

Winston-Salem Middle College



Submitted to the:
North Carolina Department of Public Instruction
Office of Charter Schools

Board of Directors
Winston-Salem Middle College

Winston-Salem Middle College

NAME OF PROPOSED CHARTER SCHOOL: Winston-Salem Middle College

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Winston-Salem Middle College

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

NAME OF CONTACT PERSON: Tonya Ford

TITLE/RELATIONSHIP TO NONPROFIT: Board Chairperson

MAILING ADDRESS: 106 Charlotte Court
Winston-Salem, North Carolina 27103

PRIMARY TELEPHONE: 919-358-8622 **ALTERNATE TELEPHONE:** 336-997-2286

E-MAIL ADDRESS: tford@tfordlaw.com

Location Proposed Charter School (LEA): Winston-Salem/Forsyth County Schools

Conversion:

No:

Yes: If so, Public or Private:

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

If a public school, give the name and six-digit identifier of the school being converted: _____ - _____ - _____

Description of Targeted Population: Students placed at risk of academic and civic failure who live in underrepresented communities in grades 9-12 and have a strong interest in attending a college or schools as a first generation college goer.

Proposed Grades Served: 9-12 Proposed Total Enrollment: 125

Projected School Opening **Year 2013** Month **September**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	9	125		X
Second Year	9-10	125		X
Third Year	9-11	125		X
Fourth Year	9-12	125		X
Fifth Year	9-12	125		X

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I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could 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 applicant.

Signature

Title

Printed Name

Date

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III. MISSION, PURPOSES and EDUCATIONAL FOCUS

MISSION:

The mission of Winston-Salem Middle College is to successfully graduate and prepare high school students placed at-risk of academic and civic failure for college and/or vocation.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

Various relationships have been forged in the preparation of Winston-Salem Middle College. It is apparent that parents, educators, community leaders and organizations, business people, and political servants would not only welcome, but also assist the creation of a new type of high school that aligns with the mission of WSMC.

Initially, a series of meetings were scheduled during the month of August on the 12th, 16th, 19th, and 26th with invited people whom represented parents, business, educators, philanthropy, and politics. This group considered the need of a charter school, the focus of the school, specific grade levels, location, partnerships, and the roles each would play to complete a charter application for North Carolina. Meetings were held with executive board members of the Carver High School Alumni Association, Inc. on October 15 and November 19 to discuss the role they could play as one of the most vibrant community organizations that focuses on student scholarship and college/university entrance. A focused meeting on how to strengthen science, technology, engineering, mathematics (STEM) education in public schools, particularly at WSMC, was held on March 23, 2012 with the liaison from CDC East-Winston Community Development Project, who also serves on the Triad Research Park education committee. He offered his support and advocacy to establish a relationship with the new Triad Research Park in downtown Winston-Salem. He even mentioned that consideration be given to utilizing the new facility as the campus for WSMC.

A planning meeting was also scheduled with a NC House of Representative from Winston-Salem and the Dean of Education from Winston-Salem State University (WSSU). As one of the outcomes of the meeting, a charter school information session was scheduled, which would be hosted on the campus of Winston-Salem State University. On November 15, 2011, approximately 75 people attended a panel discussion on charter schools in NC. Panelists included representatives from the NC Department of Public Instruction/Charter School Division, leaders from successful NC charter schools, NC House Representative, and WSSU School of Education. This event was very successful because a true sample of community stakeholders were present to discuss the need of alternative options to help at-risk students and the role that higher education could play in assisting innovation in secondary education.

The planning group of WSMC, which includes parents, educators, political servants, and community and business leaders, attended two charter school information sessions, one sponsored by Parents for Educational Freedom on September 19, 2011, which specifically

provided assistance to minority founders, and the other by NC Department of Public Instruction for technical assistance on writing the charter application on January 6, 2012.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

1. Academic Achievement- During the 2013-2014 school years at least 90% of the students will achieve high academic success in all classes, especially core courses, math, English, social studies, and science, which consider a 21st century context enhanced by cultural awareness, technological standards, problem solving, and minimum bi-lingual expectations. Success will be measured by authentic and standardized assessments that guides pedagogy, monitors and evaluates knowledge, skills, dispositions, and application, which are aligned to nationally competitive and on-site enriched science, technology, engineering, and mathematic (STEM), relevant curriculums. Systematic achievement will be highlighted by all students passing all attempted courses and state mandated end of course tests and majority of the students recognized on the honor roll.

2. Post-Secondary Preparation- During the Summer of 2013 and every preceding summer of the new school years, all accepted students will successfully complete a "Ready, Set, Go..." week long retreat to prepare them for the rigor of a Middle College environment and curriculum. This program will assess basic cognitive skills with the use of problem based learning, emotional intelligences by round- table discussions and a researched affective base questionnaire, and physical habits by team building exercises. Student performance will be measured by good attendance, active participation, positive behavior, and an entry of reflection in a journal for every activity or experience. During the first semester of the 2013-2014 school years each student will continue to engage in and understand college/university preparation. Each student will successfully complete a seminar course cooperatively instructed by a high school and college advisor. Indication of student success is based on completion of a mock 4 year high school plan, reading and oral presentation on 7 Habits of Successful Teen, attendance to at least one approved college academic and extra-curricular program each with a one page reflection, a minimum of 5 researched applicable scholarships, with at least one pertaining to student career interest, and completed sign-up with cFNC.org. Every student will take the ACT or SAT at least twice. Once, all 10th graders will take the ACT at the school to monitor, assess, and provide feedback on student basic level college ready aptitude. Outcomes of the standardized achievement tests will build rigor and remediation in courses and determine the need and extent of prep courses. The goal for all students is to at least score 200 points higher than the UNC System admission test requirement.

3. Gain Global Skills- All students will continuously acquire and perform with 21st century global skills as they matriculate through four years of the school. All students will be able to communicate orally and literally and develop formal presentations with the use of technology and scholarly research. All students will learn and utilize technology to retrieve and show knowledge. All students will develop and apply four researched base global literacies: personal, social, cultural, and financial. All students will cooperate and network in groups in order to complete assignments and build purposeful relationships. Global readiness will be assessed by authentic assignments that are project based and cooperatively designed with a 21st century descriptive rubric. Teachers, parents, community agents, and business professionals will evaluate 21st century global readiness of students through a senior project, based on a checklist of knowledge, skills, and dispositions of four global literacies: personal, social, cultural, and financial.

4. 100% Graduation Rate- All students will graduate in four years. Students who graduate from WSMC will be college and career ready because of a rigorous curriculum, highly qualified teachers, and a unique chance to learn on a college campus or higher education environment.

5. Strong Character and Community Service Development- All students will purposefully develop strong character traits, which emphasize character education, civic education, and service learning. By incorporating character education across the curriculum, students will care about and act on core ethical values. Thus, a more positive school climate and students' abilities to resolve conflicts peacefully should be apparent. Likewise, by learning civic education, students will have the knowledge, skills, virtues, and confidence to actively participate in a democratic life. Civic education will prepare all students to engage in service learning, which connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Since one of the major benefits of service learning is the ability to provide a needed service, every year until graduation, all students will participate in a grade level service learning project until they graduate. Updates on the project will be required quarterly. Students will be assessed based upon attendance and active participation, evaluation from assigned sponsor, and community response of effective service.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

Winston-Salem Middle College educational plan aligns with the legislative purposes for charter schools in North Carolina.

B.1. Improve Student Learning {G.S. 115C-239.29A(1)}

1. Set high academic goals.

a. At least 75% of the students will be proficient on the NC End-of-Course Exams as defined by the state's ABC accountability model in the first school year with at 3-5% increase plan afterwards. Although this charter school will emphasize a STEM education, all students will follow the NC High School curriculum for graduation. Every student enrolled in an EOC will have a mandated Student Success Plan (SSP), which files student progress, specifically highlighting any learning objectives that have not been mastered. Although teachers are expected to implement best instructional practices, including review and reteach, in the classroom, a school-wide tutorial plan will be implemented that offers assistance during the regular school day, after school, and on weekends. A special team of staff will also be organized that manages EOC accountability by collecting, monitoring, analyzing, and reporting data. This team will propose any plans of action.

b. At least 70% of students will be on the honor roll every quarter, 90% of students will be on the honor roll at least one semester, and 100% of the students will be on the honor roll at least once out of the school year. From the evidence-based research out of Johns Hopkins

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University, student monitoring and recognition increases student academic success. We will model the practice of progress report counseling for struggling students, report card one-on-one conferences, and quarterly student award assemblies.

- c. Maintain 95% average student attendance weekly
- d. Register 100% of students to take ACT or SAT
- e. At least 50% of students enrolled in AP courses
- f. 100% graduation

2. Recruit, hire, and retain all highly qualified teachers, as designated by North Carolina standards, in core subjects. In order to enhance professional practice, a professional develop (PD) plan will be created that not only considers the North Carolina teacher evaluation rubric, but also a calendar of different teaching and learning (T&L) sessions, which offers training and experience in strengthening content, innovative pedagogy, building professional learning communities, and action research. Since the school will implement a STEM education, we will collaborate with the initiative of the North Carolina New Schools Project (NCNSP) and join the NC STEM Learning Network to specifically provide all teachers, core and non-core, training on how to implement STEM methods of teaching, which emphasize student-centered, project-based, relevant and real world context. The NCNSP hosts summer workshops and an on-line community of practitioners to provide assistance to teachers.

3. Teach the new Common Core national standards and North Carolina Social Studies Essential Standards with a focus on balanced literacy

- 4. Incorporate STEM education
- 5. Offer alternative, non-traditional courses through on-line learning
- 6. Prepare students for a 21st century globally competitive society
- 7. Incorporate evidence-based research practices from brain based learning, culturally relevant pedagogy, and classroom practices that work
- 8. Develop community and business partners
- 9. Collaborate with parents and guardians
- 10. Stress character education and service learning to build leadership
- 11. Evaluate student performance with authentic assessments
- 12. Infuse cultural and global awareness
- 13. Hire a part-time Project Based Curriculum Manager to facilitate the development and success of a school-wide teaching and learning plan.

14. Adhere to the NC Department of Public Instruction's School Improvement Plan expectations.
15. Maintain small classroom sizes
16. Utilize creative student scheduling
17. Insure a safe environment for learning
18. Incorporate Accomplish Academic Achievement (AAA), which is a comprehensive approach to strengthen the school's mission. This initiative enlists community advocates who are assigned a student or small group of students in order to develop AAA plans that support academic achievement, college readiness, and personal growth. These advocates build collaborations with parents, teachers, and other stakeholders to inform, develop, execute, assess, and track student progress, especially in critical transitions from middle to high school and then into college.

B.2. Increase learning opportunities for all students with a special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted {G.S. 115.C-239.29A (2)}

1. Every incoming 9th grader will be required to attend a two week summer enrichment program that will emphasize academic excellence, positive behavior expectations, support services, extra-curricular activities, service learning / community service, and college/vocational options
2. Student clubs will be organized to enhance student learning and provide special opportunities. Students, parents, community/business stakeholders, and staff will be responsible for developing and sponsoring clubs.
3. Students that exhibit exceptional capacity and desire for academic challenges will be able to enroll in AP courses, on-line courses sponsored by the NC Learn and Earn initiative, or on-site college courses. All students, by the 11th grade, will be expected to take on-site college courses or on-line college courses.
4. At every grade level each student will be required to take a seminar course that physically meet bi-weekly. This course will be one of the primary means to progress students towards higher education and/or vocation.
5. Each year students will take a trip to expose them to different ideas, people, and places.
6. All 11th and 12th grade students will be placed in a local internship or apprentice program.
7. The school will offer services to parents/guardians to help find summer camp enrichment placement.
8. Every student will annually participate in a service learning project.

9. Students will participate in a Big Brother/Big Sister program that pairs them with a college student.
10. Extended Core will occur weekly during the regular school day option for all students who cannot stay after school for tutorial to have an extra 30 minutes with a core teacher based on specified weaknesses.
11. The Community Quarterly will be an awards/inspiration school assembly, which recognizes student academic excellence. This assembly will mark the end of each report card. A team of students, parents, community partners, and staff will cooperate as a team to plan these assemblies.
12. Student Networks will be an opportunity for students to meet with other students that have similar career goals bi-weekly for one hour during lunch. These networks will cooperate with collegiate level career focus student clubs.

B.3. Encourage the use of different and innovative teaching methods

The core of our teaching and learning belief is that teaching is a privilege and we serve to assist to bring out the best in students for their success. We also believe that parents/guardians and students are the most important people responsible for the student's education. Lastly, we support the following saying through methodology, "experience is the best teacher."

The 5 design principles that guide our teaching methods are as follows:

- Culturally Relevant Pedagogy: Student-Focused Engagement
- Experiential Learning... Because "experience is the best teacher"
- No Student is the Same... Differentiated Instruction
- "It Takes a Village" Cooperative Learning
- Critical Pedagogy: Engaging in Curriculum for Social Justice

Our teachers also practice with the evidence-based research of Marzano, Pickering, and Pollock, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. These strategies include:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations

- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cue, questions and advance organizers

Our teachers will utilize homework very purposefully to build a stronger relationship between home and the school. Instead of using it to mundanely emphasize stoic practice, teachers will design this assessment to really assess or survey the experiences of the “whole” student. For example, if it is a math assignment to gain better understanding of means, averages, and median, then students could be assigned to count all the cans of food in their house and organize them specifically. Students could then make meaning of their family’s eating patterns and even consider making recommendations to their parents to buy more healthy food. This practice is based on the book, *Rethinking Homework*, by Cathy Vatterott.

WSMC we will offer on-line courses for selected students.

Teachers will plan an interdepartmental field trip, which will be an annual experiential learning activity for all of our students. This activity encompasses innovation in planning across different subjects and designing learning that considers kinesthetic, cooperation, simulation, and problem-solving outcomes.

Teachers will be given the flexibility to creatively work together and temporarily modify schedules to meet the needs of student learning objective mastery. For instance, teacher A may instruct teacher B lesson because teacher A is more comfortable teaching the lesson or they may combine their classes and team teach. Another option is to switch students based on the specific objective weaknesses.

WSMC will incorporate STEM education; therefore, teachers will also implement suggested pedagogical strategies by the North Carolina New Schools Project, which develops critical thinking, application, and problem-solving by setting high expectations of project based outcomes with a technologically enhanced integrated curriculum approach.

Teachers will utilize the findings of H. Lynn Erickson, which specify how to develop a thinking classroom by implementing concept-based curriculum and instruction. Highlighted in *Concept-Based Curriculum and Instruction for the Thinking Classroom*, in a thinking classroom teachers use concepts to integrate student thinking at a deeper level where knowledge can be transferred to other situations and times.

In addition to traditional or standard based tests mandated by North Carolina, teachers will implement alternative assessments (AA). In order to effectively prepare students to master the basic core content standards by the state, teachers will utilize the training, *Raising Student Test Scores: A Baker’s Dozen*, facilitated by Curriculum Management Systems, Inc., which provide strategies on how to help at-risk students raise test scores from a non-teaching to the test methodology. The main form of evaluations will be based on an alternative assessment (AA) model. This is a form of assessment in which students are

asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

B4. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Teachers will participate in vertical planning with collegiate instructors in order to enable an effective transition into college freshman courses.

Teachers will plan and host an innovative teaching institute with college faculty annually.

Teachers will collaborate with North Carolina New School Project STEM training staff.

Teachers will participate in a continuous research roundtable, where each teacher or team of teachers will present the latest research on teacher professional development.

Following the creative idea of Guilford Education Alliance model to help others experience education administrative leadership, every teacher will experience being a school administrator or educational executive director for a day annually. To add to this experience, the school administrator will take the place of the teacher. A follow up with implications and next steps on how to share leadership in the school and building better relationships between teachers and administrators are expected.

Teachers will utilize the benefits of 21st century technology by participating in PD 21, a flexible online personalized K-12 PD system that teaches educators technology integration skills and 21st century instructional strategies needed to engage students and improve learning outcomes.

Learning through teaching in an afterschool pedagogical lab is an idea that this school is excited to develop and implement. This practice comes from the research of Michele Foster, who proposes this experience to improve achievement of low performing students by providing a non-threatening environment for teachers to test instructional ideas.

Teachers will rotate on the school's leadership team, which develops and implements plans to operate the school effectively.

Teachers will be expected to connect to teacher professional development resources and updates through the NC Department of Public Instruction. The following are key sites recommended by state for teacher professional development:

<http://www.nccat.org/> The North Carolina Center for the Advancement of Teaching offers a full complement of professional development activities, including residential seminars, teacher-scholar residencies, and other programs

<http://teacheracademy.org/> The North Carolina Teaching Academy provides quality professional development in the areas of school committee leadership, instruction, core content and the use of modern technology.

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- www.learningpoint.org The North Carolina Regional Educational Laboratory, sponsored by the Federal Government, specializes in the educational applications of research and technology.
- <http://www.serve.org/> The Southeastern Regional Vision for Education at The University of North Carolina at Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center that supports and promotes teaching and learning excellence in the Pre-kindergarten to Grade 12 education community.
- <http://www.ascd.org/> Association for Supervision and Curriculum Development is a membership organization dedicated to advancing best practices and policies for the success of each learner. They provide expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.
- <http://www.eduref.org/> The Educator's Reference Desk, the people who created AskERIC, the Gateway to Educational Materials, and the Virtual Reference Desk, this resource brings educators 2,000+ lesson plans, 3,000+ links to online education information, and 200+ question archive responses.
- <http://globaled.org> The American Forum for Global Education provides leadership to enhance learning of students by developing the ability to think creatively, analytically, and systematically about issues in a global context.
- <http://kenan.ethics.duke.edu> The Kenan Institute for Ethics supports "creative innovation in the teaching of ethics from K-12 through higher education, which special attention to approaches that not only refine critical reflection, but also engage moral imagination and inspire personal integrity and civic responsibility.

On line courses:

- <http://center.ncsu.edu/falcon/> NC Falcon consists of Formative Assessment professional development modules that support the implementation of Formative Assessment in classrooms. Each module features a Professional Learning Community where educators can share successes and challenges through positive collaboration.
- <http://www.dpi.state.nc.us/distancelearning/> NC Department Distant Learning Distance Learning Systems provide access to courses and resources for students and teachers throughout North Carolina. We deliver programming by way of broadcast (UNC-TV), videoconferencing (NC Information Highway), and to your desktop via the Internet.
- <http://www.dpi.state.nc.us/distancelearning/professional/usdlc.html> United Star Distance Learning Consortium provide professional development for teachers and access to high school on-line courses through the NC Virtual Public School initiative, which is to provide courses that students are unable to take at their local schools. It also hosts Learn and Earn Community College, which allows students access to college credit courses at no

cost, and the Learn and Earn UNCG iSchool, which allows a junior or senior to enroll in college courses.

- <https://ncelearning.org/> eLearning for Educators enables teachers to take advantages of earning renewal credit online. LEARN NC online professional development lets participants work and learn at a time and location most convenient to them, while fostering a comfortable, welcoming learning community through continual communication and discussion.
- o <http://csld.northcarolina.edu/content.php/system/index.htm> The Center for School Leadership Development provides the following:
 - MSEN - Mathematics and Science Education Network
 - PFP - Educational executive director Fellows Program
 - NC MTEC - Model Teacher Education Consortium
 - NC Teach - Teachers of Excellence for All Children
 - NC Rise - Restructuring Initiative in Special Education
 - NC SIP - State Improvement Project

B.5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

Winston-Salem Middle College will offer students who live in the Winston-Salem Forsyth County School area an alternative to the traditional high school. The middle college high school provides students with a unique opportunity to experience high school on a college campus or collegiate environment. Students get the rigor of collegiate level courses, expectations, and relevance of what to expect after high school. Due to a small school setting, students get the attention that they may need, especially if they are characterized as at-risk, which also helps to build stronger relationships between students and staff. Since students are given the opportunity to take college courses at no cost, families also benefit financially.

In addition, the students at WSMC will be able to take advantage of a STEM education, which prepares them to compete globally in the 21st century. This type of education provides the opportunity to teach students what to do when they do not know what to do, how to process and take action in new and uncomfortable situations, and how to understand, interact, and lead in the jobs, communities, and world in which they live. WSMC STEM education will be characterized by integrated science, technology, engineering, and mathematics curriculum, aligned with state, national, and international industry standards, on-going community and industry engagement, and connections with postsecondary education. This expanded choice, normally offered exclusively to advanced students, will be offered to all of the students at WSMC.

B.6. Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Accountability of student achievement will be accomplished with the North Carolina adopted performance-based accountability system and on-site designed authentic formative and summative assessments. WSMC defines student success as performance proficiency on state mandated End-of-Course (EOC) tests. As the state continues to evolve with a new curriculum, Common Core and Essential Standards, and considers how to implement smarter, balanced assessments, WSMC will stay connected to possible changes and flexible to effectively adjust and interject new content and skill development and evaluations.

Winston-Salem Middle College assesses student content and skill mastery to improve student learning, not to track or label them based on academic challenges or perceived failure. On-site summative assessments will be constructed cooperatively among teachers and administrators in order to compare mastery of content and skills among students. More formative assessments will be independently created by teachers to monitor and check for understanding and skill development on a day-to-day basis. As standardized multiple choice tests are becoming obsolete and authentic assessments are being utilized more to evaluate 21st century skills, WSMC teachers will evaluate with more problem and project based assignments.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

The educational focus of Winston-Salem Middle College Charter School is student progress. We believe that a concise focus will help us stay committed to the main reason why we wanted to start a charter school, to help at-risk students in underrepresented communities successfully progress to the next level. We define student progress in terms of high school graduation within four years with a globally competitive edge in science, technology, engineering, and math, entrance into a college or university, and completion with a degree or certification/licensure for a specific vocation. However, we incorporate that other perspectives of progress are relevant; therefore our model is fluid and always evolving to meet the needs of students, parents, our community, state, nation, and world.

Since our school follows one of the most successful and innovative educational reform models, the middle college, we will provide a rigorous and competitive education to a targeted population by placing them on a college campus or collegiate environment. We anticipate the type of student success that other middle colleges have experienced in North Carolina. According to 2011-2012 North Carolina graduation data, 9 of 23 schools that celebrated 100% graduation were middle colleges. The middle colleges graduated more entire senior classes than any other type of schools in the state.

With a focus on student progress, the Winston-Salem Middle College Charter School provides a learning environment that:

- Prepares at-risk high school students for the 21st century global society
- Expects 100% high school graduation within 4 years
- Practices innovative teaching methods to meet the needs of diverse learners instructs an advanced and rigorous curriculum that incorporates science, technology, engineering, and math (STEM)
- Offers students the opportunity to gain up to 2 years of college courses credit
- Prepares students for entrance and continuous success in higher education
- Supports academic enrichment for extended student support
- Builds caring relationships with students by providing a small learning community
- Develops teacher leadership through a commitment to research and sharing best practices with other professionals, involvement in school improvement, and vertical planning with collegiate instructors.
- Collaborates with students, parents, community organizations, commerce, and other key stakeholders in education
- Partners with local colleges and universities
- Promotes and implements character development and service learning
- Believes that progress is the best option for students.

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

PRIVATE NONPROFIT CORPORATION (G.S. 115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Winston-Salem Middle College

Mailing Address: PO Box 25061

City/State/Zip: Durham, NC, 27701

Street Address: 106 Charlotte Court
Winston-Salem, North Carolina 27103

Phone: 919-358-8622

Fax: 1-866-396-8745

Name of registered agent and address: Tonya Ford, Board Chairperson
106 Charlotte Court
Winston-Salem, North Carolina 27103

FEDERAL TAX ID:

TAX-EXEMPT STATUS (501 (c)(3)) (G.S. 115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501

(c)(3) status:

Yes (copy of letter from federal government attached)

X No

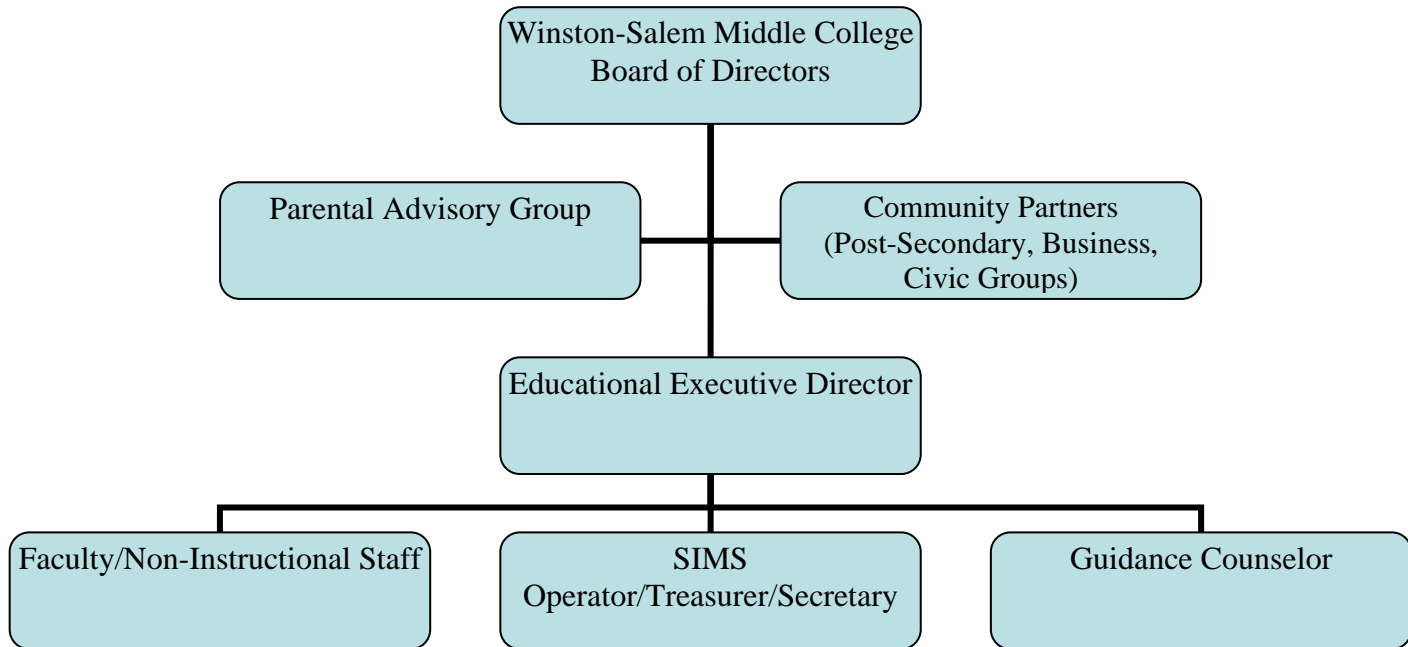
NOTE: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S. 115C-238.29E(b))

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years. Please see the following pages

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. (G.S.143.318.9 et seq) Please see the following pages as contained with the by-laws.

A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application. Not currently available

TONYA L. FORD

P.O. Box 25061 □ Durham, NC 27701 □ 919.358.8622 □ Fax 1-866-396-8745
tlynetteford@gmail.com

PROFESSIONAL PROFILE:

A highly motivated and well connected leader with over 12 years of legal experience in the educational arena. Over three years of teaching experience in the higher education system, instructing students of varying ages and cultural backgrounds.

PROFESSIONAL EXPERIENCE:

T. L. F. Enterprises, Durham, NC 2009-Present

- A limited liability corporation comprised of existing and future subsidiaries;
- *The Ford Consulting Group*, Durham, NC 2009 – Present
- *T. Lynn Events and Social Affairs*, Durham, NC 2012-Present

Wake Technical Community College, Raleigh, NC 2008 – 2011

- Teach Business Law I to students by using innovative, realistic legal cases to assist in instructing;

Law Office of Tonya L. Ford, Raleigh, NC 2004 – 2011

- Owner and operator of multi-county private law practice for more than 7 years
- Litigation attorney in various areas of education law, employment and labor law, constitutional law, and small business and corporate law;

Schwartz & Shaw, PLLC, Raleigh, NC 1999 – 2004

- Senior Associate specializing in the area of education law;
- General Counsel exclusively for school districts throughout the state of North Carolina; representation included employment, disability (ADA) and age (ADEA) discrimination;
- Conduct investigations, draft memoranda, position statements and opinion letters; research case law; Conduct workshops on proper investigation techniques and various personnel issues concerning school law;

EDUCATION:

Juris Doctorate, North Carolina Central University School of Law, Durham, NC May, 1999

Bachelor of Arts, Political Science, Honors, Hampton University, Hampton, Va. May, 1996

PROFESSIONAL ASSOCIATIONS AND HONORS:

- 2010 Who's Who Among Top Lawyers;
- NCCU School of Law Alumni Board 2002-Present; President 2007-2009;
- Organizer/Planner Annual College Fair/Career Fair/College Tours – 2002 - 2011

Publications:

- "Effective Training on Employee Sexual Harassment" (2004)
- "Sexual Harassment of School Employees by Other School Employees" (2004)

A.L. Fleming
24 Cabarrus Avenue East
Concord, North Carolina
704-659-1867 - alfleming@woodsonu.us

EDUCATION

Doctorate of Humane Letters

Woodson University
Concord, North Carolina

Masters of Education, Educational Management

Strayer University – North Charlotte Campus
Charlotte, North Carolina

Thesis: *Contributing Factors of Successful Annual Giving Programs at Select Private and Public Post-Secondary Institutions*

Certificate of Finance and Accounting Management

The University of North Carolina at Charlotte
Charlotte, North Carolina

Bachelors of Arts, Political Science

Elizabeth City State University
Elizabeth City, North Carolina

PROFESSIONAL EXPERIENCE

Woodson University – Concord, NC

September 2010

President and Chief Executive Officer

As the University's chief executive officer, the President of Woodson University reports to and serves as a member of the University Board of Trustees and is responsible for implementing system policies and effective management of the institution.

Saint Augustine's College – Raleigh, NC

Director of Development, Office of Institutional Advancement

As a direct report to the Vice President for Institutional Advancement and Development, The Director of Development has responsibility for fundraising functions.

Barber-Scotia College – Concord, NC

Interim Chief Financial Officer and Chief Advancement Officer

As a direct report to the President of the College, the Chief Financial Officer is responsible for assisting the President of the College in the management of the physical and fiduciary assets of the college. The Chief Financial Officer provides support to the President on the following administrative functions, accounts payable, accounts receivables, budgeting, financial reporting, institutional insurance programs, and physical plant operations.

As a direct report to the President of the College, the Chief Advancement Officer serves as the official spokesperson for the College and provides leadership for the following administrative functions, annual giving and development alumni relations, marketing and college relations, sponsored programs, and special events. Leadership and coordination is provided in the creation and implementation of a diverse fundraising program with an emphasis on annual giving.

William McKee

1402 Youngs Mill Road

Greensboro, NC 27406

Phone: 336-995-3494

Email: mckeewilliam3@gmail.com

Education

North Carolina Agricultural and Technical State University, Greensboro, NC

M.S., Adult Education

Winston-Salem State University, Winston-Salem, NC

B.S., Political Science / Public Administration

Work Experience

Phelps Stokes Senior Fellow, Washington DC

Regional Director, December 2006 to Present

Represented Phelps Stokes in all administrative areas in the Southeastern United States, Duties include Reporting, Conference Presentations, Public Speaking, Budgeting, Marketing, Grant Writing, Event Planning, Counseling, Liaison

Clemson University, Clemson SC

Program Coordinator / Lecturer, June 2005 to December 2006

Served as Program Administrator, Counselor, Academic Advisor Recruited Students, Lecture, Report preparation, Public Speaking, Mentor

Durham Public Schools, Durham NC

Case Manager, April 1999 to April 2005

Managed the transition of at-risk students in the Durham Public Schools, North Carolina, Counseled, Tutored, Academic Advisor, Mentored, Case Management, Judicial Representation

Awards

Community Service, Varsity Football, Honor Graduate

Everette Witherspoon
181 E. Sixth St. Suite 514
Winston-Salem, NC, 27101
336-306-4814

Robert B. Glenn High School
Winston-Salem, NC
1992-1996

Jackson State University
Jackson, Mississippi
Bachelor of Social Work
2000

University of Michigan
Ann Arbor, Michigan
Master of Social Work
2006

Professional Experience

I have over 10 years of training and work experience as a Social Worker and community activists that includes serving in Winston-Salem Forsyth Schools as a behavioral education disorder teacher from 2001-2004. In addition, I trained and worked in Detroit as a Youth Gang Prevention Specialists from 2005-2008. Since 2009 I have owned and acted as CEO of Chris' Rehabilitative Services. Since 2010 I have worked to serve the citizens of Forsyth County, NC as the youngest elected County Commissioner.

Community Service

NC Association of Black County Commissioners
NC Association of County Commissioners
Forsyth County Library Board

Malishai L. Woodbury

PH: 336-997-2286 Email: Malishai_msa@yahoo.com

Education:

Carver High School
Winston-Salem, NC
1989-1992

UNC-Chapel Hill
Chapel Hill, NC
1992-1996
BA: Communication Studies/Af-Am History

NC A&T State University
Greensboro, NC
1997-1999

MS: History and Education
M License Certification / 7th-12th Social Studies

NC A&T State University
Greensboro, NC
2004-2006
MSA: Master of School Administration
NC Principal Certification/ K-12

Walden University
2006- Ed.D.- Educational Leadership, ABD

Professional Experience:

Instructor

NC A&T State University, Greensboro, NC (1999-)
Winston Salem State University, Winston-Salem, NC (2001-2003)
Livingstone College, Salisbury, NC (2000-2005)

NC Learn and Earn Grant Facilitator

Early/Middle College at Bennett College, Greensboro, NC (2007-2008)

Curriculum Coordinator

James B. Dudley High School, Greensboro, NC (2005-2006)
Carver High School, Winston-Salem, NC (2008-2009)

Johns Hopkins University Talent Development High School Reform Organization

Facilitator

Guilford County Schools, Greensboro, NC (2007-2008)

Project Coordinator for Building Bridges Grant

Guilford County Schools, Greensboro, NC (2009-)

Research and Presentations

**The Failure of Charter Schools: The Case of LIFT Academy* (2004)

**Connecting Neuroscience and Cognitive Science to Education: A Study of How Cultural Continuity Provides Stimuli to the Brain, Which Enhances Learning* (2004)

**Middle Colleges and "At-Risk" Students: Identifying how Guilford County Public can help "at-risk" students prepare, aspire, and enroll in post-secondary institutions* (2006).

**The Post-Ben Carson Effect: A relevant model of excellence to inspire Black males to be more engaged and successful in STEM.* Presented at the NC A&T State University Urban Education Institute (2012).

Honors and Merits

*NC DPI Cross Cultural Learning in Ghana (2002)

* Kenan-Flagler Principals' Exec. Program for Priority High Schools (2007)

**BYLAWS
OF
Winston-Salem Middle College**

**ARTICLE I
PURPOSE**

Section 1. This corporation is organized exclusively for one or more purposes as specified in Section 501 (c)(3) of the Internal Revenue Code, including for such purposes, distributions to organization that qualify as exempt organizations under Section 501 (c)(3) of the Internal Revenue code.

Section 2. The mission/purpose of Winston-Salem Middle College is to successfully graduate and prepare high school students placed at-risk of academic and civic failure for college and/or vocation.

Section 3. The further purpose of Winston-Salem Middle College is to successfully operate a charter school in Forsyth County, North Carolina in accordance with and pursuant to the Charter Schools Act of and the relevant North Carolina General Statutes governing charter school activity.

**ARTICLE II
BOARD OF DIRECTORS**

Section 1. The Board of Directors shall consist of at least five members.

Section 2. Every two years at the first quarterly meeting, the Chairperson of the Board of Directors shall appoint a nominating committee consisting of three directors. The committee shall have the responsibility of nominating prospective directors by class and officers of the board. The report of the Nominating Committee shall be mailed to all Board members at least thirty days prior to the second quarterly meeting. The Board of Directors at its September Meeting shall elect members in sufficient numbers to fill each class.

Section 3. Board members shall not be eligible for loans from School Funds.

Section 4. Board members who have three consecutive absences from any regular or call meeting of the Board shall be automatically released from the Board of Directors if they have not provided prior notice to the Board Chairman or Board Secretary.

Section 5. The Board of Directors shall appoint committees on the academic affairs and student affairs of the school, a development committee to assist in fundraising, and an executive committee consisting of elected officers, the school's chief administrator and the chairs of board committees. The purpose of this executive committee shall be to review financial audits and make personnel recommendations on the chief administrator of the school to the full board.

**ARTICLE III
ELECTION OF OFFICERS OF THE BOARD**

- Section 1.** At the second quarterly meeting, after the election of the Directors, the Board of Directors shall organize by electing the following officers to serve not more than two consecutive one year terms (maximum of two years): Chairperson, Vice Chairperson, and Secretary. These individuals must be current qualified and sitting members of the Board of Directors.
- Section 1.1.** Board Officers shall be elected ever two years and shall only be eligible to serve two consecutive two year terms.
- Section 1.2.** The Chairman of the Board shall be able to complete the unexpired chairmanship term, should their term as a board member end before the chairmanship term does.
- Section 2.** In the event of a vacancy for any reason in any of the said offices, then an election may be held at any regular meeting or special meeting, provided that a majority of all Directors are present, and notice of such election has been given in the notice of the call meeting.

**ARTICLE IV
DUTIES OF THE OFFICERS OF THE BOARD**

- Section 1.** The Chairperson of the Board shall preside at the meetings of the Board and shall discharge the duties, which ordinarily pertain to that office.
- Section 2.** The Vice Chairperson of the Board, in the absence or disability of the Chairperson shall perform all of the duties of the Chairperson.
- Section 3.** The Secretary of the Board shall perform all usual duties pertaining to that office. They shall keep full and true minutes of all meetings of the Board and shall receive and keep minutes from the meetings of all standing committees of the Board and of such special meetings as shall be requested of them. They shall be the custodian all documents committed to their cared.
- Section 5.** All Board members shall ensure that the Board continues to function as a well-defined legally constituted body responsible for established board policy, appointing and evaluating administrative staff and establish financial stability and oversight of the effective pursuit of the stated purpose and objectives of the school.

**ARTICLE V
FISCAL MATTERS**

- Section 1. Fiscal Year.** The fiscal year of the Corporation shall be July 1 through June 30.
- Section 2. Funds.** All funds and property received by or coming into the custody of the Corporation belong to and are funds and property of the Corporation to be expended only for the purposes authorized and in accordance with regulations prescribed by the Corporation.

Section 3. Annual Audit. The accounts of the Corporation shall be audited on an annual basis by an independent, duly licensed certified public accountant and the report shall be submitted to the Chairman and Board of Directors.

**ARTICLE VI
INDEMNIFICATION**

The Corporation shall indemnify its officers, directors, employees, and agents arising out of their status as officers, directors, employees or agents of the Corporation, or their activities in any of the foregoing capacities in accordance with and to the fullest extent allowable under the provisions of the North Carolina Nonprofit Corporation Act, as same may be amended from time to time, and the Act.

**ARTICLE VII
DISSOLUTION**

In the event of dissolution of the Corporation, all assets shall be distributed in accordance with the provisions of the Corporation's Articles of Incorporation.

**ARTICLE VIII
RULES OF ORDER**

The board of directors shall use Roberts Rules of Order, Newly Revised as the governance and meeting protocol authority. In instances in which they are not inconsistent with these bylaws or with any statute of the State of North Carolina, or Federal law, the bylaws shall become secondary and the laws followed explicitly.

**ARTICLE IX
NON-DISCRIMINATION**

This Corporation shall operate entirely on a non-discriminatory basis with respect to age, sex, race, religion, national origin or disability. This policy shall apply to boards, committees, staff and services.

**ARTICLE X
CONFLICT OF INTEREST**

The purpose of the conflict of interest policy is to protect the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the schools or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

Winston-Salem Middle College

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

A. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

B. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

C. After exercising due diligence, the governing board or committee shall determine whether the Winston-Salem Middle College can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

D. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

A. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest; it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

B. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest; it shall take appropriate disciplinary and corrective action.

ARTICLE XI

Adherence to North Carolina Open Meetings Law

Winston-Salem Middle College is committed to upholding and enacting NC Open Meetings Law. (G.S.143.318.9 et seq)

ARTICLE XII AMENDMENTS

Except as otherwise provided herein, these bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of two-thirds of the Directors at any regular or special meeting of the Board of Directors.

A description of the governing board’s functions, duties, roles, and responsibilities as it relates to overseeing the charter school and its mission.

The functions duties, roles, and responsibilities as it relates to overseeing the charter school and its mission are directly referenced in the proposed bylaws. Article IV Section 5 states; *”All Board members shall ensure that the Board continues to function as a well-defined legally constituted body responsible for established board policy, appointing and evaluating administrative staff and establish financial stability and oversight of the effective pursuit of the stated purpose and objectives of the school”*

Explain the decision making process the board will use to develop school policies.

The decision making process that the board will use to develop policies will be one in which committees of the board are formed for areas of special interest and oversight. Relevant topics will be referred to these committees for the appropriate discussion and review, upon which recommendations will be made to the full board of action. Article II Section 5 states: “The Board of Directors shall appoint committees on the academic affairs and student affairs of the school, a development committee to assist in fundraising, and an executive committee consisting of elected officers, the school’s chief administrator and the chairs of board committees. The purpose of this executive committee shall be to review financial audits and make personnel recommendations on the chief administrator of the school to the full board.”

Portray how the board will involve parents and community members in governing the school

The board will provide timely and consistent public communication for all open-session meetings to involve parents and community members. The board will develop and disseminate board meeting protocol for all non-board members in order to maintain organized and outcome based meetings. The board members will invite and recruit parents and community members to be involved on board committees, which each serve to specifically focus on a governance of the school. These non-board committee members will benefit from training so that they may serve effectively.

Describe the organizations’ performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Winston-Salem Middle College adheres to the highest level of total quality control based on student and organizational performance-based goals and measurable objectives.

The following are student success performance goals with measurable objectives:

1. **Academic Achievement**
 - a. All students will pass core courses with a C or better
 - b. At least 75% of students score proficient on state mandated end-of-course tests
 - c. At least 70% of students on the honor roll every quarter, 90% at least one semester, and 100% at least one time per year
2. **100% Graduation Rate**
 - a. All students will graduate with four years

3. Post-Secondary Preparation

- a. All students will participate in week long summer retreat, “Ready, Set, Go...”
- b. All students will successfully complete Freshman Seminar course during 1st semester of 9th grade.
- c. All students will register with CFNC.org by the end of 9th grade year or by the end of the year in which they enter WSMC.
- d. All students will take the ACT during the 10th grade year and at least 75% of students will take the ACT or SAT again
- e. All students will apply to a college/university, technical, or vocational program mid-Fall of their 12th grade year.
- f. 50% of students will enroll in at least one AP course per semester.
- g. All students will enroll in and pass at least 4 college level courses.
- h. At least 75% of students will score 200 points higher than the UNC System college admission requirement on the SAT or ACT.

4. Gain 21st Century Global Skills

- a. All students will successfully complete and present a cooperative problem-solution based project with a STEM idea.
- b. At least 80% of students will score proficient on the ETS Information, Communication and Technology (ICT) Literacy Assessment.

5. Strong Character and Community Service Development

- a. 1% or less student infractions per semester
- b. All students will complete a comprehensive community service project per year with a mandatory 20 hours.

6. Quality Internal Controls

- a. All administrative staff will receive training on financial accountability and proper use of charter school owned property. Success if measured for this goal by having 100% completion rate of financial accountability training by staff.
- b. An independent financial auditor will be appointed to review internal controls and financial stability, success completion of this goal measured by a clean financial audit, and a corresponding unqualified opinion.

7. Planning and Assessment

- a. All administrative staff will use planning and assessment data in the establishment of internal (academic and operational) goals and identify corresponding measures of success for those goals. Such data will be reviewed each semester and yearly by administrators and the board of directors to ensure adequate progress towards these assessable goals. The success of this goal will be measured by the adoption execution of a strategic plan.

8. Effectiveness and Efficiency Strategies

- a. In budgetary planning, personnel decisions, and goal setting the board of directors will make use of relevant data from institutional assessments, state laws, local policies, and national trends to make decisions that correspond to effective and efficient use of both human capital (personnel) and financial resources.

Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

Pursuant to Article X of the proposed bylaws the conflict of interest policy will govern all members of the board (future and current) and will provide for a mechanism to determine possible conflicts of interest should they arise and how to appropriately deal with them.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students **to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.**

Winston-Salem Middle College Board of Directors mandates that all students meet eligibility requirements of the state of North Carolina, and WSMC, including immunization and birth records. Any student who is eligible to attend a NC public school is eligible to attend WSMC without regard to race, sex, disability, color, religion, or national or ethnic origin. Except as otherwise legislated or the mission of the school as set out in the charter, WSMC will not exclude students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. However, notwithstanding any law to the contrary, WSMC may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

Application Process

Interested students must complete an application and submit it by a specified day in March. Applications are accepted on a continuous basis; however the official month for receiving applications for the upcoming school year will be January. Students are chosen on a first come, first serve basis. Students must submit available transcript or student data records that include attendance, behavior, EOG or EOC scores, and previous/most current grades. Once enrolled, students are not required to reapply for subsequent enrollment periods.

By allowance of NC Charter School policy, WSMC may give enrollment priority to siblings of currently enrolled students who were admitted in a previous year and to children of the school's educational executive director, teachers, and teacher assistants. In addition, but only for the opening of the first year, WSMC may give enrollment priority to children of the founding members of the charter school's board of directors, so long as these children are not limited to no more than ten percent of the school's total enrollment or up to 20 students, whichever is less.

Lottery

If the number of applicants exceeds the grade level or school’s capacity, then students will be assigned a number and enter into a lottery. However, the initial operation year will only have 9th grade openings. Every successive year, an additional and sequential grade level will have openings. See chart below for illustrations:

School Year	Available Openings
2013-2014	9 th only
2014-2015	9 th -10 th
2015-2016	9 th -11 th
2016-2017	9 th -12 th
2017- on going	9 th -12 th

The prioritized waiting list will be determined by the lottery selections. As seats open, these students will be contacted for admission. Although families do not have to be in attendance to secure a lottery spot, the date, place, and time will be communicated to the public if they would like to come. The lottery will be determined by the openings in each grade level. If there are no applicants in the open grade levels, then all applicants will be mixed and drawn from one pool. Every applicant in the lottery will be given a prioritized place on the wait list. The lottery results will be posted on the website, identified by assigned numbers. Within one year after WSMC begins, the population shall reasonably reflect the racial and ethnic composition of the general population residing within Winston-Salem Forsyth County Schools or the racial and ethnic composition of at-risk students that reside within WSFCS.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM

Educational theory, foundation of the model and proposed innovative offerings

The educational theory that initiated the Middle College High School offered a bold idea, that a secondary high school set on a college campus could meet the academic, vocational, and affective needs of at-risk students. The first middle college high school was founded in 1974 by Janet Lieberman at LaGuardia Community College. This program was designed to create a learning environment on a college campus to provide disengaged high school students a fresh start in high school and an opportunity to participate in college-level classes with the hope that students will matriculate upon high school graduation. Middle college high schools do not necessarily require a 13th year, as early college high schools do. These schools, with almost 40 years of performance, evidence-based research and findings, and concrete student success, have become a core model of school transformation throughout this country. As highlighted by the North Carolina Department of Public Instruction, in the 2011-2012 school years 40% of the schools that graduated 100% of their seniors were middle colleges, which also boast other student achievement distinctions because they implement the following innovative practices and characteristics:

- Formal collaboration between the high school and the college that is demonstrated by location on a college campus; inclusion of the high school in the organizational structure of the college; integration of high school teachers and students into the college; sharing of educational resources and coordination of college and high school schedules and calendars
- Small school size, but large enough to sustain its own unique classes and programs
- Heterogeneous grouping of students
- Implementation of collaborative, project-centered, interdisciplinary curricula
- Expanded teacher role in school governance
- Expectation that teachers provide counseling within a structured system of support for students
- Ongoing embedded professional development
- Student outcomes measured by multiple assessments including performance-based assessments
- Empowerment of students through formal leadership roles in school governance, in guidance programs such as peer counseling, and in academic support services such as peer tutoring
- Career education or community service as part of graduation requirement

Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

As stated before, our teaching approach is based on the acumen that “experience is the best teacher” and parents and students are the most important participants in education. Our teaching approach is very “holistic,” which means that teachers act as conduits in order to bring out the special talents and gifts of individual students. Our teachers understand the benefits from the research of experiential learning, which supports the idea that learning occurs within and outside the classroom, whether at home or school, by engaging students with relevant tasks and opportunities to build content, skills, dispositions, and strong character. The ultimate goal of math and science teaching should be to turn a child’s everyday world into a lab of learning experiences... that make math and science so relevant that the child will become a “mathematician” and a “scientist” (Gurian, 2005)¹. With this type of approach in mind, the class structure will be a small learning community that maintains limited numbers of students, ideally 10:1, in a course, where the teacher serves more as a facilitator or coach than a lecturer. In other words, the class structure will be student-centered rather teacher-centered.

Research accompanies a more detailed description of the previous mentioned five design principles that guide instruction methods below:

Culturally Relevant Pedagogy. Students’ cultural experiences, social background, and gender affect mathematics teaching and learning. Thus African American students have been underserved in school mathematics (Berry, 2003)². Dr. A. Wade Boykin proposed several factors that should be considered into pedagogical practices: spirituality, movement, communalism, oral tradition, and expressive individualism (2003).

Experiential Learning. The ultimate goal of math and science teaching should be to turn a child’s everyday world into a lab of learning experiences... that make math and science so relevant that the child will become a “mathematician” and a “scientist”(Gurian, 2005).

Differentiated Instruction. Teachers employ this method to meet the diverse learning needs of students, which involves input from parents in the day to day development of skill and content development. Co-instruction with parents provides teachers with dynamic benefits to equip them to design lessons embedded with different strategies and activities based on the cognitive and affective traits of students. Most parents can provide more relevant insight on affective variables. In addition to helping teachers differentiate instruction, the research is clear about the specific benefits of parental involvement include higher grades and test scores, and higher completion rates (Brandon, 2007)³. The lack of involvement can lead to high dropout rate, student suspension, lack of motivation, and placement into exceptional children services (2007).

Cooperative Learning. Research on experiential cooperative learning reveals that at-risk students experience a sense of accomplishment, which encouraged self-esteem, self-concept, and a willingness to continue at being academically successful (Wilson-Jones &Caston, 2004)⁴.

¹Gurian, M. (2005). *The minds of boys: saving our sons from failing behind in school and life*. San Francisco: Jossey-Bass.

² Berry, R. (2003). *Mathematics standards, cultural styles, and learning preferences: the plight and the promise of African American students*. Clearing House, 76(5)

³ Brandon, R. (2007). *African American parents: improving connections with their child’s educational environment*. *Intervention in School and Clinic*, 43(2), 116-120.

⁴ Wilson-Jones, L., Caston, M. (2004). *Cooperative learning on academic achievement in elementary African American males*. *Journal of Instructional Psychology*, 31(4).

Critical Pedagogy. Teaching and learning for social justice empowers students to become empowered to transform problems that affect them by engaging in core content. The effort to teach and research math for social justice moves beyond doing school math; the aim is for a “critical literacy” in and through math knowledge (Terry, 2010)⁵. Critical literacies are skills, competencies, and understandings that are for the critique of and successful intervention in issues of social justice (2010).

Teachers will also practice with the evidence-based research of Marzano, Pickering, and Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. These strategies include:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cue, questions and advance organizers

Teachers will utilize homework very purposefully to build a stronger relationship between home and the school. Instead of using it to mundanely emphasize stoic practice, teachers will design this assessment to really assess or survey the experiences of the “whole” student. For example, if it is an assignment in Math to gain better understanding of means, averages, and median, then students could be assigned to count all the cans of food in their house and organize them specifically. Students could then make meaning of their family’s eating patterns and even consider making recommendations to their parents to buy more healthy food. This practice is based on the book, *Rethinking Homework*, by Cathy Vatterott.

The core curriculum design is based upon the following:

- **Content of the NC courses of study for high school graduation and college/vocation readiness.** The content and pedagogical practices will align with national expectations of Common Core and revised Essential Standards for Social Studies and Science, which include clear learning goals and objectives and supports a national effort to standardize excellence in order to compete globally. An approved selection of collegiate level courses will also be available.
- **STEM Education-** Provides opportunity to teach students what to do when they do not know what to do, how to process and take action in new and uncomfortable situations, and how to understand, interact, and lead in jobs, communities, and world in which they live.
- **21st Century Skills with appropriate learning materials that meet the needs of global ready citizens.** Students will develop career and life skills, critical thinking, effective communication, creative innovation, collaboration, core content mastery, access and report information with various media and technology. The goal is to outfit all classrooms with necessary technology, like teacher and student PCs/iPads, document cameras, WiFi ready, smart boards, projectors, etc. As textbooks become obsolete, the curriculum will depend less on this resource and incorporate alternative sources to disseminate content, like on-line courses.

⁵ Terry, C. (2010). Prisons, pipelines, and the President: developing critical math literacy through participatory action research. *Journal of African American Males in Education*, 1(2).

The core curriculum design is supported with the following:

- **Innovative Pedagogy**- To meet the needs of our targeted population of at-risk students, it will be enhanced with culturally relevant and critical pedagogy, which will empower students to be confident and transformational.
 - **Assessments and evaluations** that provide data, which drives instruction to meet the needs of students and help to build mastery of content and 21st century skills
 - **Instructional pacing calendars**, which helps teachers to meet learning benchmarks and student preparation for standardized learning outcomes
 - **Best teaching and learning strategies** supported by professional development and administrative/ peer monitoring and observations with feedback
- Our instructional methodology supports the mission of our school to graduate and prepare at-risk students in underserved communities by utilizing best practices supported by research that have shown evidence of at-risk student academic achievement.

The pillars of Winston-Salem Middle College are supported by the school’s goals which uphold the focus to progress student success:

- Layered Student Support
- Specialized Curriculum and Innovative Pedagogy
- Parent and Student Choice
- Transformational Instructional Leadership
- Culture of Student Success and Progress

Student schedules are created with the end in mind and focus of student successfully progressing to the next level. Below is an example of a 9th grade schedule on a 4 period (Block) day.

Schedule A: (Used to help struggling students meet rigor of high school courses)

1 st Semester	2nd Semester
Strategic Reading- 1 st Block	English I- 1 st Block
Transition to Advanced Mathematics- 2 nd Block	Integrated Math I- 2 nd Block
Freshman Seminar- 3 rd Block w/lunch	World History (Honors)- 3 rd Block/w lunch
Spanish I- 4 th Block	Spanish II- 4 th Block

Special Note: The above is a stoic example of a student’s schedule that may need additional support in math and reading. Ideally, if the student’s pre-assessment indicates a need for only a transitional course in one content, but not the other, then the student’s need will be accommodated. In addition, the majority of reading and math courses will be scheduled during 1st and 2nd block times, especially for students who need transitional courses.

Schedule B: (Used for students who are ready for high school courses)

1 st Semester	2nd Semester
English I (Honors or AP)- 1 st Block	Earth/Environmental Science (Honors or AP)- 1 st Block
Integrated Math I (Honors or AP)- 2 nd Block	Integrated Math II (Honors or AP)- 2 nd Block

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Freshman Seminar- 3rd Block w/lunch	World History (Honors or AP)- 3 rd Block/w lunch
Spanish I- 4th Block	Spanish II- 4 th Block

Demonstration that selected goals are clear, specific, measurable, ambitious, and attainable

The Winston-Salem Middle College Charter School has set high goals for student achievement for the first year with indicated plans to increase and extend student achievement. With the vision and support from an engaged board of directors, experienced administrators who have training and experience with high school reform and success at turning around schools, highly qualified teacher leaders, and a partnership with parents, community organizations, and other stakeholders, we believe that our goals will be demonstrated in a school culture of student success. We anticipate demonstration of similar results that have been reported across the country, particularly in North Carolina:

- North Carolina School of Excellence distinction because of high student performance on ABC accountability measures
- Student active participation in community service learning projects
- Student showcase of 21st century global skills and leadership
- 100% graduation rates
- High student college/university entrance after high school

Entrance Requirements

- Any student who is eligible to attend a NC public school is eligible to attend WSMC without regard to race, sex, disability, color, religion, or national or ethnic origin.
- Interested students must complete an application and submit it by specified day in March. Applications are accepted on a continuous basis, however the official month for receiving applications for the upcoming school year will be January.
- Students are chosen on a first come, first serve basis.
- Students will participate in an interview on a specified day in April to discuss and assess their previous school records.
- Students must submit available transcript or student data records that include attendance, behavior, EOG or EOC scores, and previous/most current quarter grades.
- Students will take the Explore ACT assessment in order to collect high school readiness data for Math, English, and Science.
- Students must provide a birth certificate and record of immunizations.

Admissions Lottery

If the number of applicants exceeds the grade level or school's capacity, then students will be assigned a number and enter into a lottery. With a cap of 125 total students, ideally a balanced number of students will be admitted in grades 9-12. However, the opening year will only have 9th grade openings. Every year after that, an additional and sequential grade level will have openings. See chart below for illustrations:

School Year	Available Openings
2013-2014	9 th only
2014-2015	9 th -10 th
2015-2016	9 th -11 th
2016-2017	9 th -12 th

2017- on going	9 th -12 th
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The prioritized waiting list will be determined by the lottery selections. As seats open, these students will be contacted for admission. Although families do not have to be in attendance to secure a lottery spot, the date, place, and time will be communicated to the public if they would like to come. The lottery will be determined by the openings in each grade level. If there are no applicants in the open grade levels, then all applicants will be mixed and drawn from one pool. Every applicant in the lottery will be given a prioritized place on the wait list. The lottery results will be posted on the website, identified by assigned numbers.

Exit and Graduation Requirements

- Students must successfully complete the NC Future-Ready Core course of study
- Students must meet the minimum UNC System university/college requirements
- Students must complete Integrated Math I, II, III as three of four math sequence options
- Students must complete African American History as the additional History selection
- Students must complete a cooperative based community service learning project
- Students must complete a present a STEM focused research project
- Students must complete Career/Technical Education (CTE) focus

Winston-Salem Middle College Graduation Requirements

Course	Credits
Mathematics	4 credits(Integrated Math I, II, III, 4 th course aligned to post-secondary plans)
English	4 credits (English I, II, III, IV)
Science	3 credits (Earth/Environmental Science, Biology, Physical Science)
Social Studies	4 credits (World History, Civics & Economics, US History, African American History)
World Language	2 credits in the same language
Health & Physical Education	1 credit (Health and PE)
Electives	6 credits (4 credits in same career pathway and 2 credits from college course offerings)
Total	24 credits

The school calendar (must provide instruction for a minimum of 185 instructional days) and how it coincides with the tenets of the proposed mission

Winston-Salem Middle College will design a school calendar with a minimum of 185 instructional days. State mandated tests will be scheduled as a part of the 185 instructional days. In addition, the calendar will incorporate at least 12 days of teacher work days, 5 days before the first day of school for students, a day per quarter (4), and 3 days after the last day for students. The calendar will honor major holidays, breaks, and vacation. Make-up days for inclement weather will also be factored. In keeping with the main tenets of a middle college, the calendar will be aligned to a collegiate partner so that the high school students

can benefit from collegiate courses and activities and the overall partnership can flourish by being on similar accords.

A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students

Evaluations are used to enhance learning for individual students by collecting data to inform teachers, parents, and students the level of mastery for content objectives. We do not use evaluations to label or track our students into a self-belief of failure. The core of our accountability model is informed decision making, which partly consists of data from standardized, formative and summative, and authentic assessments. Not only will student data from assessments be used to improve student learning, but it will also be used to determine student and teacher schedules and the school's course offerings matrix. Below are a list of assessments that will be utilized:

Explore ACT: This is an assessment designed for 8th or 9th graders , which four multiple-choice tests on Reading, Math, Science, and English. It provides data to help plan for high school courses, prepare for ACT, or choosing a career direction.

ETS Information, Communication and Technology (ICT) Literacy Assessment: 75-minute scenario-based test that is designed to measure students' ability to use a digital technology, communication tools and networks to solve information problems. It measures the ability to use critical thinking skills to define, access, manage, integrate, evaluate, create, and communicate information in a technological environment. The core level is designed for students transitioning from high school to college.

ACT: A curriculum and standards-based educational and career planning tool that assesses students' academic readiness for college. It is calculated by most of the colleges and universities in the UNC System to determine admission.

NC mandated End-Of-Course Tests: These summative assessments are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area.

Whole school benchmarks: These are formative school based standardized assessments that monitor student progression towards final mastery of course learning objectives. These assessments are scheduled according to the pace of the course curriculum. These assessments are taken in common for all students enrolled in a specific course.

Teacher made assessments: These are formative and summative standardized and authentic assessments that are created by the teacher or groups of teachers.

CFNC vocation diagnostic: This assessment is a free tool offered by the college foundation to students on-line. It surveys students' interest and strengths to diagnose a likely or compatible vocation.

Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches the funding of the budget section.

Professional development for staff at WSMC is experiential and evolving with the leadership of our teachers. Staff PD supports innovation and analysis of research for best practices. As a new middle college that will strengthen student learning with a STEM curriculum, specific training will come from the following:

- New Schools Project STEM training
- Middle College National Consortium PD: New School Development, Teacher Effectiveness, and College Readiness

An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

For the students at WSMC, failure is not an option, and success is expected. Expected levels of student achievement are as follows:

- Grade C or better in all courses
- Proficient levels on all standardized assessments
- Performance on college admission exams to meet minimum requirements of UNC System

Optimal assistance will be provided through early intervention and prevention. All rising grade-level students, especially incoming 9th graders, will be thoroughly screened for potential academic and behavioral problems by the guidance counselor and administrative designee. Based on this analysis, students will be scheduled appropriately and identified as a priority for continuous monitoring and support. Teachers will be the first to directly provide assistance by keeping a portfolio on each student that documents mastery levels of learning objectives in order to provide a more focused plan of assistance. The teacher is expected to make contact with parents and to utilize instructional strategies that accommodate struggling students, like re-teaching concepts, differentiation, co-teaching, or tutoring. If the student continues to struggle, the teacher can refer the student to the School Improvement Team (SIT). This team will assign a co-committee, which focuses on academic support to students that have been referred by teachers or requested by a student. This committee will develop an individualized student academic plan, which is communicated to the student, teacher, parent, guidance counselor and any other student support. This committee will be responsible for developing and managing a Saturday academy to help struggling students and also the Accomplishing Academic Achievement (AAA) initiative, which assigns students to a community mentor who helps to develop AAA plans that support academic achievement, college readiness, and personal growth. These advocates build collaborations with parents, teachers, and other stakeholders to inform, develop, execute, assess, and track student progress, especially in critical transitions from middle to high school and then into college.

Details in how the proposed charter plans to involve parents and community members within the school.

- The Carver High School Alumni Association, Inc. has agreed to adopt our school and one of its responsibilities is to help WSMC bridge the gap between the community and schools. In collaboration with the School Improvement Team (SIT), a plan of action will be developed with SMART goals to involve parents and community members that considers the following:
- Open House Engagement for Parents: This activity will be incorporated in the student open house schedule every school year. Ultimately, parents will lead or organize this portion. Anticipated outcomes are pledge to volunteer, affirmation to have contact information published in the volunteer directory, and completion of survey on how best to communicate with parents and build better relationships between home and school.
- Volunteer Goals: Every year annual volunteer goals will be set. A celebration for volunteerism with a banquet and recognition of special volunteers will be organized with a community sponsor annually.
- Effective Communication to Parents: Communication will be disseminated through various means. Teachers are expected to at least send home a welcome greeting by whatever medium of choice and continuously throughout the year. Administration will hold teachers accountable at teacher performance review meetings. The school will maintain a regularly updated website, which includes whole school information and specific teacher and staff pages. A designated area in the school will facilitate information for parents and the community. A parent and community liaison will be on staff part-time who will lead efforts to effectively communicate with parents and the community.
- Improving Relationships between Home and School: At the end of the school year a parent community satisfaction survey will be administered to parents and official community volunteers and partners to assess whether the school is meeting its goals to improve relations. Some of the questions of the survey will come from data analysis of the survey given to parents at the Open House. The survey will be anonymous and can be completed on-line or literally. Additionally, parents will be able to survey their child's teacher based on specific criteria that was constructed in the school's improvement plan. The entire staff will be aware of the criteria. The goal of the staff is to work hard to build better relationships with families and the community in order to sustain a strong and unified learning community.
- Parent Teacher Association (PTA) : A viable PTA will serve to systematically engage parents with school staff to benefit students and school operations.
- Parent Network: This is a resource for parents to be empowered through knowledge and involvement to make a difference in the education of the student. Workshops will be developed and scheduled throughout the year to inform and engage parents on various topics and concerns.

- Community Day: This event will be meticulously planned to showcase the optimal operations of the school and the excellence in education personified by students. Every year during the Fall or Spring community and business leaders will be especially invited to tour, be informed, ask questions, be entertained by students, and hopefully request partnership with a commitment to volunteer and donate to the school.
- Parent and Community Volunteer Directory: This publication will organize all volunteers so that they are easily accessed to help students and overall operations of the school.

Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.

To meet the needs of various students with different abilities and needs the counselor of the school and an administrator will be responsible for collecting and assessing student records from the previous school, communicating with parents/guardians, knowing and implementing state laws and policies that support these students

Gifted Student Services

Officially, high school students are not necessarily tracked as Academically Gifted (AG); however students identified either by academically gifted status on student records from middle school or by student/parent request with teacher recommendation can be offered advanced course options and other supplemental support from the school. WSMC will offer the following services:

- AP and Honors course options
- More college course options
- Teachers with AP and Gifted training
- Enrichment Resource Guide for extra-curricular opportunities

Organizations that emphasize and provide support for gifted students will be utilized, especially Duke University's Talent Identification Program (TIP), which works with students, their families and educators to identify, recognize, challenge, engage, and help students reach their highest potential. Any student identified to receive advance services will get specialized support from WSMC to apply to Duke's enrichment programs for high school students:

Summer Studies: Grades 8-10

1. Criminal Trial Advocacy
2. Anatomy, Physiology, Medical Ethics
3. Archeology and Anthropology
4. Robotics

Field Studies and Institute: Grades 9-12

1. Ethnobiology and Tropical Medicine
2. Astronomy, Physics, and Astrobiology

Additional organizations include:

- National Association for Gifted Children
- Supporting the Emotional Need of the Gifted
- North Carolina Association for the Gifted and Talented (NCAGT)
- Gifted Development Center

Note that WSMC does not track or label students; however, we do believe that students who are motivated with strong work ethics, mature, and determined to be challenged at the highest level should be accommodated.

English Language Learners

WSMC will adopt and follow the English as a Second Language (ESL) program model. Students will be identified by parent request, teacher and counselor recommendation, test scores, and overall academic performance. The status of an ESL student will be classified as follows:

Primary Service

The student will receive primary services in ESL classes and can receive testing accommodations if eligible: extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator.

Advisement

The decision to place a student on Advisement status will be initiated by the ESL teacher and is based on multiple criteria (e.g., performance on the World-Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) language proficiency test, recommendations from teachers, test scores, and overall classroom performance). These students will no longer be primarily served in ESL classes. An ESL teacher will maintain contact with the student and follow his/her academic and social progress within the regular school curriculum for as long as needed. Advisement students receive accommodations if eligible: extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. These students must be tested annually with WIDA ACCESS until an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS are obtained.

Defer

The decision to place ESL students on Deferred status is initiated by a request from the ESL parents. These students will not participate in ESL classes. These students will be allowed to receive accommodations if eligible: extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. It is also a federal policy that WIDA ACCESS be administered annually until an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS are obtained.

Withdraw

A student can only be withdrawn from the program if he/she has an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS annual test. The student no longer receives ESL services and is withdrawn; he or she will be fully immersed into the regular curriculum. The student will not receive any accommodations on state-wide assessments.

Other Support

Conversational Spanish I

Conversational Spanish I, offered by Forsyth Technical Community College either on-line or in class, will be expected by staff as a PD requirement. On site PD trainings that focus on

ESL will be supported by the book Spanish for Educators by William C. Harvey, which is used to help incorporate vocabulary. In addition, a teacher-designed hand-outs package will be used to explain the main grammar rules. The PD will focus on the following:

- The language teachers need to successfully communicate with Hispanic parents and students
- The Alphabet and Numbers
- Introducing Oneself in Spanish
- Classroom Language and Vocabulary
- Personal Information
- Giving Instructions and Useful Expressions
- Time Telling and Dates
- Cafeteria Items
- Feelings
- Home Phone Call and The Family Conference
- Giving Directions Inside a Building and Classroom Rules
- Cultural differences are pointed out, and references are made to language differences depending on which Spanish country the person comes

Exceptional Children (EC)

Winston-Salem Middle College believes in providing a quality education to all children. In collaboration with students, parents, regular educators and our community partners, students with disabilities will be provided specially designed, research-based instruction. By providing excellence in programming by highly qualified staff in the least restrictive environment, we will promote cognitive, physical, social, vocational and emotional development. The main goal is for students to gain knowledge and access resources in order to successfully transition to higher education or a career and become productive and contributing citizens in society.

Eligibility of a child for Individual with Disabilities Education Act (IDEA) is made on a comprehensive evaluation. This evaluation is done by a multidisciplinary team that includes teachers, psychologist, parents and other staff members. It is very important to obtain consent of the parent(s) or legal guardian before an evaluation. Members of the team will make use of different resources to make a decision regarding the eligibility of a child. Evaluation is done free of cost. Reevaluation is done after every 3 years once the IEP is in place. Children who are eligible for IDEA are tailored with free appropriate public education (FAPE) which is specially designed on the basis of the student's individualized education plan (IEP) according to their disability. IDEA provides special education to eligible students with disabilities in the least restrictive learning environment. **Please go to Special Education section for a more detailed plan.**

At-Risk

Students will be identified as at-risk based on the collection of characteristics highlighted in research, like race, poverty, ethnicity, language, or other factors that are seldom served adequately by schools. Since our targeted population of students is placed at-risk of academic and civic failure, the design of curriculum and innovative pedagogical practices as presented in this proposal will address the needs of these students and provide the kind of services that extend beyond the traditional public school setting. By partnering with a college, ideally like Winston-Salem State University, to found a middle college, students will experience the same types of successes, like better graduation rates, higher grades, and the likelihood to attend a college/university, as other at-risk students whom have graduated from

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this type of alternative high school. As an additional support service to students, guaranteed admission into Upward Bound will be offered, a program that helps prepare at-risk students for the transition from school to work or college.

Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

Extra-curricular activity involvement by the students at WSMC is purposefully designed to promote 21st century skill building and successful matriculation out of high school and entrance to post-secondary education. Juniors and seniors will be placed in a career focused **internship**. All students will have to participate in a cooperative **service learning project**, which will allow them to relate to the purpose of being engaged in learning, to service and help others too. Through the collaboration with a college/university partner, students will be able to attend specific on campus **college activities** that help them to continue to become more familiar with post-secondary expectations, benefits, and attractions. Student career interests will be surveyed to establish **vocation/networking clubs**. These clubs will be a catalyst to collaborate with college student career focused clubs and the local commerce community. Every student will participate in **Upward Bound** at least once throughout the duration of their high school experience. This federally granted program specifically targets at-risk students to help them graduate from high school and enroll into a post-secondary institution. Students will culminate in class learning with **field experiences** designed to excite learning through experience and relevance

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school 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.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Special Education

Winston-Salem Middle College will accept special needs children as mandated by the federal legislation, Individuals with Disabilities Education Act (IDEA), and state legislation according to the following:

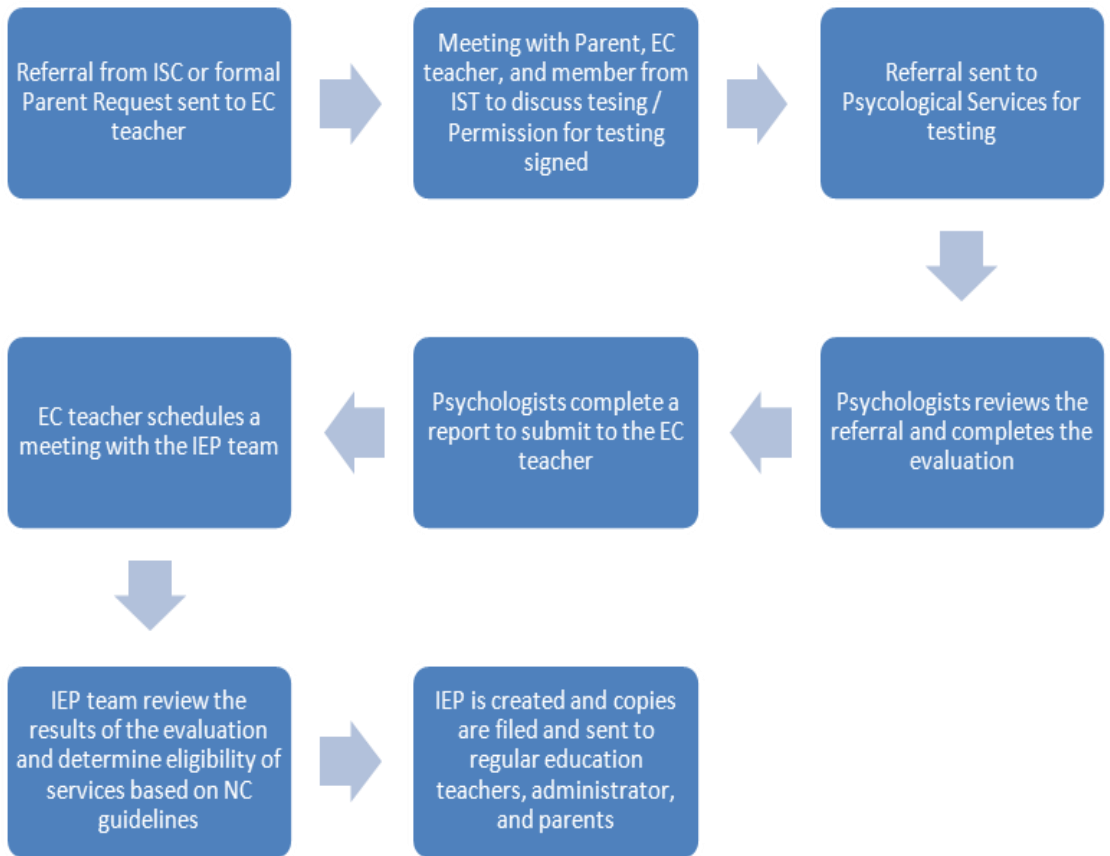
“A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability. Except as otherwise provided by the law or the mission of the school as set out in the charter, the school shall not limit admission to students on the

basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.”

Winston-Salem Middle College believes in providing a quality education to all children. In collaboration with students, parents, regular educators and our community partners, students with disabilities will be provided specially designed, research-based instruction. By providing excellence in programming by highly qualified staff in the least restrictive environment, we will promote cognitive, physical, social, vocational and emotional development. The main goal is for students to gain knowledge and access resources in order to successfully transition to higher education or a career and become productive and contributing citizens in society. Eligibility of a child for Individual with Disabilities Education Act (IDEA) is made on a comprehensive evaluation. This evaluation is done by a multidisciplinary team that includes teachers, psychologist, parents and other staff members. It is very important to obtain consent of the parent(s) or legal guardian before an evaluation. Members of the team will make use of different resources to make a decision regarding the eligibility of a child. Evaluation is done free of cost. Reevaluation is done after every 3 years once the IEP is in place. Children who are eligible for IDEA are tailored with free appropriate public education (FAPE) which is specially designed on the basis of the student's individualized education plan (IEP) according to their disability. IDEA provides special education to eligible students with disabilities in the least restrictive learning environment.

Before any student can be referred to the formal process for special education by any school staff member, an intervention support council (ISC) will review the student's case. This council will consist of a regular education teacher, exceptional (EC) teacher, school counselor, administrator, and parent of student. This council will design a regular education plan (REP) that implements best practices in order to meet individualized needs that could be accomplished through differentiated practices, changes in adverse routines or behaviors, and more frequent monitoring and communication. This council will design a plan with time consideration to benchmark and effectively assess changes in a student's cognitive or affective behaviors. A final recommendation from the ISC team should be within 30 days, not to exceed 45 days. Upon recommendation by the ISC or a formal request by a parent, the student's case will be forwarded.

Please see Procedures Flowchart below:



STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

The Winston-Salem Middle College Board of Directors recognizes its responsibility to provide an atmosphere that is conducive to learning and protective of student freedoms guaranteed by the laws of the land.

Guidelines for Discipline

Consequences for violating the code of conduct include time-out, detentions, in-school suspensions, out-of-school suspensions, alternative school assignments and expulsions. The severity of the consequence depends on the severity of the violation. State law and school policy determines the consequences.

Code of Conduct

All students shall comply with the Code of Student Conduct, state and federal laws, school Board policies, and WSMC school rules governing student behavior and conduct. This policy applies to any student who is on educational property, including school bus stops, who is in attendance at any school or any school-sponsored activity, or whose conduct at any time or place, on or off campus, has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operations of the school or the safety of individuals in the school environment. This policy also applies to regular school buses, school activity buses, other school vehicles, or any private vehicle located on property owned or managed by Winston-Salem Middle College

It should be understood that this policy is not intended to restrict in any way the authority of the Educational Executive Director (EED) to make such rules, not inconsistent with this code, as they are authorized by law to make for the government and operation of their respective schools or with the authority of teachers to make such rules, not inconsistent with this code, as they are authorized by law to make for their respective classes. The EED, with the prior approval of the Board may, under extraordinary circumstances, including the age of the child, make exceptions to the level of punishment except when the punishment is required by law.

Students shall comply with the directions of the EED, teachers, substitute teachers, student teachers, teacher assistants, bus drivers, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such school personnel.

Violations of the Code of Student Conduct, other Board policies, regulations issued by the individual school, or the North Carolina General Statutes may result in disciplinary action including suspensions for ten (10) school days or less (“short-term”); suspensions for more than ten days (“long-term”); suspensions for 365 calendar days; and/or expulsion. A long-term suspension is any suspension of more than ten school days and up to the remainder of the school year, except that if the conduct leading to the long-term suspension occurs during

the final quarter of the school year, the suspension may extend up to the first semester of the following school year.

The EED and other school officials are authorized to involve law enforcement in serious violations in any category and are required to involve law enforcement in cases of certain alleged criminal acts as set forth in G.S. 115C-288(g). In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall take place independently from the criminal investigation and prosecution.

In addition to the rules contained in this Code, students shall be informed of WSMC school rules that, if violated, may result in suspension or expulsion. Parents and students shall receive a copy of the Code of Student Conduct when a child is first enrolled in Winston-Salem Middle College and at the beginning of each school year.

Policies listed in the Code of Student Conduct may be categorized by severity. In imposing or recommending disciplinary consequences, the EED may consider the presence of aggravating and mitigating factors which may justify a disciplinary consequence outside of the recommended range.

Rules of Conduct

The following conduct is prohibited as outlined below:

- Bullying and harassment (cyber-bullying)
- Ignoring a reasonable request of a teacher, staff member, or administrator
- Misuse of copyrighted materials (text, visual and audio)
- Disruption of school
- Criminal sexual conduct
- False allegations against staff, volunteers, or students
- Indecency (clothing, pictures, language)
- Use of profane and/or inappropriate language
- Any public display of affection having sexual tones
- Use of tobacco products
- Possession of firearms or weapons
- Continued disobedience
- Verbal assault
- Physical assault of a student, staff, or volunteer
- Malicious types of behavior that endangers the safety of others
- Any criminal act
- Wanted destruction of property

Students with handicaps and disabilities

Federal law and WSMC policy provide special protections for students with handicaps and disabilities. While these students may be suspended for up to 10 school days in a school year in the same manner as non-disabled students, handicapped/disabled students may not be suspended for the remainder of the school year or for 365 days if the misconduct is a manifestation of their handicap/disability. If the misconduct is not a manifestation of the disability, the student may be suspended or expelled, but the district must continue to provide special education services to the student.

Parent Appeal Process for Student Discipline Actions

Parents/guardians have the right to appeal discipline decisions to the individual who issues the discipline to the student. Should the parent/guardian be unsuccessful in resolving the issue to their satisfaction they may then appeal the decision to the EED.

Before the meeting may be scheduled, the parent/guardian must provide an official “grievance letter” that specifies the nature of the grievance, policies, rights, and or laws abridged or violated. After a meeting is scheduled the staff person who issued the discipline, and student and the parents/guardian will have a joint meeting in which each party discusses the issue. After the meeting and hearing of all relevant facts the EED will render a final decision on the discipline whether as to enforce the previous decision, modify it, or dismiss it.

If the parent/guardian is not in agreement with the position /decision of the EED, then the parent may appeal to the Academic and Student Affairs Committee of the Board of Directors in the same manner in which they appealed to the EED.

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

Major Task	Time Frame	Responsible Individuals
Initiate and finalize partnership with college for possible venue location, specifically	Apr.- Dec. 2012	Board of Directors (BOD)
Secure facility for school with necessary state codes and mandates	Apr.- Dec. 2012	BOD
Implement marketing plan	Sept. 2012- ongoing	BOD, Executive Education Director (EED), teachers, parents, students, guidance counselor, higher education partner, volunteers,
Complete and submit tax exempt application	Sept.-Oct. 2012	BOD

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Recruit Students: application, admission, and lottery process	Oct. 2012- Apr. 2013	BOD & Executive Education Director(EED)
Determine main vendors and finalize contracts for services and goods	Oct. 2012- Jan. 2013	BOD & EED
Recruit, interview, and propose Executive Education Director for hire	Jan.- Feb. 2013	BOD
Recruit, interview, and propose instructional and support staff for hire	Jan.- Jun. 2013	BOD & EED
Organize and host student Summer retreat	Jul.- Aug. 2013	EED, teachers, volunteers, and parents
Organize and facilitate staff orientation	Jul.-Aug. 2013	EED, teachers, volunteers, and parents
Develop provisional transportation plan for students in need	May-Aug. 2013	BOD, EED, parents, and Guidance counselor
Develop whole school and student schedules	Jun- Aug. 2013	Guidance counselor, EED, and lead teacher
Open House	Sept. 2013	BOD, EED, guidance counselor, teachers, support staff, volunteers, parents

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., educational executive director or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.).

List of Anticipated Positions 2013-2018

- Educational Executive Director
- Mathematics Teacher
- Science Teacher
- English Teacher
- Social Studies Teacher
- Part-Time Spanish Teacher
- Part-time Physical Education/Health Teacher
- SIMS/Treasurer/Secretary
- Guidance Counselor
- Library/Technology Specialist
- Special Education Teacher

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Winston-Salem Middle College will provide a professional development program in conjunction its post-secondary education partners. This partnership will enable WSMC faculty access to relevant and cutting edge educational nuances. This will include attendance and presentations in educational symposiums, advance degree work. In addition to this partnership with post-secondary institutions; WSMC faculty will take part in professional development opportunities with the North Carolina New School Project - STEM initiative.

Winston-Salem Middle College faculty will be mentored from a pool of retired teachers and administrators who demonstrate high marks and excellent mastery of educational administrative skills and mastery of academic concepts.

Winston-Salem Middle College will have a systematic retention program takes in account human capital development, and accountability measures. The following four tenets are the basis for such a program:

- Faculty Incentives - teachers will have an opportunity through demonstrated success in student performance to earn supplemental pay.
- Shared Governance – teachers will have vested ownership in school operations. There concerns will be taken into account for planning and operations of the school.
- Professional Development -- exclusive opportunities with WSCM post-secondary partners will be provided to teachers.

- Career Promotion Opportunities - it is the intention of WSCM to promote from within for vacant administrative positions.

Winston-Salem Middle College faculty will be evaluated via the North Carolina teacher evaluation tool

Teacher Effectiveness Action Plan

What	How	When	Who (Lead)
Professional Development (PD)	<p>Schedule on-site teaching and learning (T&L) trainings</p> <p>Arrange out-side trainings with NC New Schools Project/STEM Initiative and the National Middle College Consortium</p> <p>Organize teacher round-table research and best practice discussions</p> <p>Disseminate list of NC teacher PD resources</p> <p>Offer on-line PD</p>	<p>3rd Thursdays</p> <p>July & August 2013</p> <p>1st Fridays during lunch periods</p> <p>August 2013-</p> <p>January- May 2014</p>	<p>Educational Executive Director (EED) or designated teacher</p> <p>EED & Guidance Counselor</p> <p>Designated teacher, EED, Guidance Counselor</p> <p>EED</p> <p>Guidance Counselor</p>
Mentor	<p>Solicit experienced educators to volunteer or for a small stipend by:</p> <ol style="list-style-type: none"> 1. Contact the NC Educator Retiree Association 2. Market request to public access media, churches, and public schools 3. Partnership with post-secondary from School of 	<p>Oct.-Jan.(bi-weekly) and by teacher request</p> <p>Mar.-June (bi-weekly) and by teacher request</p>	EED

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	Education		
Retain	Develop systematic retention program: 1. Offer incentives 2. Shared governance 3. Purposeful PD 4. Promotional opportunities	On-going with special emphasis during Spring	Bd. Of Directors, EED, Guidance Counselor
Evaluate	Utilize the NC Teacher Evaluation Instrument and Process: 1. Orientation 2. Self- Assessment 3. Pre-Observation 4. Observations 5. Post-Observation 6. Summary	3 rd week of Sept. 1 st week of Oct. End of Oct. Nov.-Mar. Apr. May	EED Teacher EED EED and Teacher Peer EED EED

Also include the following information for the proposed charter school:

Process to advertise for and employ members of the school:

Winston-Salem Middle College will identify candidates for employment by utilizing an array of advertisement tools to include, attending college job fairs, newspaper, radio and television recruitment advertisements; the North Carolina Employment Security Commission, online employment seeking sites. We seek to employ highly qualified individuals who are able and willing to serve our student population.

Once the recruitment process has been completed candidates for the educational executive director position will be interviewed by the board of directors, once selected and hired the educational executive director will begin reviewing applications that were received for instructional and non-instructional positions and make the necessary hires.

**Procedures for grievance and/or termination – Included in Sample Policies Below.
Sample employment policies to be implemented by the proposed charter school**

**Winston-Salem Middle College
Staff Handbook
Sample Employment Policies**

Equal Employment Opportunities

Winston-Salem Middle College is committed to providing a workplace which reflects the racial, gender, and cultural diversity of our county and the children we serve. We are dedicated to equality of opportunity. Employees are provided training, compensation, promotion and other attributes of employment without regard to race, color, religion, national origin, gender, age, disability, or citizenship status, except where gender, age, or physical requirements are essential to a particular employment opportunity. The school will make reasonable accommodations upon request to enable any employee with a disability to perform essential job functions.

1. Employment Procedures

All vacancies and new positions for hire should be posted by with the North Carolina Employment Security Commission and advertised for a minimum of 10 calendar days. Candidates shall undergo a rigorous process that gives the school a good deal of information about the candidate.

- a. The application package contains a letter of application, a one-page statement of education philosophy, college transcripts, list of three professional references, and a resume.
- b. A committee of faculty reviews all applications and recommends candidate(s) to the educational executive director for an onsite visit.
- c. The onsite consists of the applicant:
 1. A candidate will prepare a one hour lesson plan on the subject area for which they are applying for a teaching position.
 2. A candidate will interview with a panel of three faculty members and the educational executive director.
 3. The faculty members and the executive educational director will collaborate in the decision to hire.

2. Official Appointment

All persons officially appointed to official position with the school are to have completed all official employment forms and completed all employment procedures before starting work.

3. Evaluations

All faculty and staff are evaluated by the educational executive director. The director completes an evaluative checklist and a narrative on each employee. The evaluation instrument is available to each employee and each employee is encouraged to carefully review the evaluation form.

4. Termination of Service

Service may be terminated for violation of established school policy, they be terminated from service in the following ways: 1) expiration of term; 2) resignation, 3) release, 4) retirement, and 5) dismissal.

5. Expiration of Term

The service of a staff member appointment automatically terminates with the expiration of the contract. The school is not required to make a formal statement if it does not issue a new contract after expiration of the aforementioned. The school, however, is obligated to notify the staff member at least thirty (30) days before the termination of the contract that the contract will not be renewed. Continuation of service after expiration of term depends upon the offer of a new contract.

6. Resignation

Resignation is the termination of service by action of the staff member. A resignation should always be submitted in writing to the Education Executive Director (EED).

7. Release

Release denotes termination of service by non-renewal of appointment when the school finds itself compelled to reduce the number of its staff or to make a change in personnel because of circumstances that did not exist when the original agreement was made. No culpability attaches to release. Financial exigencies of the school change in the educational program requiring realignment of personnel.

8. Dismissal

Dismissal denotes termination of service initiated by the school and affected because of fault of the appointee. Any staff member may be dismissed for adequate cause. For due cause, the school may cancel an appointment on thirty (30) days' notice or payment of one month's salary in lieu of such notice. Failure to renew a term appointment is not dismissal in that the employee and WSMC completed the term of the agreement.

In cases of dismissal, the staff member involved has the right to request a hearing of the case before a panel of peers. Procedural steps of the grievance procedure are the responsibility of the EED.

9. Grievance Procedure

In cases of dismissal, the staff member involved has the right to request a hearing of his case before the Executive Committee of the Board of Directors.

The staff member provides an official letter of grievance to the EED, who must within 24 hours of receipt acknowledge the letter from the staff person and provide copies of the official response and original letter to the Chairman of the Board of Directors.

The Chairman of the Board of Directors must call to call a special meeting of the Executive Committee with 7 days of this receipt of the grievance letter.

The Executive Committee shall convene and hear all the facts of the case submitted by the EED and the staff member who is aggrieved.

The Executive Committee shall render a decision based on the facts provided and their decision shall be final.

General Code of Ethics and Standards

All Winston-Salem Middle College employees hold positions of public trust; they are responsible for the education of students and also serve as examples and role models to

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students. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity concerning the school system, particularly in relationships with vendors, suppliers, students, parents, the public, and other employees. Employee conduct should be such as to protect the person's integrity and/or reputation and that of the school system. The absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times.

Personnel Files

In keeping with the provisions of GS 115C-320, the school system will maintain a record of each employee containing the following: name, age, date of original employment or appointments, current position, job title, current salary, date and amount of most recent increase or decrease in salary, date of most recent promotion, demotion, transfer, suspension, separation or other change in position classification, and the worksite to which the employee is assigned.

The Workday

Teachers: The teacher's minimum workday shall be 7 1/2 hours and extend until the teacher has completed his/her professional responsibility to the students and the school. Program development, professional growth activities, faculty meetings, bus duty, parent conferences, special help for individual students, and care of school property and equipment are examples of the kinds of activities which will require the continuation of professional service beyond the departure of students.

Other Non-Certified Staff: The normal workday shall be eight (8) hours with only those exceptions as specific job assignments may require.

Teacher Responsibilities

The teacher is directly responsible to the educational executive director. The primary functions are to direct the growth and development of pupils, and to assume definite responsibilities toward the efficient operation and the improvement of the total program of the school. Examples may include but are not limited to the following: bus duty, cafeteria supervision, playground duty, supervision of extracurricular activities, and service on committees.

Retention

Winston-Salem Middle College intent is to employ, re-employ, and/or grant career status only to those teachers and administrators who strive for and have exhibited excellence in their preparation and performance. Satisfactory performance is considered the minimum acceptable standard of performance; however, satisfactory performance does not assure any teacher or administrator of rights to/or consideration for employment or re-employment.

ABUSE POLICY

Winston-Salem Middle College has a zero tolerance policy on illegal drugs, violence, physical and sexual assault on the campus. Any violation of the policy will subject the individual to discipline up to and including expulsion. All such acts are a violation of campus, state, and federal laws and will be forwarded for prosecution over to the law enforcement agency with jurisdiction.

SEXUAL HARASSMENT POLICY

Winston-Salem Middle College is committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace and students can engage fully in the learning process. Accordingly, sexual harassment by both employees and students is prohibited by this policy.

Sexual harassment is defined as deliberate, unsolicited, unwelcome, verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments, welcomed by the recipient, or relationships which are freely entered into by both parties.

Winston-Salem Middle College, as part of its continuing affirmative action efforts, endorses the following:

1. It is illegal and against the policies of Winston-Salem Middle College for any employee to sexually harass another employee by (a) making unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature, a condition of an employee's continued employment or (b) making submissions to rejections of such conduct the basis for employment decisions affecting the employee or (c) creating an intimidating, hostile, or offensive working environment by such conduct.
2. It is illegal and against the policies of Winston-Salem Middle College for any employee to sexually harass a student by (a) making sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of a student's grade, progress, or recommendation or (b) creating an intimidating, hostile, or offensive learning environment by such conduct.
3. It is illegal and against the policies of Winston-Salem Middle College for any student to sexually harass an employee by (a) making sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature or (b) creating an intimidating, hostile, or offensive working environment by such conduct.
4. It is illegal and against the policies of Winston-Salem Middle College for anyone to sexually harass a student by (a) making sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of a student's grade, progress, or recommendation or (b) creating an intimidating, hostile, or offensive learning environment by such conduct.

Sexual harassment shall be deemed a form of discrimination based on sex as prohibited by Section 703 of Title VII of the Civil Rights Act, North Carolina General Statute 126-12 (employees) and Title IX of the Education Amendment Act of 1972 (students)

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Educational Executive Director

A candidate must:

- Hold a North Carolina Principals Certificate/License
- Hold a master's degree in education
- Have prior successful school-based administrative or related experience
- Have demonstrated instructional leadership experience
- Have high school experience teaching and administrative experience
- Have knowledge of best practices to ensure the academic growth of all students
- Have demonstrate knowledge of school-based management practices (fiscal and instructional)
- Have strong skills in interpersonal relationships among students, staff, and parents

Mathematics Teacher

A candidate must:

- Hold a North Carolina Teaching Certificate/License in the area of Secondary Mathematics
- Hold a bachelor's degree in mathematics
- Have prior successful teaching experience at the high school level
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

Science Teacher

A candidate must:

- Hold a North Carolina Teaching Certificate/License in the area of Secondary Science
- Hold a bachelor's degree in science
- Have prior successful teaching experience at the high school level
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents
-

English Teacher

A candidate must:

- Hold a North Carolina Teaching Certificate/License in the area of Secondary English
- Hold a bachelor's degree in English
- Have prior successful teaching experience at the high school level
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

Social Studies Teacher

A candidate must:

- Hold a North Carolina Teaching Certificate/License in the area of Secondary Social Studies
- Hold a bachelor's degree in history or related liberal arts field
- Have prior successful teaching experience at the high school level
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

Part-Time Spanish Teacher

A candidate must:

- Hold a North Carolina Teaching Certificate/License
- Hold a bachelor's degree in English or related subject area, and at least 18 credit hours in Spanish

- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

Part-time Physical Education/Health Teacher

A candidate must:

- Hold a North Carolina Teaching Certificate/License
- Hold a bachelor's degree in one of the following areas sports science, leisure activities, physical education/health or related subject area,
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

Special Education Teacher

A candidate must:

- Provide Praxis II test scores for Special Education Adapted Curriculum
- Hold a North Carolina Teaching Certificate/License in the area of special education
- Hold a bachelor's degree in special education
- Have prior successful teaching experience at the high school level
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

Guidance Counselor

A candidate must:

- Hold a North Carolina Teaching Certificate/License in the area of school counseling
- Hold a bachelor's degree in education, and a master's degree in school counseling or a related field.
- Have prior successful teaching/counseling experience at the high school level
- Have knowledge of best practices to ensure the academic growth of all students
- Have strong skills in interpersonal relationships among students, staff, and parents

SIMS/Treasurer/Secretary

A candidate must:

- Have a high school diploma (Associates degree preferred)
- Have three to five years of administrative experience and professional support of a senior administrator
- Have advance computer technology skills in Microsoft Office (particularly MS Excel)
- Have knowledge and experience in student information systems and records keeping
- Have bookkeeping experience

Library/Technology Specialist

A candidate must:

- Must hold a valid North Carolina teaching license as a Media Coordinator
- Have three to five years of media/library experience
- Have advance computer technology skills

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Provide a plan indicating how the school will reasonably reflect the 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-238.29F(g)(5)).

Winston-Salem Middle College will abide by the charter school legislation NCG.S. 115C-238.29F(g)(5), as state below:

“A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school 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.”

In 2011-2012 Winston-Salem/Forsyth County Schools Annual Report captured the following demographics for their student population:

43.6 percent of the students are white,
29.2 percent are African-American,
20.6 percent are Hispanic,
4.0 percent are multiracial,
2.3 percent are Asian,
less than 1 percent are American Indian or Native Hawaiians/Pacific

Marketing to potential students and parents is vital to the survival of a charter school. 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.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

Winston-Salem Middle College plans to aggressively recruit students across the county with special emphasis given to the at-risk student population. In the implementation of the recruitment plan careful consideration will be given to the planning of informational sessions in cultural centers and community hubs, deployment of marketing materials and directed efforts to reach all racial and cultural communities representative of our county. In doing so we will ensure an equitable and fair process in developing a school atmosphere and population representative of the community we serve.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the

previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

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.

Winston-Salem Middle College plans to increase the grade level offering each year of its operation until it has implemented all grades 9-12; however in doing so it is the desire of Winston-Salem Middle College to maintain a consistent enrollment of 125 students no matter what the individual grade population. All budget projections are based upon this premise and correspond accordingly to the enrollment figures provide in the initial cover page.

In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures.

Winston-Salem Middle College budget assumptions are based upon the desired enrollment of 125 students per academic year. The analysis is based upon the information collected at community meetings in which parents indicated their potential desire to enroll their student in our school. Conservatively we estimated 125 students would likely enroll in the initial year and ideally matriculate and graduate as a cohort. All budget assumptions are based on this premise.

If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Winston-Salem Middle College in its budgetary planning took into account the student enrollment as it relates to both revenue and costs. Should enrollment not reach the desired 125 students then staff and programming can be reduced to such levels that can accommodate a smaller group of students. For instance the amount of dollars projected for rent is based upon 125 students, should we not meet that number then the square footage of space necessary to accommodate students would be reduced and therefore cause a dramatic reduction in rental expense. The break-even point for Winston-Salem Middle College would be an enrollment of no less than 122 students to accommodate current projected expenditures; however with proper advance budgetary planning in congruence with the enrollment planning suitable time would be available to adjust budgetary requirements based upon real time enrollment.

Also, in narrative format, explain how your spending priorities align with the school’s mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

The mission of Winston-Salem Middle College is to successfully graduate and prepare high school students placed at-risk of academic and civic failure for college and/or vocation. In doing such the appropriate resources must be available to ensure successful graduation and preparation of students for college and or a vocational career. Our spending priorities are largest in the area of:

1. Faculty and staff account for approximately 25% of our annual project operating budget, this section of the budget is crucial to the success of our school as it is these teachers and staff who provide and suborn the education of our student population thus providing them with the instruction that will allow them perform at high rates of academic excellence and excel in to college of a vocational field.

2. Instructional equipment, supplies, and testing materials also account for a considerable part of our budget, these funds are essential to the mission of our school. The instructional equipment comes in the form of iPads, Wi-fi devices, and computers all of which students will utilize to ensure they are able to meet the STEM curricular offerings by exposure and infusion of this technology into their educational process ensuring their readiness for the globally diverse 21st century workforce.

3. Professional development is key in providing a quality education to students as teachers must be informed of the latest advancements in their given field of expertise so that they might pass that information on to their students in the form of instruction; additionally professional development is a considerable part of budgetary expense as it’s a key retention tool for excellent faculty members. As Winston-Salem Middle College grows its faculty and staff from within, this key budgetary item will assist in facilitating shared governance and ownership, all the while honing our faculty’s teaching and administrative skills.

The following chart is indicative of revenue and expenses for Winston-Salem Middle College over the next 5 fiscal years. Based upon an enrollment of 125 students the following chart expresses the dollars that would be applicable to a reserve fund for the school. By using sound fiscal practices enacted by the board of directors and implemented by the educational executive director, and recommended by our independent financial auditor all of which is inclusive of a sound and strategic budgetary process a reserve/contingency fund should be available for unforeseen circumstances.

Winston-Salem Middle College Projected Reserve Fund

Budget Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected Revenue	\$841,862.50	\$841,862.50	\$841,862.50	\$841,862.50	\$841,862.50
Projected	\$814,444.4	\$797,657.0	\$772,275.17	\$757,275.1	\$812,862.5

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Expenses	4	9		7	0
Projected Reserve Balance	\$27,418.06	\$44,205.41	\$69,587.33	\$84,587.33	\$29,000.00

**PROJECTED
ENROLLMENT
2013-14 through
2017-2018**

List LEA #1 – Winston-Salem/Forsyth County Schools

List LEA #2 – _____

List LEA #3 – _____

IDENTIFY LEA FROM
WHICH
STUDENTS WILL
PROBABLY COME

<u>GRADES</u>	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten K	0	_____	_____	0	_____	_____	0	_____	_____	0	_____	_____	0	_____	_____
First 1	0			0			0			0	_____	_____	0	_____	_____
Second 2	0			0			0			0	_____	_____	0	_____	_____
Third 3	0			0			0			0	_____	_____	0	_____	_____
Fourth 4	0			0			0			0	_____	_____	0	_____	_____
Fifth 5	0			0			0			0	_____	_____	0	_____	_____
Sixth 6	0	_____	_____	0	_____	_____	0	_____	_____	0	_____	_____	0	_____	_____

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eighth	8	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ninth	9	<u>125</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>125</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tenth	10	<u>0</u>	_____	_____	<u>125</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eleventh	11	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>125</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Twelfth	12	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>125</u>	_____	_____	<u>0</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals	LEA	<u>125</u>	_____	_____	<u>125</u>	_____	_____	<u>125</u>	_____	_____	<u>125</u>	_____	_____	<u>125</u>	_____	_____
Overall Total Enrollment		<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>			<u>125</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>--State ADM Funds</i>	<u>\$557,112.50</u>	<u>\$557,112.50</u>	<u>\$557,112.50</u>	<u>\$557,112.50</u>	<u>\$557,112.50</u>
<i>--Local Per Pupil Funds</i>	<u>\$284,750.00</u>	<u>\$284,750.00</u>	<u>\$284,750.00</u>	<u>\$284,750.00</u>	<u>\$284,750.00</u>
<i>--Federal Funds</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Grants*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Foundations*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Private Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Other Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$841,862.50</u>	<u>\$841,862.50</u>	<u>\$841,862.50</u>	<u>\$841,862.50</u>	<u>\$841,862.50</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

In accounting for state dollars: The Adjusted \$ADM for Forsyth County in FY 2011-2012 is \$4,556.90. The Adjusted ADM multiplied by the projected enrollment of Winston-Salem Middle College each year equals the State income.

FY2013-2014 is equal to \$4,556.90 x 125 students = \$557,112.50

FY2014-2015 is equal to \$4,556.90 x 125 students = \$557,112.50

FY2015-2016 is equal to \$4,556.90 x 125 students = \$557,112.50

FY2016-2017 is equal to \$4,556.90 x 125 students = \$557,112.50

FY2017-2018 is equal to \$4,556.90 x 125 students = \$557,112.50

In accounting for local dollars: The \$ADM Local for Forsyth County ins FY 2006-2007 was \$2,278.68. The ADM Local multiplied by the projected enrollment of Winston-Salem Middle College each year equals the Local Income.

FY2013-2014 is equal to \$2,278.68 x 125 students = \$284,750.00

FY2014-2015 is equal to \$2,278.68 x 125 students = \$284,750.00

FY2015-2016 is equal to \$2,278.68 x 125 students = \$284,750.00

FY2016-2017 is equal to \$2,278.68 x 125 students = \$284,750.00

FY2017-2018 is equal to \$2,278.68 x 125 students = \$284,750.00

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff and Projected Costs</i>	#10 <u>\$339,444.44</u>	#10 <u>\$362,651.09</u>	#10 <u>\$369,775.17</u>	#10 <u>\$369,775.17</u>	#10 <u>\$369,775.17</u>
<i>--Administrator(s)</i>	#1 <u>\$59,305.56</u>	#1 <u>\$62,021.11</u>	#1 <u>\$66,982.79</u>	#1 <u>\$66,982.79</u>	#1 <u>\$66,982.79</u>
<i>--Clerical</i>	#1 <u>\$27,030.00</u>	#1 <u>\$27,030.00</u>	#1 <u>\$29,192.40</u>	#1 <u>\$29,192.40</u>	#1 <u>\$29,192.40</u>
<i>--Teachers</i>	#1 <u>\$26,805.56</u>	#6 <u>\$191,399.98</u>	#6 <u>\$191,399.98</u>	#6 <u>\$191,399.98</u>	#6 <u>\$191,399.98</u>
<i>--Librarians</i>	#1 <u>\$39,750.00</u>	#1 <u>\$39,750.00</u>	#1 <u>\$39,750.00</u>	#1 <u>\$39,750.00</u>	#1 <u>\$39,750.00</u>
<i>--Guidance</i>	#6 <u>\$177,222.20</u>	#0 <u>\$42,450.00</u>	#0 <u>\$42,450.00</u>	#0 <u>\$42,450.00</u>	#0 <u>\$42,450.00</u>
<i>--Teacher Assistants</i>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>
<i>--Custodian</i>	#1 <u>\$36,805.56</u>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>
<i>--Maintenance</i>	#1 <u>\$39,305.56</u>	#0 <u>\$25,000</u>	#0 <u>\$25,000</u>	#0 <u>\$25,000</u>	#0 <u>\$25,000</u>
<i>--Food Service</i>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>	#0 <u>\$0</u>
<i>--Bus Driver</i>	#0 <u>\$0</u>				
	#0 <u>\$0</u>				
	#0 <u>\$25,000</u>				
	#0 <u>\$0</u>				
			<u>\$110,000</u>		
<i>EMPLOYEE BENEFITS</i>		<u>\$70,000</u>		<u>\$125,000</u>	<u>\$125,000</u>
<i>STAFF DEVELOPMENT</i>		<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$50,000</u>	<u>\$35,000</u>	<u>\$7,500</u>	<u>\$35,000</u>	<u>\$35,000</u>
<i>OFFICE SUPPLIES</i>	<u>\$30,000</u>	<u>\$10,000</u>	<u>\$30,000</u>	<u>\$7,500</u>	<u>\$7,500</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$35,000</u>	<u>\$30,000</u>	<u>\$7,500</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>OFFICE EQUIPMENT</i>	<u>\$20,000</u>	<u>\$10,000</u>		<u>\$7,500</u>	<u>\$7,500</u>
	<u>\$30,000</u>				
	<u>\$15,000</u>				

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$20,000</u>	<u>\$15,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>INSURANCE</i>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>UTILITIES</i>	<u>\$35,000</u>	<u>\$35,000</u>	<u>\$35,000</u>	<u>\$35,000</u>	<u>\$35,000</u>
<i>RENT</i>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>TRANSPORTATION</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>MARKETING</i>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>PROFESSIONAL DEVELOPMENT</i>	<u>\$45,000</u>	<u>\$45,000</u>	<u>\$45,000</u>	<u>\$45,000</u>	<u>\$45,000</u>
<i>TRAVEL, MEALS, LODGING</i>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
TOTALS	\$814,444.44	\$ 797,651.09	\$ 772,275.17	\$757,275.17	\$812,862.50

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Winston-Salem Middle College anticipates upon opening in fall 2014 that it will enroll 125 students. The premise of our educational plan signifies a desire to have all 125 matriculate as a cohort the grades 9-12. Bearing this in mind the budgetary projections were created accordingly. As costs increases in some areas of the 5 year time span in some areas costs decrease and in some costs flatten out.

Administrator Cost: As the school does not plan to increase in student population, one administrator will be responsible for discipline and instructional leadership over the 5 year span. However while there is only one administrator cost does increase slightly in the area of compensation an approximate 0.8% increase was utilized yearly to determine increase in salary and employee benefits.

Teacher Cost: As the school does not plan to increase in student population, 4 core teachers (full time) and two additional part-time teachers for physical education and Spanish will be responsible for discipline, instructional over the 5 year span. However while there is not increase in faculty cost does increase slightly in the area of compensation an approximate 0.8% increase was utilized yearly to determine increase in salary and employee benefits for teaching staff.

Employee Benefits Cost: As cost of living adjustments are provided from the Department of Labor and wages increase with regards to an industry standard for benefit packages so too will the school have to review consideration for employee benefits, an approximate increase was taken into account when developing cost fluctuation with employee benefits based upon industry price points.

Professional/Staff Development/Travel and Meals: When deciding cost relative to professional development market based research on the average cost of symposiums and continuing education certificates of other training were taken into account when developing this portion of the budget. Each year, approximately \$7,500 is allotted per staff person of a form of professional development.

Materials, Office Supplies, Testing Materials Office Equipment, Cafeteria Supplies, and Instructional Equipment: All projected costs relative to these items were derived from school supply magazines and approximate dollar values based upon presumed population in staff and students were utilized in determining the appropriate budgeted amount. (MacThrift Furniture and ETS, where two sources of reference information utilized to make these projections)

Insurance: Insurance cost was estimated on institutions serving a student population of 125 and a staff of less than 10 persons, inclusive of this number was the amount taken into account for board of directors errors and omissions insurance. Institutions of like size were

Winston-Salem Middle College

polled and asked for information, and aggregate number was developed and used for budgetary preparations.

Utilities and Rent: Utility and rent costs were determined by using the average commercial based utility cost of a facility of projected required size in determining a frame of reference for price point.

Marketing: The costs of \$25,000 are projected based upon print advertisement cost, duplication, web design, radio and television ads. A like sized organization was polled on their current costs along with discussion with industry professionals that created this budgetary projection.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</u>

ADDITIONAL NOTES:

SCHOOL AUDITS: PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

Winston-Salem Middle College will evaluate its overall academic effectiveness based upon student achievement and yearly academic progress of its students. With regards to operational effectiveness the board of directors will annually established goals and objectives through a strategic planning process the will assess the achievement of said goals as it relates to the mission of the school; the following three foci will guide that evaluation process. The process will consist of an administrator review and assessment, corresponding board of directors standing committees assessment, and a full board of directors' assessment of institutional operations.

Quality Internal Controls

- a. All administrative staff will receive training on financial accountability and proper use of charter school owned property.
- b. An independent financial auditor will be appointed to review internal controls and financial stability

Planning and Assessment

- a. All administrative staff will use planning and assessment data in the establishment of internal goals. Such data will be reviewed each semester and yearly by the board of directors to ensure adequate progress.

Effectiveness and Efficiency Strategies

- a. In budgetary planning, personnel decisions, and goal setting the board of directors will make use of relevant data from institutional assessments, state laws, local policies, and national

Winston-Salem Middle College

trends to make decisions that correspond to effective and efficient use of both human capital (personnel) and financial resources.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

In conducting a financial audit, the Executive Committee of the Board of Directors upon the recommendation of the Educational Executive Director will engage an independent financial auditor that is an approved firm by the North Carolina Local Government Commission (GCC). The process for selecting an auditor will occur through a request for proposed services/ a competitive open bid process to ensure the school is judicious in its use of funds when engaging an auditor. The board of directors will select an auditor both familiar with non-profit organizations, preference given to those familiar with charter schools.

Based upon recommendation from community advisors Winston-Salem Middle College would desire to engage the following firm for its initial financial audit.

GIBSON & COMPANY, P.A.
Certified Public Accountants
1411 Old Mill Circle
Winston-Salem, NC 27103
Phone: 336-760-8910
Fax: 336-760-8913

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$2,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	Replacement Costs
Motor Vehicle Liability	\$1,000,000 per occurrence
Bonding	\$3,000,000
Minimum amount:	\$1,000,000
Maximum amount:	\$2,000,000

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices. See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

Winston-Salem Middle College will not provide systematic transportation within the first three years of operation to students. Within the first three years a plan will be proposed to offer transportation to students in need. However, WSMC will consider transportation barriers for first year admitted students and propose the following provisional plan:

- From 2013-2016 WSMC will provide transportation assistance to any student who lives beyond one and one-half mile of the location of the school and by request based on need.
- Once students are admitted, and based on requested need indicated on the application, a school team of administration and the school board will design a provisional route for pick-up of students. Since transportation of students poses an insurance of safety issue, the plan will consider the type of insurance that have to be added to any of the cars for transportation and what legal disclaimers have to be signed by parents.
- A list of possible methods of transportation will include administration volunteers, parent carpooling, city transit, local school system bus, and college/university assistance.

FACILITY (GS 115C-238.29D(c))

The board is currently exploring options for facility use. A facility will be identified and a lease executed prior at the time as required for final approval of the charter school application.

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Maintenance of the facility will be provided by the college/university partner since we propose to be located actually on the campus.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Winston-Salem Middle College plans to partner with a local post-secondary education institution to provide the facility use for the charter school operations. Currently discussion is underway with possible partners; however final agreement is based successful approval of the charter school application. The necessary space for an efficient and effective execution of institutional operations is five classroom spaces that seat twenty five students, has adequate physical education facilities, a computer technology lab, science lab, administrative space and records room. Due to the community approach taken by Winston-Salem Middle College, there are other space opportunities available with local civic and business partners should our initial ideal location on post-secondary campus not materialize.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- **Safety**

Winston-Salem Middle College strives to ensure that the well-being of its students, staff, faculty, and volunteers be of the utmost priority at all times. In maintaining such an orderly safe environment must be provided and preserved. Per student conduct requirements and conduct requirements of staff it is a mutual responsibility of all to ensure the protection of such an environment. At all times staff will wear name badge to identify them, individuals visiting the campus shall process directly to the administrative office to register their presence and reason for being on campus. Careful and diligent background checks (inclusive of the sex offenders' database) will be completed on all personnel and volunteers prior to them working on campus.

- **Immunization of Students**

As required by North Carolina law upon enrollment parents/guardians will provide proof of their students' immunization records before a student may attend classes of any activities on associated with the school.

- **Fire and Safety Regulations**

Winston-Salem Middle College will abide by all fire and safety codes and regulations as prescribed by Cabarrus County and the local municipality of any other body that has jurisdiction in which the school resides and provide access to the appropriate officials to conduct inspections as required by law. A written plan will be developed in consultation with relevant authorities to ensure such compliance.

- **Food Inspections**

Winston-Salem Middle College will comply with all necessary jurisdictional requirements and laws as it pertains to the storage, hygiene and preparation of food. A written plan will be developed in consultation with relevant authorities to ensure such compliance.

- **Hazardous Chemicals**

Winston-Salem Middle College will comply with all necessary jurisdictional requirements, local, state and federal as it pertains to the storage, use, and disposal of hazardous chemicals. A written plan will be developed in consultation with relevant authorities to ensure such compliance.

- **Bloodborne Pathogens**

Winston-Salem Middle College will comply with all necessary jurisdictional requirements, local, state and federal as it pertain bloodborne pathogens. A written plan will be developed in consultation with relevant authorities to ensure such compliance.

- **Diabetes care plans**

Winston-Salem Middle College will require the adherence of individual diabetes care plans as provided by the parents/guardians or by staff and volunteers as prescribed by their medical professional. Special care will be given to ensure relevant personnel and teachers are trained in dealing with diabetes related episodes so that they may act accordingly as permissible by law.

- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**

Winston-Salem Middle College will comply with the North Carolina General Statutes that requires 9-12 grades to be aware of how to lawfully abandon a newborn child. This will be accomplished by through a process provided by the North Carolina Department of Public Instruction, and advice from the local county health authority.

- **Providing parents and guardians with information about:**

- Meningococcal meningitis and influenza and their vaccines at the beginning of each year
Winston-Salem Middle College will provide information to parents/guardians regarding Meningococcal meningitis and influenza and their vaccines at the beginning of each school year through annual open house, and pamphlets mailed to the legal address of the parent thirty to sixty days prior to the start of the open house and academic semester. This information will also be readily available in the campus administrative offices.
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases
Winston-Salem Middle College will provide information to parents/guardians regarding Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases at the beginning of each school year through annual open house, and pamphlets

Winston-Salem Middle College

mailed to the legal address of the parent thirty to sixty days prior to the start of the open house and academic semester. This information will also be readily available in the campus administrative offices.

VI. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

VII. APPENDICES (OPTIONAL)

Appendix A - LEA RECEIPT OF WINSTON-SALEM MIDDLE COLLEGE CHARTER SCHOOL APPLICATION

**APPENDIX A
LEA RECEIPT OF WINSTON-SALEM MIDDLE COLLEGE CHARTER SCHOOL APPLICATION
AFFIRMATION STATEMENT**

I _____ (Printed Name) on behalf of the Winston-Salem/Forsyth
County School System as the _____ (Position/Title) acknowledge receipt
of the charter school application of Winston-Salem Middle College and will ensure its delivery to the
Superintendent and all other appropriate authorities.

Signature of Receptor **Time** **Date**