursue enrollment capacity, GLA will have an annual budget line item specifically for Marketing. These funds will be used in the most effective manner possible to reach potential parents/students of GLA. For example, mail flyers, newspaper ads (paper & electronic), and social media platforms will be used to connect and inform potential parents and also the general public. In addition, GLA has already launched a website

that will be further developed as one facet of our marketing strategy. These outlets (to include new strategies/technology) will be used as the driving forces to reach enrollment capacity in year 1 & beyond.

In addition, to the strategies previously mentioned, in order to reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following: Charter Application Phase: May 2018 - June 2018 Goal: Gather additional information regarding the educational need or interest for a public charter school from at least 200 families (this goal has already been surpassed), recruit initial board members and add four potential partnerships within the community. Action: Conduct a series of public relations endeavors to publicize the school to the community at large so that all interested parties will be aware of GLAs upcoming application submission. Ready to Open Period (July 2019 - January 2020) Goal: Obtain >60% Letters of Intent (LOI) (Balance the % across all grade levels) Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: As contact information is collected utilizing LOI format; follow up will be done with individuals. Additionally, our best "marketing tool" is our enrolled families. In addition, to the Boards presence, volunteers and our enrolled families will be part of hosted community events, town hall meetings and any potential employment fairs. Furthermore, members of the board of directors will visit local preschools, daycares, churches, other child-related organizations & community organizations such as the YMCA to distribute information and to make them aware of GLAs presence in the community. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members.

For the first 20 days of school (Approximately August 2020) Goal: Build and sustain waitlist >15% above capacity per grade (Balanced across all grade levels). Action: After testing the past success of our marketing strategies, use the top strategies to further promote GLA in the community.

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.*

GLA is being created & established primarily with the student in mind. However, that is not GLAs only focus; GLA also wants to positively impact the community around us by serving and "filling needs" as available and within our means. GLA believes that intentionally and genuinely engaging community members, parents, and volunteers is a vital part of our job at GLA. Moreover, the premise is embedded within GLAs Purpose, Mission and Vision statements. Grit, compassion, hope, excellence, perseverance and the idea of making a positive impact are not just confined to the classroom and they cannot end there; these intangibles are meant to extend outside the classroom walls.

To this end, GLA will communicate with and engage parents and other

community members from the time that the school is approved through its opening and throughout its existence. Upon approval, GLA will complete the rest of the GLA website. This website will provide the following: current school information a directory of the Board members (to include individual biographies), GLA philosophy, educational plan/curriculum, school calendar, an opening timeline and other helpful information (leadership strategies, social services, self-help, parenting helps, etc.).

In addition, GLA will rely on social media to interact and inform parents and community members. During the fall/spring of 2019/20 families will be invited to information sessions where the purpose, mission, vision, philosophy, curriculum etc. will be shared with the community. This will serve as an opportunity for community feedback and demonstrate to the community our desire for a strong partnership with the community and our desire to be a positive force within the community.

GLA orientations will follow the start of enrollment and serve to encourage the enrollment of students and the inclusion of parents (their voice, their time, their talent and their skills). Parents and other community members are integral to the overall success of GLA. Their abilities and talents will look to be used in a myriad of ways: advisory boards, committees, Safety Days, Career Days, GLA Ambassadors, Earth Days, Fall Festivals, etc. Not only will we look to include parents and other community members, but GLA will look for ways to be supportive and support things that are important to them (birthdays, anniversaries, promotions, home ownership, etc.).

Additionally, Board meetings will be transparent and maintain a small section of time built-in for public comments. Also, we will schedule town hall meetings (as applicable) to allow the community members the opportunity to be heard. Lastly, parent and community engagement/involvement methods will be continual, growing, adapting and progressing to ensure effectiveness and efficiency.

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.*

Except as otherwise provided by law or the mission of the school as set out in the charter, GLA shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

The pre-enrollment process will provide interested parents with a letter of

interest that will include the child's name, grade and contact information for the parents. The letter of interest will be clearly marked so as to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2020-21 school year, beginning the day following final approval by the NCSBE and continuing through May 2020. At that time, the determination will be made regarding necessary lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in May 2020.

GLA will enroll any eligible students who have submitted an application unless the number of applications exceeds the capacity of a program, class, grade, level or building. In this case, students shall be accepted by lottery. Once enrolled, students are not required to reapply in sequential enrollment periods, they will, however, be required to re-enroll each year prior to the open application period begins. Notwithstanding any law to the contrary, GLA may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115c390.5 through G.S. 115c390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state of North Carolina, must complete the enrollment process to be considered for enrollment. The required enrollment form will consist of and may not be limited to the following: personal data which includes the student's name, place of residence, parent/guardians' names and addresses, student's birth date and current grade.

Following the first year of operations, GLA may give enrollment priority to siblings of currently enrolled students who were admitted to GLA in the previous year and to children of GLA employees. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115c218.45 (g) (1), the charter school will capitulate with the prevailing law regarding the admission of multiple birth siblings.

No criteria for enrollment will be utilized other than a completed enrollment form and residence in North Carolina. A wait list will be maintained of prospective interested parents/students to continue to fill any open enrollment positions. The parent(s) of the student(s) may withdraw or transfer their child(ren) at any time. Student records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their child(ren) at a later time, they must go back through the school's enrollment process.

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 Greene County Schools
- LEA #2 Wayne County Public Schools
- LEA #3 Lenoir County Public 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 400	LEA 960	LEA 540	LEA 400	LEA 960	LEA 540	LEA 400	LEA 960	LEA 540	LEA 400	LEA 960	LEA 540	LEA 400	LEA 960	LEA 540
Kindergarten	40	25	25	40	25	25	40	25	25	40	25	25	40	25	25
Grade 01	40	25	25	40	25	25	40	25	25	40	25	25	40	25	25
Grade 02	40	25	25	40	25	25	40	25	25	40	25	25	40	25	25
Grade 03	0	0	0	40	25	25	40	25	25	40	25	25	40	25	25
Grade 04	0	0	0	0	0	0	40	25	25	40	25	25	40	25	25
Grade 05	0	0	0	0	0	0	0	0	0	40	25	25	40	25	25
	120	75	75	160	100	100	200	125	125	240	150	150	240	150	150
	270			360			450			540			540		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
501(c)(3) not yet obtained	Deborah Brown	Tax-Exempt S
tax-exempt status has not been applied for.	Shaunda Cooper	Tax-Exempt S
No board member is from Greene County.	Steven Walker	Governance a
What will the duties of the various board members be? How will board members be evaluated?	Deborah Brown	Governance a
How will being out-of-state affect board member participation and/or performance? What areas of expertise does the board feel they need more of?? What are the plans to increase legal expertise? It is concerning that there is only 3 board members. Please clarify and explain the rationale of the following: "The CAO or designee shall schedule and hold a meeting with the GLA affiliated individual member within five school days of receiving the request. The CAO or designee shall conduct any investigation of the facts necessary before rendering a decision".	Jessica Whalen	Governance a
N/A	Deborah Brown	Proposed Man
NA	Shaunda Cooper	Proposed Man
Please explain rationale of no ELL support teacher? Based on salary, it is evident that core teachers are valued as the pay is competitive. Is the same message being sent to CEO and CAO? How will this affect recruitment? How will the CEO and CAO be supported to ensure they fulfill and are effective in their respective and demanding roles? Please clarify the difference between CAO and DST in regards to assessment management. DST seems to be doing a lot. How will they be supported in completing all of the work in the most effective way? Who will provide certification support for support staff? Concerned that the budget does not cover all proposed training/certifications. Where is the following included in the budget: "These positions will require applicable credentials and requisite experience based on the position's duties and responsibilities. In addition, these individuals/positions will receive ongoing training in customer service, communication, interpersonal skills, organizational skills, etc. Furthermore, these individuals/positions will be challenged to pursue certification(s)/additional certification(s) for their fields, through online courses, CEUs and other means (Universal Class, Office Skills, On-site specialty training, ISSA, Cleaning and Maintenance Management (CMM))."	Jessica Whalen	Staffing Pla
How will "bonus/stipend pay based on performance" be determined?	Deborah Brown	Staffing Pla
Will the teacher and staff salaries be commpetitive with the schools in the local area? You indicate that there will be no direct communication between the tachers and board members. What is the mechanism for dealing with teacher and staff grievances? How will the board be informed of such grievances and is there a means for allowing the teachers and staff to identify their concerns to the board?	Les Stein	Staffing Pla
Who will determine, design, deliver and evaluate your professional learning program? Will there be any incentives for teachers to obtain higher degrees or NBPTS certification? What will the cost be for ongoing PD, including "travel"?	Deborah Brown	Staff Evalua
What criteria will you use for "the basis for bonus/stipend pay based on performance?"	Les Stein	Staff Evalua
How will mentors be supported for beginning teachers (BT)? Who will conduct BT	Jessica Whalen	Staff Evalua

<p>professional development? How is the mentor program evaluated?</p> <p>How will GLA support certification for teachers in academic model?</p> <p>Please clarify the following: "GLA will offer its faculty introductory preservice training in John Maxwell and Stephen Covey Leadership and follow up throughout the year during teacher planning, staff meetings, and teacher workdays to further hone skills and understanding." If PD is being taken up by PD, when will teachers plan?</p> <p>It is unclear which research-based instructional strategies GLA will prescribe to: Teach like a Champion, Rhode, Ginger, and Williams text The Tough Kid New Teacher or John Maxwell/Covey Leadership.</p> <p>Please detail where the following are included in the budget: "use of a external and certified content/component consultants and support staff training and certification"</p> <p>What criteria is used for pay for performance?</p>		
<p>How will enrolled families that have yet to participate in the school be able to speak to other families about it? Please clarify the following: "Action: As contact information is collected utilizing LOI format; follow up will be done with individuals. Additionally, our best "marketing tool" is our enrolled families. In addition, to the Boards presence, volunteers and our enrolled families will be part of hosted community events, town hall meetings and any potential employment fairs. Furthermore, members of the board of directors will visit local preschools, daycares, churches, other child-related organizations & community organizations such as the YMCA to distribute information and to make them aware of GLAs presence in the community. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members." What will this look like before year 1?</p>	Jessica Whalen	Marketing PI
<p>what will be your "series of public relations endeavors"?</p> <p>Will the community welcome your marketing at local preschools, churches, YMCA etc?</p>	Deborah Brown	Marketing PI
<p>Good move to annually plan for marketing.</p>	Shaunda Cooper	Marketing PI
<p>What plans can you design to communicate with families who may not have technology or who may work at different hours and days/ need childcare to participate, etc.?</p>	Deborah Brown	Parent and C
<p>How will GLA ensure all parents are reached regardless of internet access or social media?</p> <p>How will GLA ensure all parents (especially low-income) participate as desired? What supports are in place to ensure this?</p>	Jessica Whalen	Parent and C
<p>Please provide more detail in open enrollment lottery plan. Is there not an expectation of more applications than seats already?</p> <p>Please clarify and provide more detail on the following: "the charter school will capitulate with the prevailing law regarding the admission of multiple birth siblings." What exactly are GLA's plans to admit multiple siblings?</p>	Jessica Whalen	Admissions P
<p>How is staffing affected if enrollment counts are not met? How will this affect low class sizes, especially math and ela homogeneous groups?</p>	Jessica Whalen	Projected St
<p>NA</p>	Shaunda Cooper	Weighted Lot
<p>Will children of employees be offered admission?</p>	Deborah Brown	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Bruce Friend	
Cheryl Turner	Fail
Danielle Allen	
Deborah Brown	Pass

Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	
Kristen Parker	Pass
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Jessica Whalen	Fail
Robert McOuat	
Shaunda Cooper	Pass
Sherry Reeves	
Stephenie Clark	
Tammi Sutton	

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.

GLA's goal is to ensure we are meeting the transportation needs of all of GLA children. In accordance with state law, GLA will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at Griffin. The demographics of our targeted population leads us to the reasonable conclusion that, as a condition of enrolling their child at GLA, some parents will need school-provided transportation to safely transport their children to and from school. Coordination and clarification of student/parent needs shall begin at enrollment.

The GLA transportation strategy begins with the lease or purchase of two school buses and to implement a strategic cluster stop system to transport children. Griffin will either contract with or directly provide a limited busing option that will establish designated school bus drop off and pick up points throughout the community. Although implementing a door-to-door busing pickup route would be ideal, it is cost prohibitive; therefore, we believe that GLA's planned investment in and commitment to student transportation provides reasonable access to all students of Griffin. If necessary, GLA will evaluate door-to-door services in cases where an alternative is not feasible.

As Griffin Leadership Academys proposed location is near the intersection of Greene, Lenoir, and Wayne counties, with expected enrollees from each, GLA will also work with any county departments to address if any existing public transportation or school bus options exist. If any such options become available, GLA will address the Greene County Administration for a formal public bus stop to be placed at GLA.

The Chief Executive Officer will encourage parents to work with one another to arrange for children to be delivered to the pickup and drop off locations. The School Bus stops will be centrally located to the residences of highest concentration, but also in areas what are well known, such as commercial parking lot, public facilities, etc. GLA will establish, likely through online social media, a communication option for parents to create a ride-sharing system.

Expected implementation for the transportation plan is April or May of 2020, with determination of the method for how students will qualify for transportation. Consideration for such will begin with distance of home to school, special circumstances and economic status. GLAs growth will determine future bus requirements. This will allow parents time to decide on what shuttle location would better fit their needs.

Several counties throughout the state at www.ncschoolbussales.dpi.state.nc.us are showing buses for sale, many equipped with wheelchair lifts.

Our budget includes:

\$60,000 to Lease/Purchase buses for the first year or contract with a transportation service

\$30,000 for gas for cluster stops up to 25 miles first year

\$10,000 for maintenance and emergency transportation the first year

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.

Due to the initial size of Griffin Leadership Academy, K-2, a full capacity kitchen and services may be prohibitive. The requisite facilities needed to accommodate catered meals will be the initial focus and is captured in our budget line item Child Nutrition. GLA will contract with a food-service provider to operate our program, following U.S. Department of Agriculture (USDA) procurement requirements and complying with Federal Regulation 7 CFR 210.16 and other applicable laws. A hot meal for lunch will be offered daily as well as a cold breakfast. Students will pay a set price for school meals unless they qualify for free or reduced priced meals. Meals will meet all nutrition guidelines of the National School Lunch Program (NSLP); as it is GLAs intent to participate in NSLP. Cold breakfast will be determined, in accordance with guidelines, but menus have not yet been addressed. Fruits, cereals, muffins, etc., may be examples of proposed meals.

Meals will be provided as needed, with a free/reduced breakfast/lunch program instituted. A billing system will be in place for students not enrolled in the program, however requiring a meal. Billing will be implemented via an online system such as myschoolmeal.com. The cost of these lunches will have a small markup built in to help pay for emergency or unpaid meals.

GLA has budgeted \$30,000.00 for Child Nutrition in its opening year. In that calculation we estimated the following:

60% of total enrollment qualify for NSLP (Greene County 75%, Lenoir 98%, Wayne 69%; 16-17 data).

108 students make up the remaining population with potential for purchasing lunch over the calendar year.

At \$3.50 per lunch, total billable lunches would be \$68,040.00. GLA plans for 20% loss due to emergency and unpaid lunches totaling \$13,608.00. The remaining budget will be committed to securing the requisite facilities refrigerator and warming ovens to accommodate catered meals.

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;

- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$4,965.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,800.00
Property Insurance	\$1,275,000		\$5,400.00
Motor Vehicle Liability	\$1,000,000		\$2,750.00
Bonding Minimum/Maximum Amount	\$25,000	\$150,000	\$573.00
Other	\$1,500,000		\$8,275.00
Total Cost			\$26,763.00

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

Health and Safety Requirements:

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

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

joshpreskitt 09/25/2018

(Board Chair Signature)

(Date)

Facility:

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

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

The GLA Board has been actively seeking investors and is investigating property located in southern Greene County. Initial findings have been positive as the board has found land for sale at 136 Jason Rd, Snow Hill, NC 28580. The Board intends to build a new educational structure that will house our initial grades and provide space for expansion. The initial

property identified consists of 78.2 acres, allowing for initial, expanded, and accompanying peripheral facilities. The facility will also include adequate roadway to accommodate parent and bus traffic. This property provides an example of intent GLA has to acquire a facility. The facility will be in compliance with all necessary health and safety requirements required as well as any steps necessary to obtain the Educational Certificate of Occupancy.

GLA has considered that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to the Board which will make rent payments for the facility. The budget proposed in this application includes projected lease payments for the facility to demonstrate the viability of the school. The facility lease will be developed and executed as a component of the development project plan. GLA anticipates an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout.

The Board will review all options and approve a facilities solution that is competitive, encompasses the needs of the school, and fits within the budget. The Board does intend for GLA to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The facility layout will be based upon the school's mission of accelerated learning and leadership as compared to previous plans that have been successfully deployed for charter schools serving similarly sized populations.

Having preliminarily inquired with contractors, we estimate an initial need for a facility of 16,200sq feet for our first group of 270 students with a capacity to grow an additional 5,460sq feet in year 2 for increased student enrollment. Initial site preparation costs were projected at approximately \$50 per sq foot (\$810,000.00). Building cost (modular solutions) was estimated at \$100.00 per sq foot (\$1,620,000.00). The projected cost for year 1 (phase 1) would total \$2,430,000.00.

The Boards next steps will be to continue to schedule meetings with investors (including BB&T) to secure funding upon approval of the charter application.

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

Initial site preparation costs \$50 per sq foot (\$810,000.00). Building cost (modular solutions) \$100.00 per sq foot (\$1,620,000.00). This cost is comparable to pricing for cost effective modular solutions for commercial and educational facilities.

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.*

The GLA Board is analyzing facility options for contingency purposes in response to unavailability due to cost, construction, negotiations, etc. The

board is/has been in contact with providers of other options. We will also investigate through title searches, any unused buildings or land that Greene County may possess for which we will negotiate use. When potential locations were being evaluated, several were identified before highlighting the proposed school site in Jason, NC. The remaining locations are now considered backup locations.

In the unfortunate event that the primary facility is not available for opening on GLAs property, the Board will work to secure an alternative short-term facility. The temporary facility shall meet the needs of students and staff, not impacting any programs at the school. Several modular-facility manufacturers have been located to facilitate any temporary structure requirements in the event that GLA secures property but struggles to complete the primary facility in time of opening. Modular facility companies such as Mobile Modular and Vanguard have units already approved for educational use that can be made available quickly in a situation of need that can be ready for a certificate of occupancy within one month's time. The Board will also investigate the use of local churches that may suffice for short term support having only to accommodate for 270 students. All requirements for the removal of religious symbols would be followed should the school enter into an agreement for use of church facilities.

X

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
I am concerned that the designated area of the school has high ED population but GLA plans to only have two buses. What will the following look like: "GLA will establish, likely through online social media, a communication option for parents to create a ride-sharing system."	Jessica Whalen	Transportati
What existing public transport exists?	Deborah Brown	Transportati
how will the school address the needs of students with disabilities that have transportation as a related service?	Robert McOuat	Transportati
Who will be responsible for supervising the school's lunch program, to include free/reduced lunch applications?	Les Stein	School Lunch
Are there any other options in place for students to pay for lunches if they are not able to access the online system? Please clarify what falls under the category of emergency or unpaid meals category for the following statement, "The cost of these lunches will have a small markup built in to help pay for emergency or unpaid meals." I am concerned that parents may be overpaying for lunches for other students. Who will supervise lunch and the distribution of meals/taking lunch money?	Jessica Whalen	School Lunch
Does GLA have a developer to meet the needs of site preparation costs? What is the process to getting one? Is there a backup location? If so is it still good proximity for students in 3 different districts? If not, students may be in trailers? Please clarify.	Jessica Whalen	Facility and
Building a new building.	Steven Walker	Facility and
Can you provide more details about contingency plans?	Deborah Brown	Facility and

Reviewer	Score
Lindalyn Kakadelis	
Tammi Sutton	
Heather Soja	Pass
Steven Walker	Pass
Deborah Brown	Fail
Danielle Allen	
Cheryl Turner	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Tracy Kelley	
Kristen Parker	Pass
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Jessica Whalen	Fail
Robert McOuat	
Shaunda Cooper	Pass
Sherry Reeves	
Stephenie Clark	
Joe Maimone	

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	LEA #1 400 - Greene County Schools			
	Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
	State Funds	\$6,964.56	120	\$835,747.20
	Local Funds	\$874.92	120	\$104,990.40
	Federal EC Funds	\$4,464.16	16	\$71,426.56
	Totals			\$1,012,164.16
	LEA #2 960 - Wayne County Public Schools			
	Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
	State Funds	\$5,842.33	75	\$438,174.75
Local Funds	\$989.00	75	\$74,175.00	
Federal EC Funds	\$4,311.06	8	\$34,488.48	
Totals			\$546,838.23	
LEA #3 540 - Lenoir County Public Schools				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,898.36	75	\$442,377.00	
Local Funds	\$1,129.00	75	\$84,675.00	
Federal EC Funds	\$3,578.95	8	\$28,631.60	
Totals			\$555,683.60	

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$1,716,299	\$2,290,587	\$2,864,875	\$3,439,163	\$3,439,163
-Local Per Pupil Funds	\$263,840	\$351,419	\$438,997	\$526,576	\$526,576
-Exceptional Children Federal Funds	\$134,547	\$180,537	\$226,528	\$272,519	\$272,519
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,114,686	\$2,822,543	\$3,530,400	\$4,238,258	\$4,238,258

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

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

Personnel Budget: Expenditure Projections 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.

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Chief Executive Officer	1	\$60,000	\$60,000	1	\$67,000	\$67,000	1	\$74,000	\$74,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Chief Academic Officer	1	\$60,000	\$60,000	1	\$67,000	\$67,000	1	\$74,000	\$74,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Bookkeeper	1	\$23,523	\$23,523	1	\$25,404	\$25,404	1	\$27,437	\$27,437	1	\$29,632	\$29,632	1	\$32,000	\$32,000
Admissions, Enrollment & Attendance	1	\$23,523	\$23,523	1	\$25,404	\$25,404	1	\$27,437	\$27,437	1	\$29,632	\$29,632	1	\$32,000	\$32,000
Receptionist	0	\$0	\$0	0	\$0	\$0	1	\$23,523	\$23,523	1	\$25,404	\$25,404	1	\$27,437	\$27,437
Custodians	1	\$23,780	\$23,780	1	\$25,404	\$25,404	2	\$25,404	\$50,808	2	\$27,736	\$55,472	2	\$29,955	\$59,910
A - Total Admin and Support:	5		\$190,826	5		\$210,212	7		\$277,205	7		\$300,140	7		\$311,347
Instructional Personnel:															
Dean Of Students & Assessment	1	\$45,000	\$45,000	1	\$46,350	\$46,350	1	\$47,740	\$47,740	1	\$49,172	\$49,172	1	\$50,000	\$50,000
Core Content Teacher(s)	13	\$44,000	\$572,000	17	\$44,411	\$754,987	21	\$45,459	\$954,639	25	\$46,411	\$1,160,275	25	\$47,804	\$1,195,100
Exceptional Children Teacher(s)	2	\$44,000	\$88,000	3	\$44,000	\$132,000	3	\$44,977	\$134,931	4	\$45,744	\$182,976	4	\$47,116	\$188,464
Electives/Specialty Teacher(s)	2	\$37,500	\$75,000	3	\$40,000	\$120,000	4	\$41,200	\$164,800	4	\$42,436	\$169,744	4	\$43,709	\$174,836
Teacher Assistants	5	\$19,500	\$97,500	6	\$19,500	\$117,000	7	\$20,085	\$140,595	8	\$20,687	\$165,496	9	\$20,687	\$186,183
Substitute Teachers	1	\$8,000	\$8,000	1	\$10,750	\$10,750	1	\$12,750	\$12,750	1	\$15,000	\$15,000	1	\$15,000	\$15,000
B - Total Instructional	24		\$885,500	31		\$1,181,087	37		\$1,455,455	43		\$1,742,663	44		\$1,809,583

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

Personnel:														
A+B = C - Total Admin, Support and Instructional Personnel:	29		\$1,076,326	36		\$1,391,299	44		\$1,732,660	50		\$2,042,803	51	\$2,120,930
Administrative & Support Benefits														
Health Insurance	5	\$6,000	\$30,000	5	\$6,000	\$30,000	7	\$6,000	\$42,000	7	\$6,000	\$42,000	7	\$42,000
Retirement Plan--Other	5	\$1,145	\$5,725	5	\$1,261	\$6,305	7	\$1,663	\$11,641	7	\$1,800	\$12,600	7	\$13,076
Medicare	5	\$553	\$2,765	5	\$610	\$3,050	7	\$804	\$5,628	7	\$870	\$6,090	7	\$6,314
Social Security	5	\$2,366	\$11,830	5	\$2,607	\$13,035	7	\$3,437	\$24,059	7	\$3,721	\$26,047	7	\$27,020
D - Total Admin and Support Benefits:			\$50,320			\$52,390			\$83,328			\$86,737		\$88,410
Instructional Personnel Benefits:														
Health Insurance	23	\$6,000	\$138,000	30	\$6,000	\$180,000	36	\$6,000	\$216,000	42	\$6,000	\$252,000	43	\$258,000
Retirement Plan--Other	23	\$1,155	\$26,565	30	\$1,181	\$35,430	36	\$1,212	\$43,632	42	\$1,245	\$52,290	43	\$54,266
Social Security	23	\$558	\$12,834	30	\$571	\$17,130	36	\$586	\$21,096	42	\$602	\$25,284	43	\$26,230
Medicare	23	\$2,387	\$54,901	30	\$2,440	\$73,200	36	\$2,507	\$90,252	42	\$2,573	\$108,066	43	\$112,187
E - Total Instructional Personnel Benefits:			\$232,300			\$305,760			\$370,980			\$437,640		\$450,683
D+E = F - Total Personnel Benefits			\$282,620			\$358,150			\$454,308			\$524,377		\$539,093
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	5		\$241,146	5		\$262,602	7		\$360,533	7		\$386,877	7	\$399,757
B+E = H - Total Instructional Personnel (Salary & Benefits)	24		\$1,117,800	31		\$1,486,847	37		\$1,826,435	43		\$2,180,303	44	\$2,260,266
G+H = J - TOTAL PERSONNEL	29		\$1,358,946	36		\$1,749,449	44		\$2,186,968	50		\$2,567,180	51	\$2,660,023

Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Furniture (Capitalized)	\$12,517	\$9,106	\$9,106	\$9,106	\$4,500
	Office Computers (Capitalized)	\$6,495	\$3,750	\$3,750	\$3,750	\$6,495
	Office Software	\$5,250	\$5,512	\$5,788	\$6,077	\$6,381
	Office Supplies	\$2,500	\$2,700	\$4,000	\$5,000	\$5,000
	Copier leases	\$9,000	\$9,500	\$12,350	\$16,055	\$17,000
	Communications & Telephone	\$5,000	\$4,510	\$5,500	\$6,000	\$6,000
	Human Resources Onboarding	\$1,000	\$3,000	\$3,500	\$5,000	\$5,000
	Admin & Support Prof. Development	\$750	\$3,000	\$3,000	\$3,000	\$3,000
Professional Contract	Legal Counsel	\$4,500	\$4,567	\$4,636	\$4,705	\$4,776
	Student Accounting	\$9,450	\$12,600	\$15,750	\$18,900	\$18,900
	Financial	\$41,738	\$48,000	\$60,750	\$69,000	\$69,000
	Technology Support	\$3,000	\$3,500	\$3,675	\$3,858	\$3,858
Facilities	Facility Lease/Mortgage	\$81,000	\$160,000	\$165,240	\$168,544	\$171,915
	Student Furniture (Capitalized)	\$48,607	\$25,750	\$25,750	\$25,750	\$15,000
	General Supplies	\$3,000	\$5,000	\$6,500	\$7,500	\$1,000
	Maintenance	\$7,500	\$20,000	\$25,000	\$27,000	\$30,000
	Custodial Supplies	\$6,800	\$10,000	\$10,750	\$11,750	\$13,000
	Security	\$3,550	\$6,750	\$7,087	\$7,441	\$7,813
	Insurance (pg19)	\$26,763	\$26,763	\$27,164	\$27,571	\$27,985
Utilities	Electric	\$16,200	\$32,400	\$33,372	\$34,373	\$35,404
	Water/Sewer	\$10,000	\$20,000	\$20,600	\$21,218	\$21,854
	Trash	\$2,500	\$5,000	\$5,150	\$5,750	\$6,000
Transportation	Buses	\$60,000	\$63,000	\$66,150	\$60,000	\$63,000
	Gas	\$30,000	\$31,500	\$33,075	\$34,728	\$36,465
	Oil/Tires & Maintenance	\$10,000	\$10,500	\$11,025	\$11,576	\$12,155
Other	Marketing	\$10,000	\$10,000	\$10,000	\$13,000	\$15,000
	Child nutrition	\$30,000	\$36,000	\$42,000	\$48,000	\$48,000
	Travel	\$1,000	\$1,500	\$2,000	\$3,000	\$3,000
	K - TOTAL Administrative & Support Operations	\$448,120	\$573,908	\$622,668	\$657,652	\$657,501
	Instructional:					
Classroom Technology	Computers (Capitalized)	\$30,750	\$28,523	\$28,523	\$35,000	\$50,000

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

	Instructional Technology (Non Capitalized)	\$4,250	\$2,350	\$2,500	\$3,000	\$3,500
	Software	\$4,050	\$10,800	\$13,500	\$16,200	\$24,300
Instructional Contract	Staff Development	\$60,000	\$70,000	\$80,000	\$100,000	\$100,000
	Exceptional Children Services	\$45,000	\$60,500	\$80,000	\$91,500	\$91,500
	Testing Services	\$3,240	\$6,500	\$7,500	\$8,500	\$8,500
Books and Supplies	Instructional Materials	\$6,950	\$7,750	\$8,500	\$9,750	\$15,000
Books And Supplies	Ec Instructional Materials	\$2,300	\$2,750	\$3,000	\$3,750	\$4,500
Books and Supplies	Curriculum/Texts	\$80,118	\$75,000	\$77,500	\$80,000	\$60,000
	Copy Paper	\$6,000	\$9,000	\$11,000	\$14,000	\$16,000
	Testing Supplies	\$1,000	\$2,000	\$3,000	\$4,000	\$6,000
	L - TOTAL Instructional Operations	\$243,658	\$275,173	\$315,023	\$365,700	\$379,300
	K+L = M - TOTAL OPERATIONS	\$691,778	\$849,081	\$937,691	\$1,023,352	\$1,036,801

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$1,358,946	\$1,749,449	\$2,186,968	\$2,567,180	\$2,660,023
M - TOTAL OPERATIONS	\$691,778	\$849,081	\$937,691	\$1,023,352	\$1,036,801
J+ M =N TOTAL EXPENDITURES	\$2,050,724	\$2,598,530	\$3,124,659	\$3,590,532	\$3,696,824
Z - TOTAL REVENUE	\$2,114,686	\$2,822,543	\$3,530,400	\$4,238,258	\$4,238,258
Z - N = SURPLUS / (DEFICIT)	\$63,962	\$224,013	\$405,741	\$647,726	\$541,434

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 at GLA was based on factors that include community interest, identified need, and GLA's Mission and Goals.

Community Interest: GLA based initial enrollment numbers on feedback provided by the local communities in Greene, Lenoir, and Wayne County. GLA received overwhelming interest via social media, tracking over 2,000.00 community member views within 25 miles of Greene County in our initial announcement and interest post. Follow up social media posts resulted in an average of 260 interactions per post after the initial announcement/posting. Further, GLA scheduled multiple events across all three counties to inform the public and solicit genuine interest. Founder Josh Preskitt presented at the Greene County Board of Commissions, resulting in a newspaper article being published. GLA Board Members and Supporters attended festivals in Lenoir County and Wayne County. GLA took advantage of working with local businesses and set up informational booths at local stores. These actions resulted in the gathering of over 160 formal interest surveys completed by community members.

Identified Need: As indicated in Section II of the application the primary LEA of Greene County has been identified as struggling academically in the elementary schools. With schools report card rating of D, GLA has identified a need for increased academic rigor and use of evidence-based instructional programs within the elementary setting. Further, there remains limited to no additional school choice alternatives for families that reside within Greene County other than paid private schools. Access to surrounding charter schools in Wilson County and Wayne County remain out of reach due to demographic distances.

GLA Mission: As a school based on leadership and learning, the GLA Board is committed to purposeful growth focused on excellence. To that end, the Board has chosen to start GLA as a small endeavor focused on early learning opportunities to establish a foundation of educational understanding and a culture of leadership that will grow over time.

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

It is because of how GLA calculated the projected enrollment, through community interest, identified need, and our mission that we believe we will meet our enrollment projections.

Break-Even Point: A thorough review of our proposed budget provides confidence in a break even point of 202 students (75% of projected ADM in our first year). The break-even point takes into consideration controlled reductions in projected supplies and staff as a result of the break even point equating to 68 less students than initially intended. Any greater adjustment that may need to be made due to a reduction in enrollment is addressed more thoroughly in the next section.

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

GLA's contingency plan to meet financial needs should anticipated revenues be lower than estimated is proactive. First, the CEO, as directed by the board through financial policy, will adjust operating budgets to reflect an attainment of 75% of the total projected ADM. This will provide for an automatic 25% operating contingency to be considered during planning. Further, the CEO in collaboration with his team will identify specific operating expenses that could be adjusted/staggered for purchase without impacting the overarching mission of GLA (copy paper, external contract agreements, supplies, hiring support staff based on confirmed enrollment). Finally, the CEO in collaboration with the Board will generate a Reduction in Force policy to address emergency situations that may result in reducing hired staff after they have completed the hiring process.

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

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

1:20

- 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.*

GLA does intend to contract for services including student accounting, financial services, and exceptional children instructional support. The initial criteria for the selection of contractors for these services relied on previous experiences of founding board members, references and recommendations from other professional organizations and schools, and investigation of alternate service providers. As result the GLA Board of Directors have chosen the following contractors for initial startup:

Student Accounting (Power School) Acadia Northstar

Financial Services: Acadia Northstar

Exceptional Children Services: Raleigh Therapy Services (RTSS)

Additional criteria and procedures for the selection of contractors and large purchases will be captured under financial policies (8000 series) and include a more formal request for proposal process for consideration of

76

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

multiple service providers.

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

The guiding principles that drive the budgeting process at GLA revolve around our mission of leadership and accelerated learning. The greatest impact we have on student achievement is the alignment of students with excellent teachers. GLA, therefore, commits 62-68% of total revenues to the pursuit of hiring exemplary staff. To this end, GLA has devoted time to investigate best practices in teacher recruitment and retention. GLA remains committed to recruiting talented teachers from our local market, surrounding universities, and surrounding States. Key features of attraction include: competitive pay and benefits, a culture of leadership, a professional development model centered around in-class coaching, and a system of internal growth with the capacity of transition from novice to expert.

The retention of expert staff is pivotal to the longevity of our leadership culture and impact on student achievement. GLA believes that retention is contingent on culture which is established through clear expectations and the acquisition of success. GLA will celebrate success through a model of execution aligned with Franklin Coveys 4DX (4 Dimensions of Execution). Further, as an indication of investment in staff GLA commits to the recognition of service and the provision of opportunity for professional growth through staff development.

GLA believes that as important as it is to have excellent teachers it is critical to equip teachers with exemplary tools. As reflected within the instructional budget (11-12% of total revenues), GLA commits instructional funds to purchase in its entirety the Direct Instruction Programs, Core Knowledge resources, and Science materials identified within the application. Further, any investigation into new materials that are aligned with the academic model will be approached using pilot implementations with data collection. Instructional supplies must be aligned to the academic model.

Operations and Administrative Support are critical to the successful execution of GLA's mission and the intent of the Board to provide a safe and civil environment for students and parents within the community. The Board recognizes that the cost for facilities (within this budgeted area) will increase annually across the first 5 years as we fulfill our ADM goals. Further, the Board has purposefully set aside funding for transportation (\$100,000.00) to ensure that students across our targeted area are not deterred from applying to attend GLA.

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.

GLA's Board Of Directors believe that is it not only fiscally responsible to generate a general fund balance, but under the auspice of leadership, it is also an ethically and moral imperative. Generating a general fund balance that can be applied to debt service funds, capital project funds, and permanent contingency funds is a critical aspect of business leadership. GLA's Board of Directors has set a schedule for development of these funds

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

over the first five years of the charter.

Fiscal Goal Year 1: Secure 3% of total budget revenues for general fund

Fiscal Goal Year 2: Secure 8% of total budget revenues for general fund

Fiscal Goal Year 3: Secure 11% of total budget revenues for general fund

Fiscal Goal Year 4: Secure 12% of total budget revenues for general fund

Fiscal Goal Year 5: Secure 12% of total budget revenues for general fund

As indicated in the 5 year projected budget, GLA is scheduled to acquire \$1.9 million as of year 5 for the general fund.

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

GLA proposes a financing structure that primarily includes a long-term loan (loan capital) and various short-term liabilities (trade credit). The long-term loan will be specific to securing the initial facility for year 1 with the intent for expansion and development. Upon completion of the application process GLA will begin to investigate long-term solutions through interviews with various reputable business such as BB&T Capital Markets: Charter Schools and PNC: Charter Schools to facilitate the process of facility funding procurement.

Various short-term liabilities will be investigated by the board for consideration. These may include general trade payables such as technology leases (copier, laminator, poster board maker, shredder) and other supplier goods consumed by the school in the ordinary course of business (postage, paper...).

Outside of those two types of financial occurrences, GLA intends to apply allotment funds allocated to the charter school to direct purchase other capitalized and non capitalized items (furniture, chairs, computers, technology cords, keyboards, walkie talkie ect.).

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*

GLA does not currently have any assets from other sources.

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?

GLA will collaborate with experts (CPA, Acadia, Leaders Building Leaders, Legal) in the development of Fiscal Management Policy (8000 series) to ensure confidence and fiscal responsibility through internal controls and reporting. These financial policies and procedures will result in full compliance with the Fiscal Control Act and facilitate annual audit requirements.

Fiscal Management Policy will initially include:

- 8000 Fiscal Goals
- 8100 Budget Planning & Adoption
- 8210 Grants & Funding for Special Projects
- 8300 Fiscal Management Standards
- 8310 Annual Audit
- 8325 Daily Cash Handling and Audits
- 8340 Insurances
- 8350 Fixed Asset Inventory
- 8410 Individual School Accounts
- 8510 School Bookkeeper
- 8610 Payroll Procedures
- 8620 Employee Travel and Reimbursement

As an example of intent of the board ensuring adequate internal controls, Policy 8300 Fiscal Management Standards and Policy 8325 Daily Cash Handling and Audits are posted below:

8300: In recognition of the trust and responsibility placed with the Board to provide governance and oversight of financial resources for GLA, the Board establishes the following standards.

1. The Board and all employees of the school will manage and use available funds efficiently and effectively to meet the goals of GLA's charter and the State.
2. Accounting, financial reporting and management control systems will be designed and maintained by the CEO to enable the Board, school, and stakeholders to have access to accurate, reliable and relevant data, and to permit audits and monthly and quarterly reports adequate to show that those in charge have handled funds within legal requirements and in accordance with Board policy.
3. The CEO shall keep the Board sufficiently informed regarding the budget through monthly and quarterly reports and any other appropriate means so that the Board can deliberate upon and evaluate the budget.
4. No moneys will be expended, regardless of the source (including moneys derived from federal, state, local or private sources), except in accordance with the approved budget resolution or amendments to the budget resolution.
5. School academic leads and school improvement teams must be familiar with state and GLA Board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans.

Legal References: G.S. 115C-105.25, -425, -433:

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

Monthly financial reports will include: Income statement (revenue and expenses) with budget comparison, Cash flow projections (revenue and expenses), Enrollment update, Fundraising status report, General Fund reporting.

Quarterly: Formal financial quarterly reports (supported by CPA).

8325: Except as otherwise provided by law, all monies collected or received by any officer, employee or agent of the school must be deposited in accordance with this policy. Each officer, employee and agent of the school whose duty it is to collect or receive any monies shall turn in daily his or her collections and receipts to the CEO or his/her financial designee. The CEO or his/her financial designee may at any time audit the accounts of any officer, employee or agent who collects or receives any monies and may prescribe the form and detail of these accounts. The accounts of such an officer, employee or agent must be audited at least annually.

The CEO or his/her financial designee is responsible for daily deposits of cash greater than \$1,000.00. However, checks are deposited weekly on Wednesdays and Fridays. All deposits must be made by the CEO or his/her financial designee reviewed and initialed by the CEO or financial designee. All checks and deposit slips are copied prior to deposit. Duplicate deposit tickets received from the bank are reconciled against the deposit slip and submitted for record.

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

It is the intent of Founding Board Members Josh Preskitt and Dr. Todd Forgette, to resign from the board and serve as the CEO and CAO of the school respectively. Josh Preskitt has a wealth of experience in organizational leadership, business, and charter school operations. The depth of understanding in leadership and the establishment of culture that Mr. Preskitt brings to the position is unprecedented for charter school startup. Mr. Preskitt will be able to provide expert professional development as he is a certified John Maxwell Leadership trainer and fill the role during startup years, not only as the CEO, but also as a the facilities manager, financial bookkeeper, maintenance provider, and additional custodian. As indicated in the budget this position is scheduled to be paid \$60,000.00.

Dr. Todd Forgette brings over 18 years of educational leadership and a proven track record of accelerating learning with diverse populations. He is a certified Direct Instruction trainer and school improvement consultant with international experience in behavior management and district leadership. He has served as a CEO and CAO of charter schools that subscribe to the use of Leadership, Direct Instruction, and Core Knowledge. Under his leadership his team of faculty and staff were awarded the Exceeded NC Academic Growth Award in 2016-2017. Dr. Forgette is also a certified Franklin Covey Leadership trainer and holds valid Post Graduate Professional Licenses in the areas of; Exceptional Children Program Administrator, School Administrator: Principal, Specific Learning Disabilities K-12 in both NC & VA. Dr. Forgette's experience and background will provide for additional expert professional development opportunities to staff and instill an unparalleled level of confidence in the board toward the success of the

80

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

school. During startup years Dr. Forgette will assume additional responsibilities including principal, EC director, reading specialist, math specialist, instructional coach, behavioral coach, interventionist, and data specialist. As indicated in the budget this position is scheduled to be paid \$60,000.00.

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.

GLA Board of Directors is considering Potter and Company, PA. Founding board members have experience with the company and have recommended finalization of a service contract upon approval of the charter application.

Potter & Company, PA
434 Copperfield Boulevard NE, Ste A
Concord, NC 28025

Phone: (704) 786-8189
Fax: (704) 786-4447

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Where will EC funds be made up as this money will not available for use until year 2?	Jessica Whalen	Total Budget
Reconsider the option to have 1 substitute teacher with a staff 20 or greater.	Shaunda Cooper	Personnel Bu
Under Instructional Personnel, are the totals for Medicare and Social Security reversed?	Les Stein	Personnel Bu
Who is responsible for overseeing lunch for students? There is not lunch clerk included in budget. Where are the ELL services included in the budget? Who will be responsible for overseeing ELL instruction and support services? Substitute teacher were not in the staffing plan. There was only one substitute teacher listed. If more than one teacher is out, how will this affect daily operations of other teachers?	Jessica Whalen	Personnel Bu
Where is the audit included in the budget? How many student computers are included in the budgeted amount? What is included in the instructional technology and software sections of the budget? There are no ELL instructional materials or services included in the budget.	Jessica Whalen	Operations B
I feel that facilities costs are underestimated and could pose a real financial problem.	Heather Soja	Total Expend
Break even numbers result in not having to adjust the budget and is reflected through calculating the number of student represented by your fund balance.	Heather Soja	Budget Narra
The description of the CEO and CAO are not in the correct section.	Jessica Whalen	Financial Au

Reviewer	Score
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Pass
Steven Walker	Pass
Deborah Brown	Pass
Danielle Allen	
Cheryl Turner	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Tracy Kelley	
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	
Shaunda Cooper	Pass
Robert McQuat	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Kristen Parker	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the 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).

joshpreskitt

Date: 09/26/2018

Applicant Signature:

The foregoing application is submitted on behalf of Griffin Leadership School (GLA) (*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: joshpreskitt

Board Position: Josh Preskitt, Chairman of the Board

Signature: _____

Date: 09/26/2018

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

Initial Screening

Griffin Leadership School (GLA) - The mission of GLA is to develop future leaders that display grit, inspire compassion, excel in academics and embody hope.

Mission, Purposes, and Goals	- stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	Appendix F is missing background check for N. Henderson. - stephenie_clark
Operations	Appendix F is missing one background check for one board member. - stephenie_clark
Financial Plan	Appendix F is missing one background check for one board member. - stephenie_clark
OVERALL	- stephenie_clark - stephenie_clark - stephenie_clark - danielle_allen

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> How will your school provide a "choice" beyond just being another school? What is your unique program that you will offer other than just, "not the local LEA"? - deborahbrownnc</p> <p><u>Mission Statement</u> college readiness is not in mission statement. - pttsj3</p> <p><u>Mission Statement</u> compelling evidence of need in this introduction. Innovative aspect of the charter school is not clear from the described mission with regards to academic focus or speciality. - heather_soja</p> <p><u>Educational Need and Targeted Student Population</u> Applicant needs to clarify: How will the "direct instruction" approach be different than the teacher created lesson plans from the local LEA? Applicant needs to clarify: How will the outlined methods for teaching impact student achievement? Applicant needs to clarify: Additional evidence regarding a need for a charter school in the area is needed. - kzparker718</p> <p><u>Educational Need and Targeted Student Population</u> What are some specifics relative to evidence-based programming? Can you provide an example of a lesson that would use this concept? - lstein692</p> <p><u>Educational Need and Targeted Student Population</u> Why is "direct instruction" different from what is offered at the LEA? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u></p>
-------------------------------------	---

<p>Need more sufficient evidence of need. Based on desired facility location, please detail how neighborhood schools performance.</p> <p>Need more clarification as to how GLA is different from LEA in implementing direct instruction.</p> <p>In what ways does GLA focus on accelerated learning?</p> <p>Please clarify the following: " the outcome of teacher created lesson plans results in student struggle. Individual lesson plans become only as effective as the individual teacher and subscribe to various educational approaches (depending on the teacher who creates the lesson plan) that result in a lack of alignment within and across grade levels. The LEAs traditionally call these programs "balanced literacy" and "novel studies" within their improvement plans. GLA combats this critical error within its educational plan by subscribing to the use of evidence-based programing that is proven (over 40 years of evidence) to work with the targeted population GLA has set out to serve." It is unclear if lack of alignment refers to teacher instruction or content. How does GLA provide lesson plans to teachers and where are they derived from? - pttj3</p> <p><u>Educational Need and Targeted Student Population</u> A physical survey may be beneficial in solidifying the need. - danielle_allen</p> <p><u>Educational Need and Targeted Student Population</u> What is meant by evidenced based programming? Need elaboration on how this will differ from traditional schools in the area if direct instruction is the primary teaching strategy. - heather_soja</p> <p><u>Purposes of Proposed Charter School</u> Who will conduct the following: "Finally, a combination of monthly internal and external in-class coaching professional development scheduled at approximately two 40 minute visits per teacher per month over 10 months will further impact professional development by 13 hours."</p> <p>Please detail how GLA encourages and/or provides opportunities for accelerated learning. - pttj3</p> <p><u>Purposes of Proposed Charter School</u> Instructional Contract for Staff Development is budgeted at \$60,000 indicating a focus for the school. - danielle_allen</p> <p><u>Goals for the Proposed Charter School</u> Some academic and finance goals can be more specific such as:</p> <ul style="list-style-type: none">a) "Achieve recognition for exceeding academic growth in our first year of participation in the NC EOGs." Please clearly explain what exceeding growth looks like (actual measurement).b) " Within 30 days of opening establish and implement the MTSS Framework identifying students performing below grade level and providing them with the appropriate intervention for success." How will GLA measure if interventions were successful?c) detail more time-specific goals

	<p>Please clarify what the following looks like: "Lesson progress reports by grade"</p> <p>How will GLA measure hope, grit, and compassion? - pttsj3</p> <p><u>Goals for the Proposed Charter School</u> It is hopeful to reach 95% of enrollment. However, what area of the budget would be adjusted in the event that 95% enrollment is not reached? - danielle_allen</p> <p><u>Goals for the Proposed Charter School</u> Goals appear to be attainable and well thought out. - dswalker</p> <p><u>Certify Mission, Plan, Goals</u> Still have questions on academic mission relative to how leadership will be "taught" or integrated and what evidenced-based learning looks like compared to strategies found at traditional schools in the area. - heather_soja</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Applicant needs to clarify: What is meant by "utilize elements of the Core Knowledge Sequence?"</p> <p>Applicant needs to clarify: Is Direct Instruction a curriculum or is it a method of teaching?</p> <p>Applicant needs to clarify: What evidence is there to support student progress using direct instruction with the targeted student population?</p> <p>Applicant needs to clarify: What are the specific assessments that will be used to gauge student growth and mastery of grade level standards? - kzparker718</p> <p><u>Instructional Program</u> Will your focus on direct instruction translate into a lower student to teacher ratio? If not, how will the teachers provide such instruction? - lstein692</p> <p><u>Instructional Program</u> what does "teach them carefully" mean? Since Direct Instruction implies homogeneous teaching, how will that fit the needs of a diverse population? - deborahbrownnc</p> <p><u>Instructional Program</u> How is differentiation incorporated? How is the curriculum tailored to multiple learning styles?</p> <p>What program that GLA offers support cultural literacy? Please clarify how.</p> <p>What types of stem opportunities will GLA offer in Science?</p> <p>Please clarify what "Listening and Learning resources" are in Social Studies and Science.</p> <p>In what ways does GLA incorporate media and technology into the curriculum?</p> <p>Who makes and analyzes interim assessments?</p> <p>Please provide additional information (%ED, ELL, SWD, etc) on demographics of Charter</p>

	<p>Day school and Bancroft-Rosalie elementary school for alignment. - pttsj3</p> <p><u>Instructional Program</u> Core knowledge will be a supplement to the NC Essential Standards? - heather_soja</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: What evidence is there to support the method of homogeneous groups? Current research reports that students should be group heterogenous groups because students do not have just one reading and one math level.</p> <p>Applicant needs to clarify: Appendix B- highlights a Reading Mastery curriculum scope and sequence? This is not outlined in the narrative- what curriculum will the school be using for ELA instruction? Is is Core Knowledge as outlined in the narrative?</p> <p>Applicant need to clarify: What curriculum will be utilized for Math? - kzparker718</p> <p><u>Curriculum and Instructional Design</u> How do you reconcile wanting "teachers as activators, as deliberate change agents, and as directors of learning" with a direct instruction model? What do you mean by "an accelerated model," and how does that match the proposed population where a significant number of students may enroll well below grade level? By "providing instruction to our student population in Spanish and French" do you mean you will provide courses for students in these languages or that classes will be taught by bilingual teachers? What is the driving need for those two languages? - deborahbrownnc</p> <p><u>Curriculum and Instructional Design</u> I am unclear on the curriculum aligns with state standards. Will new teachers to the school be provided any additional resources beyond the curriculum map in Appendix B? - shaunda_cooper1</p> <p><u>Curriculum and Instructional Design</u> What if GLA does not meet desired report card designation in year 3? What is the evaluation and intervention plan for this?</p> <p>"Specifically, GLA is interested in providing instruction to our student population in Spanish and French." What will this look like? What supports are in place for struggling students?</p> <p>Please describe what the following looks like: "Additional time will be devoted to leadership during the media/technology elective."</p> <p>Please clarify when the following will occur and who is responsible for overseeing this? "Each grade level will carefully coordinate instructional scope and sequence with state and national curriculum frameworks that result in college-ready students"</p> <p>"Instructional topics and objectives are organized into tracks that allow for systematic skill development across the length of a school year and are aligned not only to grade level competencies but across grade level competencies to include the elementary school as whole." Please clarify who organizes this process?</p> <p>How are students prepared to lead parent-teacher conferences? - pttsj3</p> <p><u>Curriculum and Instructional Design</u></p>
--	--

<p>What is going to be different about the instructional approach of the school? - danielle_allen</p> <p><u>Curriculum and Instructional Design</u> Is the leadership curriculum purchased? Standard? - heather_soja</p> <p><u>Special Programs and "At-Risk" Students</u> Your school's demographics show that 10 - 14% of your student population may be ELL's. Will you employ an ELL teacher either full or part-time?</p> <p>Who will be responsible for your school's AIG program? - lstein692</p> <p><u>Special Programs and "At-Risk" Students</u> How will you reconcile both personalization and homogeneous grouping for AG students? - deborahbrownnc</p> <p><u>Special Programs and "At-Risk" Students</u> who is a part of the Scholar Support and Intervention team?</p> <p>Please clarify through what platform universal screening will occur?</p> <p>It is unclear how students are determined to be in each tier group. How is this organized and tracked as students move through tiers?</p> <p>Please clarify the difference between the services provided in T2/T3.</p> <p>Please clarify the meaning of the following statement: "As aligned with GLA's MTSS framework, the provision of ELL services will be monitored on the same service schedule of that of the corresponding Tiered intervention support." How does ELL services correspond to tiered services?</p> <p>Please detail specific supports GLA will use to support ELL students when and if curriculum is not enough. How are students that exit the program still monitored?</p> <p>Who is responsible for the creation of academic profiles for AIG students?</p> <p>Please explain how cross-grade and/or multi-age grouping will advance and/or support AIG students? - pttsj3</p> <p><u>Special Programs and "At-Risk" Students</u> Budget indicates two EC teachers will be hired. Does this include personnel with specific qualifications for ELL student instruction? - danielle_allen</p> <p><u>Exceptional Children – Identification and Records</u> how will you know which files have been accessed? How will you know who accessed the records? - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> Please clarify what Child Study is. - pttsj3</p> <p><u>Exceptional Children – Education Programming</u> How will you make sure that the parents of students with disabilities are actively engaged in all education related decisions? Will a school administrator participated in all IEP</p>

	<p>meetings? - lstein692</p> <p><u>Student Performance Standards</u> Is it realistic to expect students to exceed growth in the 1st year, when you are not yet aware of the needs and levels of the students who will enroll? - deborahbrownnc</p> <p><u>Student Performance Standards</u> Please detail how GLA will "abide by the state mandates with regard to the Read to Achieve legislation" - pttsj3</p> <p><u>Student Performance Standards</u> Including all specifications for promotions/retention is a plus within the application. - danielle_allen</p> <p><u>Student Conduct and Discipline</u> what are examples of positive and negative consequences for student behavior? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> I would recommend highlighting zero tolerance offenses for parents within the handbook. - shaunda_cooper1</p> <p><u>Student Conduct and Discipline</u> What will student leadership opportunities look like at GLA? Please clarify what the following will look like in regards to student leadership: "Teams may include; Port Dawgs (technology), Newsies (yearbook and newsletter), Enforcers (facilities and safety), Delegates (school orientation), Special Ops (car line & lunch support), Marathon Kids (health and nutrition)."</p> <p>How will the following be determined, "The board-level appeal may be heard by a panel of at least two board members"? - pttsj3</p> <p><u>Student Conduct and Discipline</u> Consider clearly identifying levels and consequences for infractions if moved to the RTO process. - danielle_allen</p> <p><u>Certify Education Plan</u> There are many unanswered questions that would provide evidence for alignment of instructional plan to mission. -College readiness is not addressed in instructional plan and curriculum design but it is a part of the mission. -more specific educational need should be established. -there are good proven strategies that will work with targeted high ED population such as differentiation, direct instruction, intervention support, and cultural literacy; however, it is not apparent and/or detailed how GLA incorporates specifically differentiation and cultural literacy to align to mission. STEM is also thrown in there but more as an afterthought. Plan needs more detail, evidence, and overall alignment to mission - pttsj3</p>
Governance and	<u>Tax-Exempt Status 501 (c)(3)</u>

<p>Capacity</p>	<p>501(c)(3) not yet obtained - deborahbrownnc</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> tax-exempt status has not been applied for. - shaunda_cooper1</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> School has not applied for status. - danielle_allen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What will the duties of the various board members be? How will board members be evaluated? - deborahbrownnc</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will being out-of-state affect board member participation and/or performance?</p> <p>What areas of expertise does the board feel they need more of?? What are the plans to increase legal expertise?</p> <p>It is concerning that there is only 3 board members.</p> <p>Please clarify and explain the rationale of the following: "The CAO or designee shall schedule and hold a meeting with the GLA affiliated individual member within five school days of receiving the request. The CAO or designee shall conduct any investigation of the facts necessary before rendering a decision".</p> <p>- pttsj3</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Very thorough by-laws. - danielle_allen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> No board member is from Greene County. - dswalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - shaunda_cooper1</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - danielle_allen</p> <p><u>Staffing Plans, Hiring, and Management</u> Will the teacher and staff salaries be competitive with the schools in the local area?</p> <p>You indicate that there will be no direct communication between the teachers and board members. What is the mechanism for dealing with teacher and staff grievances? How will the board be informed of such grievances and is there a means for allowing the teachers and staff to identify their concerns to the board? - lstein692</p> <p><u>Staffing Plans, Hiring, and Management</u> How will "bonus/stipend pay based on performance" be determined? - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Please explain rationale of no ELL support teacher?</p>
------------------------	---

<p>Based on salary, it is evident that core teachers are valued as the pay is competitive. Is the same message being sent to CEO and CAO? How will this affect recruitment?</p> <p>How will the CEO and CAO be supported to ensure they fulfill and are effective in their respective and demanding roles?</p> <p>Please clarify the difference between CAO and DST in regards to assessment management.</p> <p>DST seems to be doing a lot. How will they be supported in completing all of the work in the most effective way?</p> <p>Who will provide certification support for support staff? Concerned that the budget does not cover all proposed training/certifications. Where is the following included in the budget: "These positions will require applicable credentials and requisite experience based on the position's duties and responsibilities. In addition, these individuals/positions will receive ongoing training in customer service, communication, interpersonal skills, organizational skills, etc. Furthermore, these individuals/positions will be challenged to pursue certification(s)/additional certification(s) for their fields, through online courses, CEUs and other means (Universal Class, Office Skills, On-site specialty training, ISSA, Cleaning and Maintenance Management (CMM))."</p> <p>- pttsj3</p> <p><u>Staffing Plans, Hiring, and Management</u></p> <p>How much money is being allotted for professional development and the support of new teachers? Unable to locate this information within the budget of projected expenditures. - danielle_allen</p> <p><u>Staff Evaluation and Professional Development</u></p> <p>What criteria will you use for "the basis for bonus/stipend pay based on performance?" - lstein692</p> <p><u>Staff Evaluation and Professional Development</u></p> <p>Who will determine, design, deliver and evaluate your professional learning program? Will there be any incentives for teachers to obtain higher degrees or NBPTS certification? What will the cost be for ongoing PD, including "travel"? - deborahbrownnc</p> <p><u>Staff Evaluation and Professional Development</u></p> <p>How will mentors be supported for beginning teachers (BT)? Who will conduct BT professional development? How is the mentor program evaluated?</p> <p>How will GLA support certification for teachers in academic model?</p> <p>Please clarify the following: "GLA will offer its faculty introductory preservice training in John Maxwell and Stephen Covey Leadership and follow up throughout the year during teacher planning, staff meetings, and teacher workdays to further hone skills and understanding." If PD is being taken up by PD, when will teachers plan?</p> <p>It is unclear which research-based instructional strategies GLA will prescribe to: Teach like a Champion, Rhode, Ginger, and Williams text The Tough Kid New Teacher or John Maxwell/Covey Leadership.</p> <p>Please detail where the following are included in the budget: "use of a external and</p>

	<p>certified content/component consultants and support staff training and certification"</p> <p>What criteria is used for pay for performance? - pttj3</p> <p><u>Staff Evaluation and Professional Development</u> How much money is being allotted for professional development and the support of new teachers? Unable to locate this information within the budget of projected expenditures. - danielle_allen</p> <p><u>Marketing Plan</u> what will be your "series of public relations endeavors"?</p> <p>Will the community welcome your marketing at local preschools, churches, YMCA etc? - deborahbrownnc</p> <p><u>Marketing Plan</u> Good move to annually plan for marketing. - shaunda_cooper1</p> <p><u>Marketing Plan</u> How will enrolled families that have yet to participate in the school be able to speak to other families about it? Please clarify the following: "Action: As contact information is collected utilizing LOI format; follow up will be done with individuals. Additionally, our best "marketing tool" is our enrolled families. In addition, to the Boards presence, volunteers and our enrolled families will be part of hosted community events, town hall meetings and any potential employment fairs. Furthermore, members of the board of directors will visit local preschools, daycares, churches, other child-related organizations & community organizations such as the YMCA to distribute information and to make them aware of GLAs presence in the community. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members." What will this look like before year 1? - pttj3</p> <p><u>Marketing Plan</u> How much money is being allotted for marketing? Unable to locate this information within the budget of projected expenditures. - danielle_allen</p> <p><u>Parent and Community Involvement</u> What plans can you design to communicate with families who may not have technology or who may work at different hours and days/ need childcare to participate, etc.? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> How will GLA ensure all parents are reached regardless of internet access or social media?</p> <p>How will GLA ensure all parents (especially low-income) participate as desired? What supports are in place to ensure this? - pttj3</p> <p><u>Admissions Policy</u> Please provide more detail in open enrollment lottery plan. Is there not an expectation of more applications than seats already?</p> <p>Please clarify and provide more detail on the following: "the charter school will capitulate with the prevailing law regarding the admission of multiple birth siblings."</p>
--	---

	<p>What exactly are GLA's plans to admit multiple siblings? - pttsj3</p> <p><u>Projected Student Enrollment (Table)</u> How is staffing affected if enrollment counts are not met? How will this affect low class sizes, especially math and ela homogeneous groups? - pttsj3</p> <p><u>Weighted Lottery</u> Will children of employees be offered admission? - deborahbrownnc</p> <p><u>Weighted Lottery</u> NA - shaunda_cooper1</p> <p><u>Weighted Lottery</u> N/A - danielle_allen</p>
<p>Operations</p>	<p><u>Transportation Plan</u> how will the school address the needs of students with disabilities that have transportation as a related service? - robert_mcouat1</p> <p><u>Transportation Plan</u> What existing public transport exists? - deborahbrownnc</p> <p><u>Transportation Plan</u> I am concerned that the designated area of the school has high ED population but GLA plans to only have two buses.</p> <p>What will the following look like: "GLA will establish, likely through online social media, a communication option for parents to create a ride-sharing system." - pttsj3</p> <p><u>School Lunch Plan</u> Who will be responsible for supervising the school's lunch program, to include free/reduced lunch applications? - lstein692</p> <p><u>School Lunch Plan</u> Are there any other options in place for students to pay for lunches if they are not able to access the online system?</p> <p>Please clarify what falls under the category of emergency or unpaid meals category for the following statement, "The cost of these lunches will have a small markup built in to help pay for emergency or unpaid meals." I am concerned that parents may be overpaying for lunches for other students.</p> <p>Who will supervise lunch and the distribution of meals/taking lunch money? - pttsj3</p> <p><u>Facility and Facility Contingency Plan</u> Can you provide more details about contingency plans? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> Does GLA have a developer to meet the needs of site preparation costs? What is the process to getting one?</p> <p>Is there a backup location? If so is it still good proximity for students in 3 different districts? If not, students may be in trailers? Please clarify. - pttsj3</p>

	<p><u>Facility and Facility Contingency Plan</u> Building a new building. - dswalker</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where will EC funds be made up as this money will not available for use until year 2? - pttsj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Under Instructional Personnel, are the totals for Medicare and Social Security reversed? - lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Reconsider the option to have 1 substitute teacher with a staff 20 or greater. - shaunda_cooper1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Who is responsible for overseeing lunch for students? There is not lunch clerk included in budget.</p> <p>Where are the ELL services included in the budget? Who will be responsible for overseeing ELL instruction and support services?</p> <p>Substitute teacher were not in the staffing plan. There was only one substitute teacher listed. If more than one teacher is out, how will this affect daily operations of other teachers? - pttsj3</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Where is the audit included in the budget?</p> <p>How many student computers are included in the budgeted amount?</p> <p>What is included in the instructional technology and software sections of the budget?</p> <p>There are no ELL instructional materials or services included in the budget.</p> <p>- pttsj3</p> <p><u>Total Expenditure Projections (Table)</u> I feel that facilities costs are underestimated and could pose a real financial problem. - heather_soja</p> <p><u>Budget Narrative</u> Break even numbers result in not having to adjust the budget and is reflected through calculating the number of student represented by your fund balance. - heather_soja</p> <p><u>Financial Audits</u> The description of the CEO and CAO are not in the correct section. - pttsj3</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> 270 will be a large amount of Greene County's LEA. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> reasonable projections on enrollment - heather_soja</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	<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 is missing one background check for one board member (N. Henderson).</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline.</p>
Application Review	<p>Dr. Allen stated that Griffin Leadership Academy is proposed to locate in Greene County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is a LEA impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant does not have any special requests and is not a repeat applicant. The applicant received assistance from Leaders Building Leaders and the NC Charter Accelerator and paid a \$1,000 fee.</p> <p>* The Board Chair introduced himself and his background. He spoke about the reason the applicant is seeking a charter school in this area. He stated he has been Director of Operations at Wayne Preparatory Academy.</p> <p>* Mr. Walker wanted clarification on whether any board members are from Greene County. He stated there are three Wayne County board members and two out of state. The Board Chair stated they would like to find a board member from Greene County.</p> <p>* Ms. Turner wants more clarification about the board members relationship to Wayne Preparatory Academy.</p> <p>Motion: Committee motion to allow Griffin Leadership Academy to continue to full interview.</p> <p>Motion: Heather Vuncannon</p> <p>Second: Lynn Kroeger</p> <p>Vote: Unanimous Committee Vote Pass</p>

<p>Application Interview</p>	<p>Dr. Allen stated the school is proposed to locate in Greene County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There was an LEA impact statement and a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated there are no special requests and the application was deemed complete. The applicant received assistance from Leaders Building Leaders and NC Charter Accelerator and paid a fee of \$1,000.00.</p> <p>* Mr. Josh Prescott (JP) introduced himself as the Board Chair. Mr. Steve Beckett introduced himself as a board member. Ms. Nancy Henderson introduced herself as a board member and all remaining board members introduced themselves.</p> <p>* Mr. Friend asked about the board members that are out of state. A board representative stated there will only be one member out of state.</p> <p>* Ms. Reeves asked why the school choose Greene County. JP stated he lives in Goldsboro and the need is great in Greene County. He stated they conducted surveys that showed an interest from parents in the county.</p> <p>* Ms. Kakadelis asked about the schools literacy plan. A board member stated they will follow NC Standards and Core Knowledge.</p> <p>* Mr. Walker asked how this board would make sure that the trouble Wayne Academy experienced years ago doesnt happen here. Mr. Todd Forgette (TF), a former Wayne Academy staff member, and current Griffin Leadership Academy board member, stated that he wasnt privy to a lot of that information because it took place at the board level but that he learned the importance of having a board that is clear on responsibilities and governance.</p> <p>* Mr. Quigley asked what will happen when several board members will move off the board and into the school. JP stated that they are currently searching for new members and hope to have a seven-member board.</p> <p>* A board representative spoke about the curriculum plan include Walk to Read and March to Math. Ms. Reeves asked about the special needs students. TF spoke about using the MTSS framework and how the EC team will function. Ms. Reeves asked if there will be an AIG teacher. TF stated AIG will be embedded in the MTSS framework and into the 17</p> <p>direct instruction. Ms. Reeves asked if the instruction will be homogenously grouped. TF stated yes.</p> <p>* Mr. Quigley asked about the curriculum. TF spoke about Reading Mastery and Core Knowledge.</p> <p>* Ms. Reeves asked about the roles for board members. TF stated he would be the Chief Academic Officer. JP stated he would apply for Chief Executive Officer.</p> <p>* Mr. Quigley asked about the schools marketing plan. Mr. Prescott stated the board would have feet on the ground at festivals, events, social media, radio, etc.</p> <p>CSAB questioned the applicants on the budget including meal costs and transportation costs.</p> <p>* Mr. Friend asked if the board has a sense of the percentage of the students that would come from Greene County. TF stated he believes about 50% from Greene County and the other 50% split between Lenore County and Wayne County. Mr. Friend stated that will be about 10% of the Greene County student population. TF stated he believes that is correct.</p> <p>* Ms. Reeves expressed concerns about the parent interest and specifics about what grade levels the interested families would represent. TF stated they dont have that exact data.</p> <p>* Ms. Turner asked about the costs for PD. Ms. Turner and Ms. Reeves noted those costs are high in the submitted budget. Ms. Turner asked if TF would provide that development free of charge because he works for the Ronnis Systems company. He stated that if the need was there, Ronnis Systems would present a proposal for the boards consideration.</p> <p>* Mr. Friend asked about the facility. He stated the cost of the least payment doubles in year two and then continues to grow and asked for clarification regarding those payments.</p>
-------------------------------------	---

	<p>TF stated those numbers are in anticipation of growth. Mr. Beckett spoke about facility options the board has considered.</p>
<p>OVERALL</p>	<p>Mr. Quigley stated he believes that what this school is trying to do is a significant challenge. He stated there are too many questions in this application to support it. He expressed concern about potential contracting of services. He stated the application is OK, but to do the work they are going to engage in they would need an excellent application. He also expressed concern about the fact the board is only five members and several are planning to leave the board to work with at the school. He stated the applicant needs to have a solid board on hand when those members drop off the board. He stated for those reasons, he will not be supporting the application.</p> <p>Ms. Reeves expressed concerns about the connection to the community. Ms. Kakadelis also expressed concerns about the board. She would like to see members from Greene County.</p> <p>* Ms. Turner expressed her concerns about the board as well. Mr. Prescott stated he understands the concerns, but they have been very intentional about bringing people on the board slowly.</p> <p>* Mr. Friend stated he believes the board is a concern. Mr. Walker stated the problem is that right now we are essentially only interviewing a two-person board.</p> <p>LK motion not to move Griffin Leadership Academy to RTO status. CT second.</p> <p>* Mr. Maimone told the applicant to consider coming back next year with a solid board rooted in the community, as well as more data about parent interest.</p> <p>* Mr. Hawkes stated he would oppose this motion.</p> <p>Vote: CT, LK, AQ, LKr, SR, TS, BF, SW, PG Opposed: AH Motion passed.</p>