



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

Alpha Academy of Laurinburg

Opening in the 2020-2021 School Year

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Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: Alpha Academy of Laurinburg
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: Alpha Academy
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)

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

Name of Contact Person: Eugene Slocum

Title/Relationship to Non-Profit: Incorporator

Mailing Address: PO Box 26179

City/State/Zip: Fayetteville/NC/28314

Primary Telephone:(910) 354-9099

Alternate Telephone: N/A

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

Geographic County: Scotland

LEA/District Name: Scotland County Schools

7. Was this application prepared with the assistance of a third-party person or group?
Yes
No

Give the name of the third-party person or group: Eugene Slocum

Fees provided to the third-party person or group? 0.00

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

Eugene Slocum assisted in the facilitation and construction of this application.

Eugene Slocum will Serve as the Executive Director post-approval. He currently operates in this capacity for Alpha Academy of Fayetteville. This role includes the management of facility acquisition/expansion, financial/management, operational compliance,

and oversight of the implementation of the education plan.

9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

Do you want your replication application to be considered for Fast-Track?

Yes. Complete the Fast-Track Special Request Section.

No

11. Do you want your application to be considered for acceleration?

Yes. Complete the Acceleration Special Request Section.

No.

12. Do you want your application to be considered for an Alternative Charter School?

Yes. Complete the Alternative Charter School Special Request Section.

No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2020 Month: August

14. Will this school operate on a year-round schedule? Yes No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2025-2026	At Capacity 2027-2028
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	25	50	50	50	50	50
3	25	25	50	50	50	50
4		20	25	50	50	50
5			25	25	50	50
6				25	25	50
7					25	50
8						50
9						
10						
11						
12						
Totals	150	195	250	300	350	450

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
25% White 50% Black 20% Indian 5% Other	80	10	3

17. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Scotland County has a total K-8 population of approximately 4,000 students and each grade has approximately 470 students. Scotland County possesses no school of choice.

Of the ~4000 K-8 students, 30% are White, 45% Black, and 16% Indian. The Hispanic population in Scotland County makes up a very small portion of the student population. Less than 1% of Scotland County students are ELL (National Center for Education Statistics Year 2016-2017).

In addition to serving Scotland County, Alpha Academy of Laurinburg will recruit from Robeson and Hoke counties which serve approximately 22,400 and 8,600 total students, respectively.

Robeson averages ~1,800 students per grade and Hoke averages ~700. The attendance charts for these schools can be found in Appendix A1. Alpha's estimated LEA split will be 55% Scotland County, 35% Robeson County, and 10% Hoke/Other counties.

With these designated percentages, our first year will serve less than 6% of total Scotland County Kindergarteners in Year 1 and at max capacity since we do not plan on growing our Kindergarten class total. Our first year serving Robeson is under 1% of their total Kindergarten population. We have elected to start at grades K-3 to build a strong Alpha Academy culture and to start at the ages where students are most receptive to foundational learning.

Alpha Academy possesses brand recognition in Scotland County with numerous students traveling over an hour to Alpha Academy of Fayetteville, despite parents having to drive halfway to be within the busing limits of Alpha Academy of Fayetteville. Alpha Academy of Laurinburg has been advertised since early 2018, possesses the support of prominent community members such as the Mayor of Laurinburg, and the Alpha Academy brand has been present in the area for well over 5 years.

The board plans on adding 50 students per year. As the initial 1st grade sections progress, the school will add one grade section in order to accommodate them. In addition, the initial 3rd grade class will move up a grade and we will support that transition by adding a 4th grade class and so forth as each year passes.

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. I certify I do not certify

Explanation (optional):

Alpha Academy of Laurinburg applied last year, and some of that language is contained in this application. This will be the case for all sections.

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

~~A. Per State Board of Education policy [CHTR-013](#), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:~~

~~1. Demonstrate a clear and compelling need for the accelerated planning year.~~

~~Click or tap here to enter text.~~

~~2. Demonstrate an exceptional need for the charter school in the proposed location.~~

~~Click or tap here to enter text.~~

~~3. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.~~

Yes

No

~~4. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?~~

Yes

No

~~5. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.~~

~~Click or tap here to enter text.~~

~~Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.~~

~~B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:~~

~~1) Unique mission and educational program.~~

~~2) Local, state, and national nonprofit partnerships committed to assisting the school.~~

- ~~3) Potential for economic and educational development of the region.~~
- ~~4) Mentoring by a successful organization that has experience in creating public schools.~~
- ~~5) Obstacles to educational reform efforts that leave chartering as an available option.~~
- ~~6) Commitment to work with a successful charter school board as a guiding mentor.~~
- ~~7) The length of time the board of directors has existed.~~
- ~~8) Whether the proposed board has previously operated or currently operates a successful public charter school.~~

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

Conversion

~~1. Is this application a Conversion from a traditional public school or private school?~~

~~Yes. Go to Question #2.~~

~~No. Stop. Do not complete this section.~~

~~2. Is the Conversion Public or Private? Public. Complete Question #3 below.~~

~~Private. Complete Questions #4 and 5 below.~~

~~3. Public Conversion Information~~

~~*Give the name and six digit identifier of the school being converted: [Click or tap here to enter text.](#)~~

~~If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences~~

~~Conversion evidences must include:~~

- ~~1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school~~
- ~~2) Last payroll outlining current staff receiving compensation from the traditional public school~~
- ~~3) Current school enrollment~~
- ~~4) Parent support of the conversion~~

~~4. Financial History~~

~~Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.~~

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior
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~~5. Private Conversion Information~~

~~Name of the private school being converted: Click or tap here to enter text.~~

~~City and state where private school is located: Click or tap here to enter text.~~

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

~~2) Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Click or tap here to enter text.~~

~~Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences.~~

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

~~Click or tap here to enter text.~~

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

~~Click or tap here to enter text.~~

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

~~Click or tap here to enter text.~~

Replication

Per SBE policy [CHTR-016](#), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

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

Yes. Go to Question #2. No. Do not complete this section.

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.

Alpha Academy of Fayetteville which operates in Cumberland County, North Carolina.

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?

Yes. Answer questions #4-6. No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:

- A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
- B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
- C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
- D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication.

Our board has operated in Fayetteville for almost 20 years and have met or exceeded growth for the past 5 years. Our educational outcomes are significantly greater than the LEA in which we are located as well as the LEA we look to enter, as evidenced in Appendix A3.1. Alpha Academy of Fayetteville has done exceptionally well with educationally disadvantaged students. Our percentage of grade proficient students among the Black and economically disadvantaged students are 150% greater than Scotland County averages and just under that in the county it operates, Cumberland. Alpha Academy of Fayetteville continues to expand because of its success and community demand.

Our board has been academically successful, financially solvent, and operationally compliant over the past three years.

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior
\$4,725,278	\$5,588,241	\$6,751,120

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

Yes. Answer questions #8-10 below.

No. Go to Question #11.

~~8. Eligibility Criteria~~

- ~~A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina~~

- ~~1) have an academic proficiency comparable to the LEAs in which the current schools are located; or~~
- ~~2) meet or exceed growth for the three years immediately preceding the application at issue.~~

~~If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.~~

- ~~B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.~~

~~If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.~~

~~Does the EMO/CMO partnering with the board meet the criteria listed above? Yes No~~

~~Attach as Appendix A3.1 Replication Educational Outcomes for the replicated school for the last three academic years.~~

- ~~9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. [Click or tap here to enter text.](#)~~

- ~~10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.~~

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

11. Fast Track Replication

Do you want your application to be considered for Fast-Track Replication?

Yes. Complete the Fast Track Eligibility Criteria below.

No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets at least one of the qualifications above. Yes No

Please See Fast-Track Addendum at the end of the application

Alternative

Do you want your application to be considered for an Alternative Charter School?

Yes. Continue to the next section.

No. Stop. Do not complete this section.

~~In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), the charter school must demonstrate that it serves a student population as follows:~~

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

~~Does your proposed school meet the minimum criteria?~~

~~Yes. No.~~

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

~~*The school must, in its application, designation which of the alternative accountability options it is requesting under [ACCT 038](#). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in [CHTR 020.III](#)).~~

Proposed Management Organization (EMO or CMO)

1. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes No. **Stop do not complete this section.**

~~2. Name of the Company: _____~~

~~Mailing Address: _____~~

~~City/State/Zip: _____~~

~~Phone Number: _____~~

~~Contact Person: _____~~

~~Email Address: _____~~

~~Website: _____~~

- ~~3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.~~

~~Click or tap here to enter text.~~

~~Attach Appendix A4.1: Executed Management Contract~~

- ~~4. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.~~

~~Click or tap here to enter text.~~

- ~~5. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?~~

~~Click or tap here to enter text.~~

- ~~6. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.~~

~~Click or tap here to enter text.~~

~~7. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.~~

~~Click or tap here to enter text.~~

~~8. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.~~

~~Click or tap here to enter text.~~

~~9. Is the facility provided by the EMO/CMO? Yes No~~

~~Attach Appendix A4.2 Facility Buyout Agreement, if applicable~~

~~10. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.~~

~~Click or tap here to enter text.~~

~~Attach Appendix A4.3: EMO/CMO Financial History~~

~~Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.~~

~~Attach Appendix A4.4: IRS Form 990~~

~~Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.~~

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization’s purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

1. The mission statement of the proposed charter school is as follows (35 words or less):
Alpha Academy of Laurinburg will prepare all students to become outstanding leaders and motivate them to strive for their greatest potentials through exceptional character and academic achievements.

2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Alpha Academy of Laurinburg's vision is to be one of the best schools in the world. Success is measured by our service to the community while helping students graduate, obtain successful careers, and becoming model citizens of the world.

Educational Need and Targeted Student Population of the Proposed Charter School

3. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district?
[See G.S. 115C-218.45\(e\).](#)

In Appendix A3.1, the academic subgroup proficiency breakdown and school demographic information is provided by LEA and individual Scotland County school. Our school will look to mirror the LEA demographics from each LEA we serve, which will be predominantly from Scotland and Robeson counties. Scotland County’s SWD population is consistent with the state average of approximately 12%. We budget and account for that percentage of SWD.

According to the National Center for Education Statistics, the ELL student population in Scotland County is less than 1% and approximately 5% in Robeson. The board anticipates our ELL population to comprise roughly 3% of our student total.

The school will provide free transportation as well as free and reduced lunch which will eliminate barriers that typically preclude economically disadvantaged students from attending charter schools. This is extremely important in Scotland County that has over a 6% unemployment rate. It is imperative that a school of choice provide ample transportation and avenues for children to attend school. Alpha Academy has a history of serving and catering to the needs of all students. Alpha Academy of Fayetteville serves over 70% of free and reduced lunch students and the board intends to replicate the marketing and instructional strategies employed at Fayetteville to attract and serve similar students in Laurinburg.

4. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

In Appendix A1, the educational outcomes for the surrounding LEA's as well as individual Scotland County schools are broken down into the percentage of proficient students per academic subgroups. In addition, the percentage of economically disadvantaged students is provided along with the student achievement grade and growth for the past three years. The racial demographic of each school is also provided.

In Scotland County for the 2017-2018 school year, 3 of 9 schools did not meet growth and 5 of 9 were given the grade of D. Over the past three years, 2/9 schools did not meet growth once and 7/9 schools were given the grade of D at least once. Of the 9 schools located in Scotland County, none have exceeded growth in the past three years. Scotland County's overall grade proficiency is 9 points lower than that of the state.

Scotland County is currently in phase three of their school consolidation plan. They are scheduled to close IE Johnson Elementary as well as South Scotland Elementary and to build a new facility that will be ready for the 2020 school year. Phase two consolidated Covington Street Elementary and North Laurinburg into Sycamore Lane Elementary and Laurel Hill, respectively. Sycamore Lane is one of worst performing schools in the county. This is after it received students from the first consolidation phase that included students from Washington-Park Elementary and Pete-Gardner Elementary School.

Many families and students will be forced into new schools at the beginning of 2020, which makes the choice of Alpha Academy exceptionally important during such a year of transition for the county. Alpha Academy will also serve as an option for the students

that were consolidated earlier in this process that may desire a smaller school environment and that have verifiably struggled at Sycamore Lane. Parents and community members were vocally upset with the school district's decision to consolidate. The Mayor outspokenly questioned the decision by the board to consolidate schools and his letter in support of Alpha Academy of Laurinburg can be found in Appendix O.

Scotland County enrollment has declined by ~800 students over the last nine years, however; there are multiple companies seeking to locate in Scotland County with more anticipated due to the construction and recent completion of the County's incubator park. Recently, Cascades and Carmichael Farms have invested over 80 million dollars to create over 100 jobs in the area.

Due to the low enrollment in Scotland County schools as well the small size of the district, Alpha Academy of Laurinburg will also pull from Robeson County. In Robeson County, the overall grade proficiency is 18 points lower than that of the State and Black and Indian students struggle disproportionately, which composes over 60% of the Robeson population. Economically disadvantaged students in Robeson County also struggle much worse than the state average, with only 35% of economically disadvantaged students being grade proficient. At Alpha Academy of Fayetteville, 60% of economically disadvantaged students are grade proficient.

Alpha Academy has served diverse populations for almost two decades. Alpha Academy currently serves a 70% free and reduced lunch population. Alpha Academy, being located outside of a military base, has blended many different cultures and circumstances and held all students to a high-standard which is reflective of the results achieved over its history.

Our program is catered to serve all students, regardless of socioeconomic background. Students in this area are regularly reading behind grade level and the achievement gap is exceedingly large. Alpha Academy recognizes and caters to multiple intelligences, emphasizes core literary skills, and prepares our teachers to successfully engage a diverse classroom by providing training in culturally-relevant pedagogy (CRT).

The consistent and conscious effort made to understand the best way students learn empowers our teachers to differentiate instruction to best engage their classroom and individual students. Alpha Academy considers core literacy skills to be the foundation of learning. This is extremely important in an area like Scotland County where many socioeconomically disadvantaged students are struggling to read and understand state testing vocabulary. In addition, Alpha Academy offers a Saturday Academy which supplies all students, especially those at-risk, more time with instructors and remediation time. This is important with a population that is well-behind grade level standards.

Our teachers' ability to manage a diverse classroom and establish high-expectations for all students has set Alpha Academy of Fayetteville apart in Cumberland County. Scotland and Robeson counties are impoverished areas where students are falling behind and in desperate need of an educational option that successfully builds their academic fundamentals. Some students from Scotland County are already finding ways to make the hour-long trip every day to Fayetteville for access to our school's recognized program. The board believes our program needs to be more accessible to all students struggling in Scotland and Robeson counties that lack schools of choice and are not able to make the drive to Fayetteville.

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

The board is projecting that 55% of our total enrollment will be from Scotland County. Scotland County is a rural area and a small LEA. This must be factored and stated when reviewing these numbers. For example: The school seeks to serve 50 Kindergarten students our first year, but we only expect ~55% of those students to come from Scotland County. 55% of 50 students is approximately 25 students. 25 students divided by the final month ADM of Scotland County for Kindergarteners (435) results is a reasonable 5.7% projection. (Numbers pulled from Statistical Profile via DPI).

Alpha Academy of Laurinburg Enrollment by Percentage of Scotland County ADM.

K: 5.7%
1: 5.4%
2: 3%
3: 2.9%

Alpha Academy will pull less than 1% of the ADM of Robeson and Hoke counties.

6. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Alpha Academy of Laurinburg will offer an extended day, which is 1 hour longer than Scotland County. Alpha Academy will also offer Saturday Academy and teach students

the “Alpha Way” which has been instrumental in creating leaders and raising academic achievement at Alpha Academy of Fayetteville.

The Alpha Way is a composite of strategies and ideologies that positively impact the “whole student.” This holistic approach is consistent with our mission. These strategies are implemented throughout the entire school and require participation and buy-in from the entire school family. First, staff, teachers, students, and parents should know and understand our mission. Our mission has a stated belief that exhibiting and developing good character is essential to the successful student. Good character traits such as respect, honesty, gratitude, and compassion help cultivate a positive and energized school environment conducive to learning. It is the school’s goal to create a strong academic philosophy by helping students feel good about themselves and excited about learning. It is imperative that the enforcement of these values not be comprised.

In addition to structural differences, Alpha Academy places an emphasis on core literary skills, which is where many Scotland County schools are falling behind. Some schools are rated as “F” in reading proficiency. Many socioeconomically disadvantaged students struggle with a narrower scope of informational exposure. A study published by the National Association for the Education of Young Children states that 3-year-olds in poverty situations know 600 fewer words than those from middle class families. The gap widens to 4,000 words by the second grade. Alpha Academy consciously builds into the lesson plan activities to close those knowledge gaps so that students can be comfortable in the classroom.

Our classroom teachers utilize “Teach Like a Champion” to help facilitate an engaged classroom where all students are a part of the lesson. “Teach Like a Champion” is a book written by Doug Lemov and is implemented by top performing schools throughout the country that serve socioeconomically disadvantaged students.

Alpha Academy also identifies each child’s form of multiple intelligence and learning styles using various assessments. By understanding how each child best learns, teachers are better equipped to differentiate their instruction and engage their classroom.

These components culminate into a tool we use to achieve called Alpha’s Learning Portfolio for Students (ALPS). This instrument is used to record and archive essential quantitative and qualitative and baseline benchmark data. The ALPS instrument is utilized for Performance Tier Tracking which is a process the school has developed to monitor and evaluate academic performance data in core subject areas. Qualitative data such as learning styles, multiple intelligences, and success indicators are also recorded.

This documentation assists teachers in understanding the progression of each child and leads to better communication with both parents and students. The focus on communication between teachers, students, and parents is an important component

and metric at Alpha Academy and is recognized in our goals. Communication logs are kept by teachers so that the Lead Administrator may assess school communication each quarter.

7. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results.

We have established relationships with the Mayor, with his letter of support attached. In Appendix A.1, the reader may also find the Mayor's open letter to the community that details his concerns with the Scotland County School Consolidation Plan. One of his points discusses how students now have no middle school of choice in downtown Laurinburg, where our school will be located. Those students must be bused over 10 miles to get to their school. There are no longer true community schools in Scotland County because of the amount of consolidation that has occurred or is set to occur.

Our school has also formed a relationship with Golden Corral. Golden Corral is excited to partner with our school and to provide nutritious meals within state regulations. Their letter is attached in Appendix O.

We have held multiple forums with the community dating back to 2018. Our board has gathered over 70 surveys in the past 2 months and has a Facebook page with over 100 likes from local community members.

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

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

6. Encourage the use of different and innovative teaching methods.
 1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system. Alpha Academy brings a successful model of education to Scotland County that currently possesses no school of choice. In the neighboring county of Robeson, where Alpha Academy anticipates many students coming from, traditional schools are struggling, and families only have two schools of choice. One is only a middle school, while the other is a K-12 school that serves a much more affluent demographic that does not reflect the community population. All students in these rural counties should have access to a high-quality education. Alpha Academy utilizes a variety of best-practices that have been successful in serving socioeconomically disadvantaged students, which comprises a significant portion of the target population. Alpha Academy will bring an extended school day, a consciously crafted approach to building academic fundamentals, culturally-responsive teaching, and, most importantly, a model that has successfully met and exceeded academic growth among diverse populations. Many schools in Scotland and Robeson Counties have not been successful in meeting academic growth and are chronically underperforming schools. Alpha Academy will provide students in underperforming schools a needed school option with a two-decade track record of improving student achievement with diverse populations. **4. Improving student learning.** Less than half of K-8 students in Scotland and Robeson Counties are meeting state standards. Over two-thirds of Alpha Academy students are meeting state standards on EOG testing and Alpha Academy has either exceeded or met growth with a diverse student population each of the past five years. No school in Scotland County has exceeded growth in the past three years and 5/9 of their schools received a D or F in the 2017-2018 school year. 8/9 schools in Scotland County recorded a school proficiency percentage less than that of the state. According to NC School Report Card, Scotland County possesses multiple schools with incoming Kindergarten grade proficiency greater than 70% compared to the state average of 50%. Elementary schools receiving over 80% Kindergarten proficient students are still posting performance grades of D. It is extremely concerning that students are entering some schools in Scotland County with a higher proficiency average than the state and then leaving the school system worse than the state proficiency average. Alpha Academy will provide all students a high-performing school model with an experienced school board that is supported by years of data. **5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.** Alpha Academy has worked with at-risk

students for many years with 60% of its economically disadvantaged student population achieving grade proficiency compared to the Scotland County average of 40%. Robeson County also struggles with economically disadvantaged students with only 35% of their economically disadvantaged student population achieving proficiency. Alpha Academy offers daily remediation sessions based on the level of each student, consciously builds core literary skills, and schedules regular Saturday Academy that's primary purpose is to help at-risk students close the achievement gap through extra time in the classroom.

1.3 Goals for the Proposed Charter School

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

Alpha Academy of Laurinburg embraces the following goals for its first five years of operation. The Lead Administrator will be responsible for the administration, monitoring, and reporting of these goals to the board of directors. Goals will be assigned monthly, with the below goals being reported in timely fashion each year.

Alpha Academy Mission: Alpha Academy of Laurinburg will prepare all students to become outstanding leaders and motivate them to strive for their greatest potentials through exceptional character and academic achievements.

General:

- Attendance- Average attendance of 95%
- Students average 1.5 years + of growth in Math and ELA each year
- "Meet" or "Exceed" Academic Growth as defined by the state
- Exceed the proficiency levels of Robeson and Scotland County LEA's by 10%
- 90% teacher retention per year

Grade Proficiency Objectives

- Year 1: 50% of students in 3rd grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
- Year 2: 55% of students in 3rd-4th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
- Year 3: 60% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup
- Year 4: 65% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

- Year 5: 70% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

NC DPI School Report Cards Financial Goals

- Year 1: Positive balance of 1.5%
- After Year 2: Meet the state standard of a positive 3% balance each year

Metrics:

- Monthly financial report to the Board based on review by finance committee
- Independent audit contracted by the Board

Operational and Culture Goals

1. Teachers will communicate with parents, at a minimum, once per quarter with each of their students' parent/guardian
2. 95% attendance rate
3. 95% teacher satisfaction
4. Students can recite the Alpha Pledge in full after their first full semester at the school (find Alpha Pledge in Appendix O)
5. Achieve 100% Class Participation in Community Service Projects

Metrics:

1. Teacher Logs to be reviewed quarterly by Lead Administrator
2. Staff surveys in October, December, March and June (NC Teacher Working Survey) and staff attendance
3. Teacher surveys
4. Teacher's log in ALPS
5. Teacher's log in ALPS.
 - Community service projects for younger grades include activities such as letters to senior citizens and participation in Pennies for Patients
2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Executive Director will present a monthly report to the Board of Directors appraising the board of the school's progress toward attaining the school's mission and goals. The Report shall be made a permanent part of the monthly Board of Directors meeting agenda. These goals will include student proficiency, finances, school compliance, the mission related goals above, as well as any other goals deemed necessary by the Board of Directors. The Executive Director will develop operational reports based on the questions and directives of the board.

The board will measure the Executive Director’s success as it relates to the outcomes stated in the goal’s above. The board’s goals and desires for the school are outcome oriented. The board will request operational reports of areas that do not meet the goals laid out in the goal’s section. The board will analyze data and ask questions to determine root causes and provide support as necessary.

In addition, the parental advisory council will be given a timeslot to speak at the end of each meeting about parents’ questions, praises, or concerns.

Section 2 Education Plan

2.1 Instructional Program

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

Alpha Academy of Laurinburg’s instructional program directly follows the North Carolina Standard Course of Study. In the first year, our teachers will implement Alpha Academy of Fayetteville’s Pacing Guides and Class Schedules for each grade, which can be found in Appendix B and E respectively. These will be iterated upon each summer to best cater to the students attending our school. Alpha Academy of Fayetteville has effectively taught a diverse population of socioeconomically disadvantaged students, ELL, and military in a high-expectation environment where students learn that there is no compromise for excellence. Gloria Ladson-Billing’s culturally-relevant pedagogy is a research best-practice implemented at Alpha Academy and is a large part of our success in working with diverse student populations. Some students from Scotland County currently make the hour-long trip to Alpha Academy of Fayetteville because of the absence of a high-quality school of choice close to them, further illustrating the efficacy of our program in serving the targeted population.

Alpha Academy utilizes Bloom’s Taxonomy to structure lessons and think about how deeply each student understands a concept. Teachers will adjust questions to help them differentiate instruction in their classroom by developing questions starting with the most basic level, then moving towards the more advanced levels. Students at varying levels are able to answer questions on the same topic, but also at their own level. This blends with Alpha’s emphasis on identifying each student’s learning style using multiple intelligence assessments. By understanding and teaching in the order a student must learn and how a student best learns, our teachers are better positioned to cater their lesson plans and

teaching techniques to their entire classroom. Teachers will use a wide variety of techniques to engage their classroom and accommodate student learning styles. These techniques can range from direct instruction, inquiry-based learning, kinesthetic learning, visual, project-based learning, among other methods that coincide with the multiple intelligences of the classroom. Each student's most comfortable learning style will be documented in the Alpha Learning Portfolios for Students (ALPS) so that each teacher can utilize what past teachers have learned about each student.

Alpha Academy of Laurinburg will focus on building the academic fundamentals of our students; one of the reasons our school will begin with K-3. This is especially important because of how far behind many of the students are in Scotland and Robeson Counties. Alpha Academy conscientiously closes informational gaps so that students are empowered to engage in higher level discussions with their peers. This ability to interact and understand one another builds self-esteem, encourages engagement, and ultimately cultivates the character and leadership articulated in our mission statement. Alpha Academy schedules DEAR (Drop Everything and Read) for grades K-5 everyday and makes time for remediation sessions at the end of each day across all grade levels.

Students will be assessed within their first week back to school. Instructional differentiation effectiveness and student progress will be measured by collaboratively and regularly constructed teacher course assessments, regular usage of Study Island and NWEA MAPS (which are fully integratable), Reading Eggs, mid-quarter and end quarter assessments, and state mandated assessments that include BOG, EOG, and Dibels. Both Study Island and NWEA MAPS are research-based best practices with various supporting studies found in Appendix O. Quarterly assessments will be mandatory and other formative assessments will be utilized in between quarterly assessments for constant monitoring. Grounded in systematic assessment, regular small group sessions are scheduled each day to offer remediation and differentiated instructional material to challenge and accelerate student development across all levels of achievement.

Students that attend Alpha Academy will experience extended school hours, regular Saturday Academy, the Alpha Way, a focus on core literacy skills, and extensive student portfolios that document and track various student benchmarks, achievements, behavior, and multiple intelligences. These portfolios are regularly shared with students and families so that a concise, holistic perspective can be discussed, shared, referenced, and built upon.

Teach Like a Champion (TLAC) will be deployed as a classroom management guide, everyday reference tool, and as a means to streamline teaching vocabulary throughout the school for more consistent and understood communication among staff. It is used among top performing schools across the country and state that serve impoverished students. It summarizes best practices observed across teachers around the country and anticipated outcomes. These techniques are meant to be discussed and iterated upon, and the author

encourages teachers to think creatively on how to best adapt these techniques among their students.

Curriculum and Instructional Design

2. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Alpha Academy of Laurinburg shall serve grades K-3 in its first year of operation and will add one grade level each year, reaching grade seven by year five. The school will ultimately feature primary (K-2), elementary (3- 5), and middle (6-8) school sections in a classroom-based setting.

Class sizes will be no more than 25 students.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

Alpha Academy's curriculum is standards based and derived from the North Carolina Essential Standards. The North Carolina Accountability Model measures academic progress using the North Carolina Standard Course of Study. Alpha Academy's pacing guides are attached in the Appendix B.

This curriculum's success at Alpha Academy is illustrated by academic subgroup proficiency in Appendix A3.1. The gaps closed with socioeconomically disadvantaged students drastically outpaces the county in which Alpha Academy of Fayetteville resides as well as the state.

The curriculum components include research-based best practices in serving economically disadvantaged students, which comprises the majority of the population. Culturally-Responsive Teaching, Teach Like a Champion, Saturday Academy, daily remediation sessions, and a foundation of core literary skills will support the struggling students in Scotland County as it has in Cumberland County.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement

for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Teachers will be asked to master, first and foremost, Bloom's Taxonomy. Bloom's Taxonomy will provide the teacher a spectrum to work across with students in engaging different levels of thinking. Bloom's Taxonomy should structure the lesson plan teachers compose by requiring incremental levels of thinking to engage all students.

Culturally-Responsive Teaching (CRT), though more of a consciousness, is important in the diverse classrooms that we will serve. CRT acknowledges cultural differences and responds to those cultural differences in the classroom in a way that fosters education for all students.

Our teachers will use a multitude of instructional strategies because of school's approach to multiple intelligences. The teacher must learn to adapt to the student and differentiate instruction.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Alpha Academy's instructional plan is built upon the North Carolina Standard Course of Study that defines what students should know at each grade level. Alpha Academy will participate in Read-to-Achieve and the North Carolina Accountability Model, including taking BOG and EOG tests.

While state assessments are taken into consideration, Alpha Academy requires students pass three of four core courses to move to the next grade: Math, Reading, Science, and Social Studies. The standards of Alpha Academy require excellence every day and passing classes at Alpha Academy requires constant participation and effort. Our student portfolios are regularly consulted to ensure behavior has improved and maintained at an adequate level of maturity. If a student has an IEP plan, the IEP plan will be consulted and the goals reviewed.

6. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The school calendar is closely aligned with the LEA's school calendar. The Alpha Academy calendar establishes three marking periods to administer the NWEA MAP and other assessments to deliver measured pacing to instruction.

Teachers will start the year with two weeks of professional development to prepare teachers to implement the culture, ethos, and academic program of Alpha Academy.

Teachers will prepare lesson plans with supervision and assistance of other teachers and the Lead Administrator to ensure mission and program alignment.

Throughout the week, there are regular reporting periods that include engage students and parents in one-to-one consultations and interviews. This helps keep communication frequent, scheduled, and transparent among all parties.

Teachers meet every Tuesday after school

Our pacing guides provide our teachers an understanding from the beginning of the year on what must be taught and the standards all students must be asked to achieve.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

K-5

Students will arrive at 7:45 to turn-in homework and complete morning work. From 8 to 8:30, students will make the Alpha Pledge, the Pledge of Allegiance, and participate in morning enrichment which includes character development activities.

The academic school day will then begin at 8:30. The morning consists of one hour of ELA and one hour of Math. In the afternoon, ELA and Math remediation take place followed by Science/Social Studies classes that rotate weekly. The emphasis on the fundamental and math and reading prepare young students to fully engage with all other courses as they progress into middle school.

The students will end the day with DEAR and then spend the last 30 minutes of school working on homework.

6-8

In grades 6-8, students will spend an hour each day in their core classes of Math, ELA, Science and Social Studies followed by an elective. The student will finish the day in a study hall type of environment with access to teachers.

8. Describe a typical day for a teacher and a student in the school's first year of operation.

Teacher:

A teacher will be asked to arrive by 7:30 and leave by 4:30 every day with a one-hour lunch break. Assistant teachers will cover for teachers during the lunch period. This amounts to an 8-hour workday. However, teachers will participate in professional development/lesson planning sessions weekly on Tuesday at 4:15.

Student (K-2):

A student will arrive by 7:45AM each day. The student will submit homework, participate in school announcements, participate in morning enrichment, say the pledge of allegiance, the Alpha Pledge and then return to class at 8:30. Since our inaugural year will only accept Grades K-3, our schedule will consist of 1 hour in both reading and math each day. Students will be given 30-minute recess, a 1hour lunch, and 30 minutes of independent reading/study each day. Following independent study, two hours will be spent in small groups remediating math and ELA lessons from the week. Following remediation, Science or Social Studies will be taught, depending on the week. The additional time on certain days would alternate between spelling, writing, character development, music, and art .

3-5

Students in grades 3-5 will follow a similar schedule, but they will have dedicated time for an elective at the end of each day and more time spent in remediation.

6-8

In grades 6-8, students rotate classes roughly each hour. An hour is spent in Math, ELA, Science, and Social Studies each day followed by an elective. Remediation takes place at the end of the day, followed by dismissal.

The class schedule in Appendix B clearly articulates the outline of the day for each grade span.

~~High School Graduation and Postsecondary Readiness (High Schools Only)~~

~~9. Describe how the proposed charter school will meet the Future Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.~~

~~Click or tap here to enter text.~~

~~10. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).~~

~~Click or tap here to enter text.~~

- ~~11. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.~~

~~Click or tap here to enter text.~~

Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school’s purpose) for each grade span the school would ultimately serve.

~~**Attach Appendix C: 9-12 Core Content Electives.** Provide a visual disseminating what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school’s graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.~~

Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

2.2 Special Populations and “At-Risk” Students

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Alpha Academy will use Performance Tier Tracking. All students enrolled in the school begin at Level I of the support system. Students that maintain adequate academic progress and grade level success remain in Level I. Students that demonstrate they are having difficulty maintaining adequate progress are elevated to Level II of the support system.

Level II students have trouble keeping up with assignments, not turning assignments in on time, or submitting assignments that demonstrate a lack of understanding of the intended skill being taught. Students will also be identified as Level II if they have not met academic growth as measured by Dibels, Study Island, and NWEA MAPS assessment across two grading periods. These identified students will be provided additional support such as small group instructional support, tutoring, parent conferences, special training, or other special assignments designed to remediate students lack of progress. Level II interventions may be maintained or rescinded based upon whether the student needs continuous support to maintain adequate progress. Students classified as Level II will be encouraged to attend Saturday Academy. Adequate progress is defined

as an academic trajectory set to achieve a "B" grade or better on the marking period report card. Students that are not able to make adequate progress with Level II intervention will be placed in Level III.

Level III students are provided one-to-one support including tutoring and individual project assignments. Level III students receive enhanced academic coaching and may be referred for evaluation by the school's exceptional children's program to determine if the student is eligible to receive exceptional children protections and services.

Level IV interventions may include seeking out of school supports for the student such as intervention by the Division of Social Services, Division of Mental Health, Family Counseling, Housing Assistance, and facilitation on meeting other family needs that impact student academic progress. Alpha Academy teachers and staff will receive regular professional development on implementation of the support system process. [As a special note: Students may be referred for evaluation by the school's exceptional children's program regardless of the support system process as a matter of law. The school's primary instructional leader is responsible for coordination of the support system. The board of directors will adopt a written policy and procedure for operation of the support system that includes record-keeping requirements, evaluation, and compliance review.]

This information will be contained in the Alpha Learning Portfolio's for Students (ALPS). These portfolios provide a more holistic level of detail that includes past performance, teacher notes, multiple intelligence identification, and other qualitative data that speaks to the complete child.

2. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Simon Johnson has also operated Quality Education Academy in Winston-Salem for over 20 years. His extensive experience serving as the Lead Administrator of Quality Education Academy has provided him extensive experience in working with thousands of students in grades K-12, including special populations.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
 - a. Methods for identifying EL students (and avoiding misidentification).

- b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
- c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- d. Means for providing qualified staffing for EL students.

Although Scotland County has under less than 1% ELL, Alpha Academy will provide full a full ELL program and facilitate support services.

a. Method for identifying ELL students:

The school will conduct a full program for English Language Learners. Alpha Academy will identify ELL students as mandated by the state. All students that enroll in the school will complete a Home Language Survey. All students identified through the Home Language Survey with a home language other than English will be administered the W-APT or the WIDA to determine if ELL services are needed and at what level. The school will have a licensed ELL instructor and specific support staff to provide students ELL services.

b. Service categories will include extensive services, supportive services, and transitional services.

"Extensive Services" may include some or all of the following:

- Collaboratively modified content by the classroom teacher and English language assistance.
- English language instruction taught by the ELL teachers away from the classroom (pull out services).
- A minimum of four 30 minutes sessions per week in groups of no more than 4 appropriately grouped students.

"Support services" involves two or three 20-30-minute sessions per week in groups of no more than six students.

"Transitional Services" include various other cooperative activities established between the regular classroom teacher and the ELL teacher.

c. The school administration will ensure proper record-keeping in compliance with federal Title III. The school may apply for Title III support and other ELL state support. The school will develop a comprehensive policy, procedure, and program for services to ELL students. ELL students will be assessed annually, at minimum, to determine if they no longer need ELL services.

The School administrator will be responsible for oversight of the ELL program including:

- Identification of students
- Determination of levels of services needed Implementation of the service program
- Review of students deemed no longer requiring ELL services Proper record- keeping

The ELL teacher will coordinate with the school’s testing coordinator to ensure that ELL students receive any required test accommodations.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Alpha Academy will identify students scoring in the top 10 percentile on MAP assessments or BOG/EOG tests in reading, math, and science. The school will make accommodations to gifted students through differentiated instruction and the use of online programs.

During the regular small group and remediation sessions detailed in the class schedules, academically gifted will similarly be grouped and presented additional above grade level material. Students grouped with other high-achieving students during this time will challenge each other to continue learning and engage in higher levels of Bloom’s Taxonomy.

Small groups will be supplemented with online materials that allow students to engage in a wide variety of subjects and materials. This online material will be comprised of free courses from resources such as Coursera and Khan Academy. Coursera is partnered with a multitude of universities, museums, and trusts to provide a diverse learning library ranging across all subjects. Khan Academy offers a well-organized structure of material that has gained national recognition for its numerous courses. Monitoring progress in these online programs is easy. Coursera functions as an interactive textbook that also offers quizzes along the way and sends a certificate upon course completion. Our teachers will set expectations and old students to completing certain sections based on time availability. Khan Academy also has a teacher login where teachers can easily track student progress and cater content to each student’s capability.

Gifted students who excel in any specific area will be given computers during daily remediation sessions. Excelling students may also participate in pull-out sessions with struggling students in a teacher/leadership role.

The MAP assessment will offer teachers and instructional leadership an overarching tool in measuring the progress of gifted students in a robust system. We embrace the philosophy that students should be able to advance as far as their aptitude and skills will carry them and have built into the instructional program a method to foster that growth. Gifted students may also

be identified in our independent support system and receive special support to meet their academic needs.

In middle school, academically gifted students will begin to take Math I and coursework typically taken in 9th grade. This gives those students additional challenges and experience before entering high school.

Eligible students in 7th and 8th grade will take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs.

2.3 Exceptional Children

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

Identification and Records

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

After the initial application and lottery, parents will be required to complete student registration within 10 days of formal written notice of acceptance. Student registration forms will ask if the student has been previously found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act. In addition, the school will send a student records request to the student's prior school which requests any exceptional children's or 504 records. Lastly, the Exceptional Children's Director will review all previously mentioned records to determine the student's status. Prior to the first day of school, the Student Information Management staff will run lists of students who are identified as Exceptional Children and 504 from the databases of POWERSCHOOLS and CECAS. On day one of the start of school, Exceptional Children and 504 Students will receive required services and accommodations.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

The school will post 'Child Find' posters at strategic locations across the school, on the school's website, and discuss 'Child Find' at open house and parent orientation meetings. The school's staff, including all teachers and instructional staff, will receive professional development in 'Child

Find.’ Parents, teachers, instructional staff, and other professionals working with a student may refer the student for an eligibility evaluation for Exceptional Children’s services or 504 status. The school will adopt a specific policy and procedure regarding referrals. Once a referral is made and the parent has provided consent, the eligibility determination process will be completed within 90 days as required by law.

The Exceptional Children’s Director will obtain reports from all teachers who are teaching the student. The student will be immediately scheduled for testing by the school’s educational psychologist. The Exceptional Children’s Director will obtain any written reports from outside professionals which can be provided by parents. The Exceptional Children’s Director shall make every effort to ensure that a complete record is made and the eligibility determination meeting (Individual Education Plan-IEP) is timely held. Student evaluations and assessments will be completed by qualified professionals. The school will maintain, on file at the school, a copy of the School Psychologist’s professional license, the Certifications of all personnel involved at the school involved in processing the referral, and the Exceptional Children’s Director shall review the complete record along with another qualified staff or consultant to assure there are no misidentifications of special education students.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
 - a. Requesting Records from previous schools
 - b. Record Confidentiality (on site)
 - c. Record Compliance (on site)

The school will manage Exceptional Children’s and 504 student records in accordance with federal and state law. All staff will receive professional development prior to the start of school to ensure that staff is familiar with the Federal Educational Right to Privacy Act (FERPA) and privacy laws regarding the handling of student records and information sharing. The school will request records from the student’s previous school during the final student registration process (after lottery) which includes a specific request for records which shows Exceptional Children or 504 status. The records clerk will establish a separate, locked, records room for all Exceptional Children’s and 504 Accommodations records. The records clerk shall immediately file Exceptional Children and 504 student records in secure locked filing cabinets. The room will have restricted access, including a specific sign-in and sign-out procedure.

Record confidentiality shall be maintained by the restricted access to records and the professional training of those who have access to the records. The Exceptional Children’s Director or qualified designee shall make a review of Exceptional Children’s records each marking period to determine that each record is in compliance with federal and state requirements. The review will examine whether all proper signatures were obtained from parents and IEP teams.

The review will determine whether all DEC forms were timely and properly completed. The school will adopt a written internal compliance audit protocol.

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

The properly constituted IEP Team is charged by law with making the determination of how each individual Exceptional Child's learning needs are met in the least restrictive environment possible. All staff which may be involved on an IEP team will have proper training and credentials. All staff will have received training in the concept and requirements for a Free and Appropriate Public Education (FAPE). Each IEP Team will take into consideration whether a student's disabilities are mild, moderate, or severe when creating, modifying, amending, or discontinuing an IEP. Special Education Students receive their status because an eligible disability has been shown to adversely impact student learning. The purpose of the IEP is to attempt to remediate the adverse impact of the disability on the student's ability to learn. It shall be the policy of the school to use data-driven instruction with all students, including students with disabilities and 504 Accommodations.

The School's Lead Administrator shall coordinate with the Exceptional Children's Director to regularly review student progress data (at least each marking period) to determine whether Exceptional Children, as a subgroup, are making adequate progress. The school will offer a full range of Exceptional Children's Services. Exceptional Children Teachers may push-in to regular classroom or students may be pulled-out of regular classrooms for special instructional services dependent upon the student's IEP. The school will also have a self-contained classroom available if needed. Student may be homebound if needed. The school and the IEP Team will be responsive to the individual needs of students and provide services to students in the least restrictive environment as determined by the IEP Team.

5. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

The school will provide regular classroom push-in services, regular classroom pull-out services, small group instruction, tutoring, self-contained classroom, and homebound services as needed based upon the student's IEP. The school's general education curriculum will be the basis of the school's educational program for Exceptional Children as well as all other students. Regular education and special education students are tested using the State's end-of-grade testing unless a student's IEP has approved alternative testing.

Students whose disabilities require alternative testing may be provided a modified version of the general education curriculum which is consistent with the approved alternative testing. On a continuum, Special Education Students with less severe needs participate in the general education curriculum in the regular classroom. These students may be pulled-out for speech therapy or occupational therapy as indicated in the IEP. Other students with greater needs may be pulled-out of the regular classroom for modified reading or math instruction in a small group setting based upon the IEP. There may be students with severe needs which may be educated in a self-contained classroom. All teachers and instructional staff shall be required to provide students access to the general education curriculum and prepare students for success on the end-of-grade test. The only exception to full participation in the general education curriculum is where an IEP Team has determined that student is in need of a modified curriculum and alternative testing.

6. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

FAPE is an acronym for the legal requirements under the Individuals with Disabilities Education Act (IDEA) to provide a Free and Appropriate Education. Special Education and 504 students will not be charged any student fees which regular education students are not charged. The school will pay the cost for all services provided in the IEP or 504 Plan. The school, through the IEP Team, will ensure students receives an education which is appropriate to their disabilities in the professional opinions of the IEP Team. The school, through the IEP Team, shall ensure to the extent possible, that Special Education and 504 students are educated in a public-school setting. The exception is if a private school placement is deemed in the best interest of the student and properly approved. If a private school placement is necessary, the cost is covered by the school. The methods and support systems used to ensure FAPE include the school's general education program, its Exceptional Children's Program, the availability of related services providers, having qualified and properly credentialed staffing, proper staff training, appropriate policies and procedures, and proper program supervision. The education we provide to our Exceptional children and 504 students is designed to prepare them for the future, including higher education, career, employment, and personal independence.

7. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

The Exceptional Children's Director is responsible to oversee the implementation of the IEP. The Exceptional Children's Director will conduct a conference at least once each marking period to discuss student progress with parents and the students. The Exceptional Children Teacher,

regular education teachers, and other appropriate staff will participate in weekly data-review sessions where all students' progress is discussed including students with disabilities. The Exceptional Children's Teacher will maintain services schedules. There shall be services schedules for related services. The Exceptional Children's Director shall review IEP's and services schedules each month to ensure that all Exceptional Students are receiving proper services according to their IEP. The Exceptional Children Director shall report on the progress of Exceptional Children at least once each month on an agreed upon schedule. Exceptional Children are a state established student subgroup within the school for testing and accountability purposes. The school will make every effort to ensure that Exceptional Children and 504 students receive a high-quality education and are able to perform on end-of-grade test to the best of their abilities.

8. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The board recognizes that hiring qualified staff and providing proper training and planning is critical to a successful exceptional children's program. The human resources committee will conduct a nationwide search through teachers-teachers.org, conduct interviews of qualified candidates, and select the best qualified staff based upon our overall program and proposed school culture. The Exceptional Children's Director shall solicit services proposals from qualified related services providers. The school will select the best qualified providers. The school will also maintain a standby list of providers to ensure the school can provide proper related services. Related services include but are not limited to the services of an educational psychologist, a speech pathologist, audiologist, occupational therapist, and optometrist.

2.4 Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Each student will have an Alpha Learning Portfolio for Students (ALPS) that will include any recorded academic/achievement scores. It will include the beginning of the year evaluation. Based on the achievement of the student, a plan will be developed to either support academic remediation, develop stronger knowledge foundation, or enhance their knowledge of what they know. Alpha Academy has found that if a student is weak in one subject, it often erodes the ability of the student to be successful in other courses over time.

Our goal is to ensure that students form a solid foundation in each academic area and develop the character and critical thinking skills as their knowledge and ability increase under the guidance of Bloom's Taxonomy. As previously stated, ALPS will contain more than

just academic achievement data. ALPS will include other quantitative data as well as qualitative data.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Alpha Academy of Laurinburg will utilize regularly and collaboratively created teacher assessments, various multiple intelligence assessments that are catered to grade level, Reading Eggs, StudyIsland, and the NWEA MAPS assessment.

Reading Eggs are used for grades K-3 and help our teachers identify where a student needs assistance. This same concept is utilized later in grades 3-8 with students taking both StudyIsland and NWEA MAPS which further help teachers pinpoint learning gaps for each student. Students in 3rd grade are tested using all assessments.

Teachers will document this data in each child's ALPS that follows that student throughout their time at Alpha Academy. This will help teachers understand the educational context of each child, how they have learned, how fast they learned, and how they can continue to foster that student's educational growth. The profile of each student will learn from past years and serve as the starting point for conversations between teachers, parents, and students.

Alpha Academy schedules regular remediation sessions each day and offers Saturday Academy throughout the school year to assist students that have been identified as at-risk. These assessments aid in the identification of such students and are shared with administrators, students, and parents.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Students will be promoted upon passing (achieving a 70% or greater) three of the four core subjects of math, science, social studies, and math. Our collaboratively created teacher assessments will be utilized to grade students throughout the year. We will ensure student comprehension using more than multiple choice questions. Completing regular course assignments is an expectation that will be communicated clearly. How a student perform in each content area will be factored into the student's final grade that determines promotion.

Promotion criteria is communicated during the initial orientation meeting, during regular parent-teacher conferences, and when a student is at-risk of failing. Student growth will be

communicated to parents regularly. It is the goal of the school that a student to be proficient in the required content areas.

4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for students at risk of dropping out.

Alpha Academy abides by the NC Standard Course of Study and North Carolina Accountability model. Our school requires that students understand the standards across the studies of math, science, reading, and social studies. Students should have at least 70% proficiency across three of four subjects to be promoted.

Students with disabilities will be assessed in relation to their IEP.

2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The Alpha Academy Way or Brand is a composite of strategies and/or ideologies that positively impact the "whole student". These activities are in alignment with our school's mission. They are implemented throughout the entire school and require participation and buy-in from the entire school family. First, staff, teachers, students, and parents should know and understand our mission. We believe that exhibiting and developing good character is essential to the successful student. Good character traits such as respect, honesty, gratitude, compassion help cultivate a positive and energized school environment conducive to learning. It is our goal to create a strong academic philosophy by helping students feel good about themselves and excited about learning. Therefore, it is important that the enforcement of these values not be compromised.

At Alpha, we believe that every student should achieve at least 1.5 years of academic growth. One of the tools we use to achieve this is Alpha's Learning Portfolio for Students (ALPS). This instrument is used to record and archive essential quantitative and qualitative baseline and benchmark data. The ALPS instrument is utilized for *Performance Tier Tracking* which is a process we've developed to monitor and evaluate academic performance data in core subject areas. Qualitative data such as learning styles, multiple intelligences, and success indicators are also recorded.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

There will be an orientation of the first day of school for all parents and students so that expectations can be articulated and agreed upon. Parents and students will be given the Student-Teacher handbook that outlines the policies that relate to families and school administration.

The school has daily reminders that enforce the school culture such as daily pledges, regular reflection, and morning meetings that include character enrichment programming. Teachers and staff will be required to hold all students to a standard of excellence without compromise. This high-expectation environment sets the tone for the day and the dedicated time spent at the beginning and end of the day encourage students to reflect upon each day and think about the next. This regular exercise of consciousness will help students better engage in our program.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
 - c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
 - d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Alpha Academy institutes the Alpha Way which includes the fostering of character virtues. This applies to all staff, students, and parents. They include Respect, Honesty, Responsibility, Friendship, Kindness, and Self-Discipline, which are enforced, displayed, and modeled each day. This is clearly defined and communicated as well as the discipline plan which encourages students with rewards for positive behavior and doles appropriate consequences for negative behavior. This is communicated at the beginning of the year and typically daily or weekly in some form, most commonly each morning. The school's Student Handbook: Code of Conduct will be distributed and posted on the website which requires both parent and student signature.

It is important students feel safe and have the opportunity to learn without distractions. Any infractions that impose upon the learning of other students will be communicated with parents. There will be meetings held to inform, assist, counsel, and come to a common ground with

parents in helping their child so they can be successful.

The consequences and other specific disciplinary processes and appeal information can be found in the Alpha Academy's Student Handbook's Code of Conduct. Teachers will also be trained to implement components of Positive Behavioral Interventions and Supports (PBIS).

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Section 3 Governance and Capacity

3.1 School Governing Body

1. Private Non-profit Corporation (NCGS 115C-218.1)

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

Name of Private Non-profit: Alpha Academy

Mailing Address: PO Box 35476 Fayetteville, NC 28303

Street Address: 1900 Fort Bragg Rd.

City/State/Zip: Fayetteville/NC/28303

Phone (xxx-xxx-xxxx): (910) 354-9099

Fax: (xxx-xxx-xxxx): N/A

Name of Registered Agent and Address: Eugene Slocum

Federal Tax ID: N/A

2. Federal Tax-Exempt Status (NCGS 115C-218.15)

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

The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

 N/A. The applicant is a tax-exempt municipality.

3.2 Governance

The private nonprofit corporation or municipality 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.

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

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Daron Satterfield	Member	Durham	Lawyer	Law	N/A
Simon Johnson	Treasurer	Forsyth	School Principal	Administrator	N/A
Norma Jeane Campbell	Board Chair	Cumberland	Retired Teacher	N/A	N/A
Alvin Breeden	Member	Scotland	Retired Parole Officer	N/A	N/A
Barbara Batts	Secretary	Wilson	Project Manager	PMP	N/A

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

The governance structure consists of a five-member board of directors, each with equal voting power. The board chair will have the power to break a tie vote if the board composition increases to an even number. The primary board function is to establish operating policies and procedures for the nonprofit corporation, approve the hiring of the lead administrator and teachers, and to provide oversight of the school's operations,

budget, and curriculum. The board has already engaged in partnership talks with local businesses and corporations and will continue to do so after approval. Current partners/supporters include the town mayor, a food vendor, and local parents.

The board is required to observe North Carolina open meetings laws. The board hears grievances and direct appeals from students, parents, and employees in accordance with its policies and procedures. The board carries the ultimate responsibility of the successful operation of the charter school.

The Executive Director reports to the board of directors monthly regarding academics, governance, and financials. This report is detailed earlier in the application. The board holds monthly meetings, maintains meeting minutes, and is required to comply with all applicable laws, rules, and regulations related to operating a charter school. The board will do so utilize internal and external assessments and will adapt our approach based on continuous review.

The board has identified Eugene Slocum as the Executive Director. He will oversee the operation of the school, but he will not be the one directly responsible for day-to-day operations. Mr. Slocum currently serves in this capacity at Alpha Academy of Fayetteville.

The Lead Administrator will serve in the traditional Principal role. The Lead Administrator has also been identified as Benita Tillman who currently serves as a Principal at Alpha Academy of Fayetteville. Ms. Tillman will ensure the Alpha Way is instilled in the new school. Ms. Tillman will operate the instructional program day-to-day while Mr. Slocum will manage the operational component so that the Lead Administrator can focus on student outcomes.

3. Describe the size, current and desired composition, powers, and duties of the governing board.

The current board size is five board members. Our board has added a Scotland County resident to bolster our reach and understanding of the local community. Our board's experience includes a lawyer, an experienced charter school operator of 20 years, a retired teacher, a retired probations officer that regularly volunteered time to work with at-risk youth, and an experienced project manager. The responsibilities of the board are to regulate and monitor the school's performance serving students, monitor compliance, ensure financial solvency, and to engage and respond to community stakeholders.

4. Describe the founding board’s individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Our board has been running Alpha Academy for over a decade and has surpassed surrounding schools’ performance.

1. Implementing school design: The school board will be implementing the design and action plan they have been overseeing for years at Alpha Academy of Fayetteville.
2. School Leadership: Simon Johnson has been successfully operating Quality Education Academy of Winston-Salem for over two decades. Norma Johnson is a retired teacher and has been Alpha Academy of Fayetteville’s board chair for almost a decade. Barbara Batts is a project manager with a PMP certification. The PMP process for managing projects is data-driven and requires the facilitation of information from multiple stakeholders. This top-level management process will be critical in analyzing information from the Lead Administrator.
3. Administration and Governance: As previously stated, our board has operated Alpha Academy of Fayetteville with great success for many years.
4. Curriculum, Instruction, & Assessment: Our board consists of multiple educators that have been in the classroom and helped design and/or facilitate multiple curriculums across a variety of successful schools.
5. Performance Management: Our board has been managing the performance at Alpha Academy of Fayetteville that has far surpassed LEA benchmarks in Cumberland County. Our board has not had any academic, financial, or operational issues.
6. Parent/Community Engagement: Our board added capacity local to Scotland County in large part to ensure that our families had both access and familiarity with our board. This new member provides our board insight and understanding of the local community and has been instrumental in engaging the community in both 2018 and 2019. Alvin is a lifetime resident of Scotland County.

5. Explain how this governance structure and composition will help ensure that
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.
 - A. Our board has ensured both educational and operational success at Alpha Academy of Fayetteville and now consists of a local member that can provide direct input regarding the community.

- B. The board is equipped with a wide variety of experiences that are capable of independently understanding success in education, operational compliance, and financial viability. The Lead Administrator will be evaluated based on progress and results among the school's mission, outlined goals, parental surveys, student outcomes, and operational success. These metrics and the level of attainment the board seeks is outlined in the goals of this application. The board has been successful in these areas while serving as Alpha Academy of Fayetteville's board.
 - C. The board added a local member to better represent the stakeholders of the community. The new member, Alvin, has either been nominated for awards at the state level for the level of community involvement in and around Scotland County. The board will ensure open meetings laws are followed and board meetings are appropriately advertised in the newspaper, on our website, and at the school. The board will form a Parent Advisory Council that will speak each month to the board about their concerns, enjoyments, and perspective of the charter school.
6. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The board members have joined Alpha Academy across the many years of its existence. The board's group of professionals had either been introduced through business relationships, expressed an interest in joining the school's board because of its realized success and love for education, or were recommended by community members.

Board recruitment is a continuous process that will take place throughout the year. Board recruitment will take place at an individual level among all board members, at community forums, and school events. If a position is vacant, Alpha Academy will reach out to people who had submitted resumes during previous board meetings, forums, or via email. If the position vacancy can be anticipated, the board will seek to position the new board member to replace the exiting board member as soon as possible.

If a board position vacancy is unexpected, the board will install a new, qualified board member within 30 days.

7. Describe the group's ties to and/or knowledge of the target community.

The members of the currently comprised Alpha Academy board have been serving Cumberland County for varying levels of years. Students from Scotland County have been attending the school in Fayetteville, and we have recently added Alvin Breeden to

our board. Alvin is a community activist and lifelong resident of Scotland County. As previously stated, his activity and involvement has been recognized at the state level is detailed in his resume. Alvin has lived in Scotland County his entire life and has volunteered his time with at-risk youth in the area.

The rest of the board has witnessed and currently governs a school that serves students with diverse needs that includes students from Scotland County.

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

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

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

The board of directors will maintain a high-quality board with members that have the necessary skills to carry out the board's functions. The board has identified attractive skill-sets to seek out such as accounting, finance, nonprofit governance, teaching, educational administration, marketing and community relations, and business. Board members also need to understand Robert's Rules of Order and how to participate as board members in a public charter school that is subject to North Carolina Open Meetings Laws and the North Carolina Public Records Act.

Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to ensure the board maintains the threshold number of board members identified in the By-Laws. The board will also prepare individuals for participation on any formed Advisory Boards or committees. All potential board members will be required to participate in a new board member orientation prior to being formally nominated and considered to serve on the board of directors. The new board member orientation consists of a two, two (2) hour training sessions. The first session will include Robert's Rules of Order (modified), Board By-Laws, review of North Carolina Open Meetings Laws, and review of the North Carolina Public Records Act. The second session will review the North Carolina Charter School Act, Charter School Policies and Procedures of

the North Carolina State Board of Education, the N.C. Accountability Program, Non-Profit Board of Director Ethics (including the Boards Conflicts of Interest Policy and Procedure), and Board Policy and Procedure.

Once the four hours of training have been completed and the background check is completed, the potential board member will be eligible for nomination, interview, and vote to be accepted as a regular board members or advisory board (or committee) member. Completion of the four hours of training is required and must be completed prior to participation on any of the boards as a member.

Board Member Professional Development Program

After the "Board Member Orientation," each existing board member is required to participate in a minimum of ten (10) hours of professional development annually. Board members will make regular reports of their participation in professional development to the full board including an explanation and overview of the professional development experience. The board will conduct an annual retreat for professional development which includes a review of board North Carolina Open Meetings Laws and North Carolina Public Records Act compliance, Federal Education Right to Privacy Act requirements, Financial Compliance, and review of the Governance Compliance requirements.

The annual retreat, at minimum, will include federal program compliance for Title I, Title II, Title III, Title IV, and IDEA. All board members are required to participate in the annual retreat training. The board will send board representatives to the National Charter School Conference and State Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs.

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

The board has an adopted ethics and conflict of interest policy that details how to approach any type of misconduct. Any potential conflicts are required to be disclosed to the board of directors. Board members may not vote on any matter in which they have

a stated conflict of interest. Currently, we are unaware of any conflicts of interest or existing relationships. If the board becomes aware of any such conflicts of interests, immediate action will be taken to resolve the conflict in accordance with the adopted conflict of interest policy.

Each board member shall make an annual formal conflict of interest declaration including the disclosure of any known or potential conflicts of interest. Such statements shall be maintained as part of the records of the Board of Directors and made available to the school's auditors.

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

Board decisions will be made through discussion to arrive at a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research and discuss options at the next Board meeting.

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

The board shall be empowered to create advisory bodies. The board shall appoint a Parent Advisory Council whose primary function is to organize parent volunteers for the school. The Parent Advisory Council shall make recommendations to the schools Lead Administrator and shall meet with the Lead Administrator each month. The Parent Advisory Council will have a time allotment during each school board meeting. The by-laws of the Parent Advisory Council shall be approved by the board of directors of the charter school. Members of the Parent Advisory Council shall be appointed by the board on recommendation of the School Administrator.

The board will create a Community Engagement Committee upon approval of the application. This committee will add capacity and report on community desires, needs, and overall status. The board will also form committees for Academics, Governance, and Finances. This will ensure that more than just 5 people's eyes review all documentation and that professionals of varying levels and capacities can provide input to board decisions.

All committees will act as advisory bodies to the school and have no decision-making authority as to what the board ultimately decides. Their input will be heavily considered

and influence the decisions of the board.

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

Parents will be given the Student Handbook at the beginning of each year that articulates due process rights and the processes for filing a grievance. In addition, if a student is suspended or at risk for expulsion, the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school, or home site if preferred by the parent. Parents can provide a written request to the Lead Administrator to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Lead Administrator, they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

Any employee who feels that they have been treated unjustly or unfairly, for any reason, has recourse to have their issue heard, per these procedures:

1. Discuss the problem with the person or persons involved as soon as possible after the event has taken place.
2. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator.
3. A conference will be held with the Lead Administrator, the aggrieved, and other involved parties. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to the Lead Administrator within 10 days following the aforementioned grievance conference.
4. This request will be provided to the Board to seek a final resolution. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

*Note: In the event the issue is with the Lead Administrator, the aggrieved party may submit a written grievance to the board at the boards monthly meeting.

***Attach Appendix G Organizational Chart**

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

***Attach Appendix H Charter School Board Member Information Form and Resume**

A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

***Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

***Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

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.

***Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	0	1	1	1	1	1
Assistant Principal	0	0	0	1	1	1
Dean(s)	0	0	0	0	0	0
Executive Director	1	1	1	1	1	1
Core Classroom Teachers	0	6	8	10	12	14
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	2	2	3	3	4
Student Support Positions (e.g. social workers, psychologists, etc.)	0	0	0	0	0	0
Student Support Positions	0	0	0	0	0	0
Specialized School Staff	0	0	0	0	0	0
Teaching Aides or Assistants	0	3	4	5	6	7
School Operations Support Staff	0	0	0	0	0	0

Staffing Plans, Hiring, and Management

2. Explain the board's strategy for recruiting and retaining high-performing teachers.

The board will seek out teachers that have the aptitude to creatively differentiate instruction, engage students, and support our mission. The school will provide methodical professional development and instructional infrastructure to help teachers realize their full potential as professional educators. The board will require teachers to understand and facilitate the Alpha Way that will ultimately lead to a high-expectation culture in which teachers will thrive.

Recruitment

The Board will: 1) Create detailed job descriptions for each position. 2) Post job openings on the school website, social media, recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities. 3) Participate in job fairs 4) Have school Board members and leaders share recruitment activities at national conferences and other networking opportunities.

Retention

Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to: 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on their evaluation 3) Providing teachers data-driven feedback 4) Providing rewarding professional development opportunities for all teachers 5) Engaging teachers in decision making for school 6) An intentional focus on teacher retention by including it in school goals.

3. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

The school has identified both an Executive Director and Lead Administrator.

The Executive Director has been identified as Eugene Slocum. Mr. Slocum has served in this role at Alpha Academy of Fayetteville and originally was the primary operator of the school upon its formation 20 years ago. Mr. Slocum has grown Alpha Academy into an almost 1,000 student school and continues to grow the school.

Benita Tillman has been identified as the Lead Administrator. Ms. Tillman currently serves as a Principal at Alpha Academy of Fayetteville. She has served in this role for years and is eager to take on the role of instilling the Alpha Way at a new school.

This combination will bring a proven team that has been successful in cultivating achievement at Alpha Academy of Fayetteville.

Attach in Appendix O the School Leader’s Resume. If school leader has been identified, include the school leader’s one-page resume in Appendix O.

4. Provide a description of the relationship that will exist between the charter school employees and the school’s board of directors.

The Board:

- Oversees legal compliance with NCDPI and NC laws and statutes Drafts policies (with review by legal counsel)
- Makes recommendations to the Lead Administrator regarding grievances which have been brought to the Board per the grievance procedures
- Makes recommendations for hiring and firing per review of Lead Administrator slate
- Holds monthly Board meetings at which any staff member may be heard during the open comment period.

The Executive Director will serve as the liaison between the board and staff. The Director will be a trusted advocate of the Board and will lead all staff members as their representative. The Lead Administrator is the day-to-day manager that reports directly to the Executive Director. There are typically no direct lines of communication between the other staff and the board. The exceptions are as follows.

The Staff:

- May submit, in writing, suggestions about the policies of the school through the Lead Administrator.
- May address the Board at any open comment period at Board Meetings.
- May address the Board in accordance with our grievance policy.

Alpha Academy aims to ensure that communication is free flowing, but in a formulated and structured manner. The Executive Director serves as the focal point of communication and is expected to keep the board and staff’s best interest at the heart of all matters.

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

A job description outlining the duties and qualifications will be developed for each position authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, and TeacherMatch. This job description will detail our education philosophy and the interview process will ensure staff member buy-in as a prerequisite for hiring.

The hiring procedures are as follows:

The Board and Executive Director will discuss all hiring and firing. It is imperative that the Director and board both agree that their staff buys into the philosophy and execution of the school's educational approach. Submitted resumes are reviewed by the administrative staff and the Board. The Executive Director will make final hiring recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses regarding teaching diverse and socioeconomically disadvantaged populations. Candidates will be required to teach a sample lesson or provide video of instruction during the interview process. Complete reference checks will be done for each employee before hiring. The criminal background check policy shall follow the criminal background check policy of the Local Education Agency.

To dismiss school personnel:

Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations. Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.

The Lead Administrator will evaluate and report on the results of the created coaching plan. All procedures will be documented per NC statutes.

Lastly, there will be an opportunity for the staff member in question to appeal to the Grievance Committee of the Board, detailed below.

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

- Executive Director: \$45,000 (Will increase as school grows)
- Lead Administrator: \$50,000 (Will increase as school grows)
- Clerical: \$30,000
- 6 Classroom Teachers: range \$35,000 - \$42,000
- Exceptional Children's Teacher: range \$37,000-\$40,000
- Instructional Assistant: range \$28,000
- Substitute Teachers: \$100/day

The school will not participate in the N.C. Teacher Retirement System or the N.C. Teachers Health Plan. The school will offer an independent health plan and retirement benefits for all employees. For example, each employee will receive up to \$400 for reimbursement for whatever healthcare plan each employee chooses. The monetized benefits are articulated in the school budget.

7. Provide the procedures for handling employee grievances and/or termination.

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures:

1. Discuss the problem with the person or persons involved as soon as possible after the event has taken place.
2. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator. A conference will be held with the Lead Admin, the aggrieved, and other parties.
3. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Lead Administrator within 10 days following the aforementioned grievance conference.
4. If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Lead Administrators decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.
8. Identify any positions that will have dual responsibilities and the funding source for each position.

During our schools ramping up period, some positions will need to serve multiple purposes. Some of those positions are:

- Exceptional Children's Teacher: Will also serve as the Exceptional Children's Director during until more staff needs to be added, and as our school serves a smaller sized population. (State/LEA Funding)

- Clerical: Will also serve as testing coordinator. Our administrator will help organize and accommodate all students during testing. (State/LEA Funding)
- 9. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Teachers will be hired in the first year who are able and qualified to complete compliance paperwork. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

Alpha Academy will develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within the community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid in addition to Medicaid reimbursement, Alpha Academy has allocated funds within the budget to meet these needs.

- 10. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

The Lead Administrator will have a teaching and administrative license. Core Content Teachers will have at least a teacher certification. At least fifty percent (50%) of the teaching staff will be certified teachers, as required by state mandate. EC and PE teachers will possess the appropriate teaching licenses.

- Executive Director
 - 10+ Years in charter school leadership
 - Facility Acquisition and Charter School Compliance track record
 - Experience in out-pacing LEA academic subgroup grade proficiency
 - Manage charter school reporting requirements, financial obligations, business relationships, and school planning
 - Embody the Alpha Way
- The Lead Administrator
 - Hold a Bachelor's Degree and 5 years of school administrative experience
 - Oversees day-to-day operations
 - Supervise all staff
 - Provide instructional oversight and development
 - Serve as the Instructional Leader
 - Embody the Alpha Way
- Clerical

- Serve as a general office receptionist, manage the purchase of supplies for the office and classrooms, and assist the board in the collection of financial, licensure, and other compliance paperwork.
- Serve as Testing Coordinator
- Classrooms Teachers
 - Plan and execute rigorous and authentic learning experiences for their students, manage classroom behavior, nurture a positive, safe learning environment, make regular contact with families, differentiate instruction through leveraging of data, and embody the Alpha Way.
- Instructional Assistants
 - Rotate between classes to provide teachers assistance in grading assignments, managing the classroom, and aiding in intervention sessions.
 - Embrace the Alpha Way
- EC Teacher/Coordinator
 - Collaborate with the Lead Admin to coordinate, oversee and implement special education services for identified students; work with classroom Teachers to ensure students' needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a student IEP.
- EC Assistant
 - Provide EC services to students under the direction of the EC Teacher/Coordinator.
- Substitute Teachers
 - Cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

3.5 Staff Evaluations and Professional Development

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

Teacher licensure and professional development documentation will be completed by the Executive Director with the help of on-site clerical staff. The Lead Administrator will regularly coach, lead, and monitor teacher development.

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

The Board of Directors has high expectations of staff performance in meeting the school's mission and obtaining its goals set for student performance. The Board is committed to

supporting high quality teaching and a school culture that promotes academic rigor and exceptional character. Accountability and evaluation will trickle down from the Executive Director, to Lead Administrator, to teachers, to students, to parents. The growth of students will be the primary measurement for all staff. Teachers with the highest growth in their classrooms will be recognized, and their methodologies observed. These teachers will be eligible for bonuses and leadership opportunities to mentor other teachers. Supporting and recognizing our most effective teachers is of the utmost importance for a healthy environment and overall teacher retention.

The school has budgeted approximately \$10,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers. Staff will be required to attend all paid trainings.

The Board will conduct an annual evaluation of the Executive Director which will include a review of student performance, school discipline, student retention, finances, parent relations, and compliance with governmental regulations. The Executive Director is the staff member ultimately responsible for operational success and the implementation of the school mission. The Lead Administrator will be the on-site operations and instructional manager. The Executive Director and Lead Administrator must have a transparent and respectful relationship. Communication must be direct, concise, and thoughtful.

All teachers will be required to have a personal professional development plan which sets forth specific goals and objectives required to maintain (License Renewal Plan) or obtain a North Carolina Standard II Professional Teachers License. The school will also participate in the Beginning Teacher Licensure Support Program. Teachers in their first three years as a teacher will be subject to a Beginning Teacher Licensure Support Program Policy and Procedure which will include mentoring, regular evaluation, professional training, and restrictions on non-voluntary non-teaching related duty assignments.

The school's staff evaluation program will include video review, analysis of data-driven instruction, and evaluation of relationships with students, parents, and other staff. The school has committed resources in its budget to ensure that the school maintains a percentage of currently licensed teachers above the threshold for charter schools as required by state law. The school's resources commitment is further designed to meet the goal of 100% highly qualified teachers and participation in state mandated testing as required by the No Child Left Behind Act. The school's goal is to recruit, prepare, train, and retain highly qualified teachers and staff.

The school's budget reflects an annual 3% cost of living increase, at minimum, as a financial incentive for staff retention. The school will seek to maintain a high-quality professional environment which attracts exceptional teachers and incentivizes staff retention. The school's mission and educational program is aggressive and requires a high-quality staff.

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

The Lead Administrators and any instructional coaches receive staff development before August 1st through a consultant from the Southern Regional Education Board. SREB's professional development and instructional coaching services empower K012 leaders and teachers to align their instruction and assignments with readiness standards and how to motivate youth to achieve their career and college goals. In addition, there are sessions designed for all staff members. Topics covered include goals for the school year, school procedures and policies, school safety, sexual harassment, student assessments, analyzing data, lesson plans, pacing guides, classroom management, and parent communication/involvement. Training sessions are also held for non-faculty members (bus drivers, office staff, custodians, etc.)

Throughout the year, there are days set aside for staff development. Also, every Tuesday after school is set aside for informational meetings tailored to the staff professional development needs.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

The staff will first enter training two weeks prior to the start of the school year

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The school calendar in the appropriate Appendix is attached. The staff will receive 40 hours of professional development and is designed for the entire staff. Early staff development ensures that all staff understands the requirements/expectations for their position and how to meet those expectations. The Lead Administrator will receive additional staff development a week prior from the Southern Regional Education Board.

Additional staff development occurs every Tuesday for one hour after school. In total, a teacher/staff member will receive upwards of 70 hours of professional development.

3.6 Marketing, Recruitment, and Enrollment

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 115C-218.45 carefully.

Marketing Plan

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

Our school seeks to reflect the local demographic composition of Scotland County and surrounding communities. The foundational framework necessary to conduct effective marketing requires local support and discussion. Our board and leadership team will conduct forums in multiple locations throughout Scotland, Robeson, and Hoke counties. The locations will be diverse to ensure accessibility to all populations. The school will advertise free and reduced lunch and free transportation so that all students are aware that Alpha Academy of Laurinburg is a true school of choice.

2. Describe how parents and other members of the community will be informed about the school.

Parents and members of the community will be made aware about our school in multiple avenues that include:

- Local Forums
- Flyers/Pamphlets (Bi-Lingual)
- Mailers
- Social Media (Website/Facebook)
- Word of Mouth (Community leaders and people familiar with Alpha Academy of Fayetteville)
- Community Events (Park cook-outs, back-to-school events, etc.)
- Local Churches (Pastor relationships that support our school)
- Local Newspapers/News outlets

3. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student

recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

The primary party responsible for school opening will be the Executive Director, Eugene Slocum. He will work with board members, advisory board members, and local community members to engage the community. Board meetings will be conducted each month after approval that abide by open meetings laws.

Timeline:

- September 2019: Community Forum: Distribute parent volunteer forms and begin forming Parental Advisory Board (Board & Director)
- November 2019: (Post-Approval)
 1. Press Release, announcement of community forum, and begin construction of fully functional website (Director)
 2. Reach out to parents that provided their contact information and requested to be contacted via our surveys (Director)
- December 2019:
 1. Re-engage church communities and request time to speak with congregation before/after service, Finalize Parent Advisory Board (Director & Board)
 2. Hold cook-out at school location (Director & Board)
 3. Distribution of open enrollment notice beginning in January (Director)
 1. Utilize flyers, press releases, and social media
 4. Full Website Completed
- January 2020:
 1. Open Enrollment begins (Director)
 2. Parental Advisory Board finalized (Board)
- February 2020:
 1. Closure of Open Enrollment and conduct lottery. (Director)
 2. Calculate school enrollment
 1. If below projected enrollment, re-open enrollment. If above, formulate a waiting-list.
- March 2019:
 1. Conduct a school event for families/students that were enrolled in February. This will help in retention and help us gauge parent commitment to attending Alpha Academy.
 1. Reach out to families that did not attend. Continue outreach until all enrolled families are contacted.
- April 2020:
 1. Conduct a school forum for prospective families

2. Have Parental Advisory Board/Volunteers table at local grocery stores, libraries, and various other areas with high traffic
- May 2020:
 1. Schedule time during regular board meeting for parents to discuss any educational topics they would like to see at Alpha Academy
 - June 2020:
 1. Advertise for a meet the teacher event in July
 - July 2020:
 1. Meet the teacher event held at school
 1. Distribution of orientation packet that includes student-teacher handbook, required school materials, and other materials deemed necessary by Lead Administrator
 1. For students/parents that don't attend, phonecalls will be conducted to ensure students still plan to come to school. Families that opt out, in writing, will be removed from enrollment and wait-listed families will be contacted
 - August 2020:
 1. Hold orientation event outlined earlier in the application.

Benchmarks:

- For each activity conducted with a cost, an evaluation will take place that measures the amount of applications collected from said activity and the money spent to experience that outcome. Our tentative goal is that each application requires less than \$5 of marketing expenses. We can measure this by looking at the dates of online and physical applications. The number will be a rough estimate, but it provides our board some measure to best adjust our strategies moving forward.
 - Each month, all board members and hired staff will be required to submit a rough estimate of hours worked in parental and student engagement. This will help our team hold each other accountable as well as help us understand the time commitment necessary to receive our measured outcomes.
 - A survey will be conducted at the orientation event that asks both parents and students how they heard of the school, what platform they used to apply, what event they most enjoyed, and what component of our school was most attractive to them. This will help improve our marketing effectiveness for the next year.
4. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk

of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

In Scotland County and surrounding communities, a large portion of families live in poverty and at-risk of academic failure. We currently have multiple volunteers that live at large complexes with a predominantly impoverished population. We will utilize local connections in reaching areas that typically don't have access to regular advertising methods. We will specifically target impoverished areas with bi-lingual mailers by analyzing census tracts with low-income and further pinpointing households with school-age children.

We will host multiple events that are close by these complexes and neighborhoods for ease of access.

5. What established community organizations would you target for marketing and recruitment?
 - Local churches
 - Scotland Youth Development
 - Scotland County Partnership for Children and Family
 - Scotland County Girl Scouts
 - Cape Fear Council-Boy Scouts of America
 - Scottish Pilot Club
 - Rotary International
 - Delta Kappa Gamma Society International
 - United Way of Scotland County

3.7 Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

This was discussed in the marketing section. To reiterate, we will reach out to all parents that were surveyed and asked to be contacted if our school would be opening in 2020. Multiple other avenues would be conducted that include public forums, door-to-door solicitation via our parental advisory board, press releases, scheduled church announcements, community flyers, and utilizing Facebook marketing to our already 200 engaged local parents.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Upon approval of the Charter Application, the board will continue its parent and community engagement. All board of directors' meetings will be open to the public and include a public comment period. The board will establish a Parent-Community Support Committee to work directly with the schools Lead Administrator. The board and school administration will communicate with parents and the community by posting information on the school's website, sending emails, and by written correspondence. The school will establish open enrollment dates and a lottery date. The school will hold a series of public forums during the open enrollment period in order to explain the school's mission and purpose and to engage the support of parents and the community. The school will establish a roster of students that are successful applicants for the school's initial opening year. The school will also establish a wait list for unsuccessful applicants after the school's lottery.

The school's Parent-Community Support Committee will be engaged to support the Leader Administrator and the Board by volunteer service in getting the school open including installation of the playground equipment, cleaning of the facility and setting up the furniture. Parents and community volunteers will assist with conducting open house and parent/community volunteers will receive training to support volunteer service and to qualify to serve of the school's boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

All parents will be invited to participate in monthly Parent-Community Support Committee meetings. The monthly meetings will include training opportunities, on issues such as supporting our academic scholars, parenting, volunteer service, and many other topics of interest. The Parent-Community Support Committee may volunteer as bus monitors, greeters for morning and afternoon car rider lines, lunch and recess support, field trip chaperones, monthly Saturday clean-up of the school facilities and grounds, tutor assistance during academic enrichment activities after school or on Saturday enrichment events.

The Parent-Community Support Committee will assist the facilitation of the school's carpool. Parent and community involvement in the school will be an important part of the school's program. The school's culture will always require parents to support the school at home by enforcing and facilitating homework and study time and encouraging students to do their best. The school will conduct regular events which involve family participation. The school will work to assure that students who may not have strong family support have other parent and community volunteers that will support their academic success.

3. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Education is a holistic process, and supporting the community is part of that process. Alpha Academy will host monthly events to facilitate community learning and parental involvement. These events will include:

- Parent Workshops: Discussion and training on how to support the child at home
- Resume Workshop: Scotland County unemployment is over 6%. Our workshops will review community resumes, provide feedback, and provide computers to make revisions.

More events/workshops will be formed and added by the Lead Administrator after receiving feedback from the community in areas they would most like support.

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
 - b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
 - c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
 - e. Clear policies and procedures for student withdrawals and transfers.

Alpha Academy will heavily advertise the date of open enrollment that begins on January 1st. The application will include the student's name, address, residency, grade level, date of birth, sibling information, preferred contact method and information. There will be no enrollment preferences outside of preferences for children of board members, teachers, staff and siblings of enrolled students. The initial open enrollment period will be closed February 15th, and an electronic lottery held on March 1. If a student applies within the two dates, they will be placed in a separate pile and not eligible for the initial lottery. Students not selected will be placed on a waitlist that is ordered by the electronic lottery. Selected students will be mailed, emailed, and receive a phone call notifying the families of student acceptance. Families will be required to

accept admission within 5 business days of notification. If a student is not confirmed within the 5-day requirement, the student at the top of the wait list will be contacted.

Once the student's admission is confirmed, the student will be sent a registration packet that will include records request authorizations such as health, immunizations, EC and 504 status, and so forth.

Withdrawals: Students will be required to complete the necessary paperwork that ensures that the new school receives all pertinent records. A student on the waitlist will be contacted correspondingly.

Transfers: Students that transfer into the school will be required to provide the name and location of their previous school and an authorization to request records. The school will then be contacted to obtain various statuses of the student.

The school will hold a variety of events before the start of school to engage parents both before and after the enrollment period. The school will host specific events to engage parents of registered students.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section.
 No.

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

- ~~1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.~~
- ~~2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).~~

- ~~3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.~~

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

- ~~1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.~~

~~Click or tap here to enter text.~~

- ~~2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.~~

~~Click or tap here to enter text.~~

- ~~3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.~~

~~Click or tap here to enter text.~~

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): [Click or tap here to enter text.](#)

Section 4 Operations

4.1 Transportation Plan

1. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.

- c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

Ensuring accessible transportation is critical in serving the students of Scotland County and surrounding communities. A significant percentage of our target students' at-risk factors includes poverty. The school plans to meet its goal by two methods. First, the school will organize and manage a school car pool through www.carpoolworld.com. The school will coordinate efforts to facilitate shared private transportation, address supplemental insurance issues, and work with parent volunteers to ensure that students get to and from school. Parent volunteers will greet car riders at pick-up drop-off daily.

For students and parents that need additional support, the school will provide free bus transportation for students. The school has also budgeted approximately \$32,000.00 for the purchase of 2-3 used buses. The school has budgeted \$24,000.00 for fuel cost, \$6,000.00 for maintenance, and \$20,000.00 for contracted drivers in year one. A total of \$80,000.00 is budgeted to ensure that no child is deprived of access to the school due to lack of transportation. With our modest enrollment of 150 students in year one, this total should suffice.

The school reserves the right to use the total amount of budgeted funds to contract for transportation services. The school will provide mandatory training to any and all individuals that participate in our transportation program to facilitate a school culture that promotes academic success and cooperation among students, staff, administration, and parents. The board will adopt a comprehensive transportation policy, procedure, and plan which will be published in a Parent-Student Handbook. The school will publish transportation policy, procedures, and plans on the school's website and in marketing materials to so that parents understand that transportation is provided when deciding whether or not to apply.

4.2 School Lunch Plan

1. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

If the school intends to participate in the National School Lunch Program, include the following components in the response:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;
- b. Any plans to meet the needs of low-income students; and
- c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the

Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Alpha Academy recognizes that nutritious meals are vital to healthy children and their performance in school. Alpha Academy also recognizes that most students in Scotland County are eligible for free and reduced lunch. Multiple studies conclude that students that receive adequate nutrition are more alert, better behaved, and perform higher in school. The school will participate in the National School Lunch Program.

The school will provide breakfast and lunch. The school will apply to become a School Food Authority (SFA) and will initially contract for vended meals. The school will ensure that all meals provided comply with the guidelines set forth under the National School Lunch Program and are appropriate as to nutrition quality and serving amounts. The school has budgeted \$10,000 as working capital. The school facilities include a designated area for students to eat. Meals will be catered or self-serve. The school will include school lunch program information in its Parent-Student Handbook on the school website and in published materials used in student enrollment and lottery.

The school will ensure that parents are fully aware that nutritious meals will be available for students that enroll in the school. The school will be available for students that enroll in the school. The school will promote “wellness” as part of its school lunch program. The school will use appropriate posters to promote “Wellness,” proper nutrition, exercise, and teachers will use the N.C. Health Education and Physical Education Essential Standards as part of the school’s instructional program.

4.3 Civil Liability and Insurance

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

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
 - b. General Liability: one million dollars (\$1,000,000) per occurrence;
 - c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
 - d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
 - e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
 - f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.
1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,274
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,057
Property Insurance		\$450
Automobile Liability	\$1,000,000.00/occurrence	\$181
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$332
Worker's Compensation	\$500,000	\$3,715
Other Coverage		
Total Cost		\$11,478

***Attach Appendix L: Insurance Quotes**

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

4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

We, the Board members at **[Alpha Academy of Laurinburg]** will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

Norma J. Campbell

7/27/19

Board Chair Signature

Date

Start-Up Plan

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The board will schedule multiple board forums that are accessible in-person and virtually for members of the community. The board already has long-established policies that relate to school governance.

The school's Executive Director, Eugene Slocum, will be heavily involved in the school's start-up facilitation. Eugene Slocum will not be compensated for steps involved in school start-up.

The school will begin by hosting multiple community forums pending CSAB approval in November, in accordance with the marketing plan outlined above. The school will follow this marketing plan and the roles assigned.

The Executive Director will work with community volunteers to begin preparation for school opening. The Executive director or designee will receive the building's educational certificate of occupancy by April 1, 2020. The Executive Director or designee will negotiate and lock-in, pending board approval, of the furnishings and equipment for the school year prior to the funds from the state being distributed to the school. Once the funds drop, the negotiated contracts and plans will be enacted for a timely school opening in August 2020.

Staff recruitment will begin in March 2020. The board will approve the job descriptions of all staff members that will then be posted across numerous job posting websites, local newspapers, and advertised at job fairs. The Executive Director or designee will interview and screen all candidates and provide a list of promising applicants to the board. The board will have the options to interview with teachers and the proposed Lead Administrator to ensure mission alignment. The board will approve all hiring's by July 1, 2020.

2. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

With an identified facility, decades of board experience, and several years of involvement in Scotland County/Robeson County communities, we feel that we are prepared to immediately begin operating in 2020 upon SBE approval. Typical challenges in starting a school include student recruitment, facilitation of parental and community involvement, and capacity and finances involved with school start-up.

4.5 Facility

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

1. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

Our facility has already been identified in Scotland County. It has previously served as a Charter school in Scotland County.

The building is still utilized for community events and is in working condition. The board fully anticipates receiving the Educational Certificate of Occupancy well before May 1, 2020.

2. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The identified facility has eight classrooms that total approx. 7000 sq. ft., six offices, kitchen, computer lab, open room for assemblies and lunch. Since the facility was a former charter school, it would meet the initial needs for the first two years for the approx. 25 student per classroom. The facility is sitting on several acres which could allow the facility to expand classrooms over time.

3. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

The facility has a large auditorium for school assemblies, lunches, and school events. The facility has 1 computer lab, with multiple offices for school administrative staff and supply closets.

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

The facility is approximately 15.5K square feet. Since this was a former charter school and there are no other similar schools in the area, the use of this building was being used minimally. This opportunity allows us to partner with the organization in order to have a school at this location.

5. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

If for some reason this facility is not ready, there are facilities which are set up for schools, not being used, they may be a possibility. We do not foresee any initial program being in jeopardy if any adjustments are needed.

6. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Executive Director, Alpha Academy Board and/or individual members of the board have built and/or renovated facilities over the past ten year in excess of 30 million dollars and are financially sound.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): [Click or tap here to enter text.](#)

Section 5 Financial Plan

5.1 Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

1. How was the student enrollment number projected?

We first determined that we wanted to serve the students of Scotland County. We then determined that only serving the modestly sized student population of Scotland County would severely limit our ability to fill enrollment. Our board then reviewed the surrounding LEA's, their proximity, size, and academic outcomes. After reviewing all these factors and the feasibility to pull from surrounding counties, we determined that our school feasibly serve Scotland County and multiple surrounding counties. Our school will only draw less than 6% of Scotland County students per grade level, and less than 1% of surrounding counties. This seemed both reasonable and realistic for such a rural area.

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

We believe the demand in this school is warranted through not only surveys, but because of the stated dissatisfaction of parents in the closing of schools in Scotland County. News articles expressing this dissatisfaction are attached. Parents and students are being forced out of community schools and into large schools that haven't had a history of success.

In addition, the schools in Scotland County are well-below state average subgroup proficiency averages, and students and parents are struggling to achieve in these schools. Our school projection is modest compared to the typical charter school opening and grows gradually to ensure the formation of a school culture.

3. Provide the break-even point of student enrollment. The break-even point for our budget would be approximately 142 students.
4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Alpha Academy of Laurinburg has partnered with high-level officials in both the public and private sector that have been supportive of our mission and effort to support the community of Scotland County. We will fundraise with these supporters to ensure we have the funds necessary to implement our program. The board of Alpha Academy already has our 501 status to receive funds.

5. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

N/A it is based solely on state, county, and federal funds. Additional funding will only serve to bolster our financial viability.

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

When you include assistant and specialty teachers, our ratio is 12.5:1

Simply looking at core content teachers, our ratio is 25:1

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The board has been successfully implementing the financial plan of approximate 900 student school, Alpha Academy of Fayetteville, for years. Some of these board members have served on other boards, and Simon Johnson currently serves as Executive Director of Quality Education Academy. Our board is well-versed in operating charter schools and

maintaining academic, financial, and compliant excellence.

8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

We will contract out all medical personnel required for EC students, and because of the low enrollment, we do not anticipate additional full-time staff outside of EC Teachers. For services that are not anticipated, the school will seek to receive reimbursements from Medicare, Medicaid, and Private Insurance.

9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The board will require that 3 bids are solicited for each service outsourced. To begin the school, payroll, benefits, and accounting will be outsourced. The board will require the Executive Director to oversee and report on the status of each of these each month.

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

The school intends to contract financial, busing, food staff, and EC services. The board will advertise the bidding for these services on their website and reach-out to at least 3 established vendors to gather quotes. The board will then review the pricing as well as the qualifications of each firm and come to a decision based on majority vote. This will be outlined specifically in the school procurement policy.

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

We made a careful effort to ensure the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs. This budget provides for teacher coverage of the school's curriculum, assessment, and academic programs. The budget provides funding for facilities and transportation. The budget process involved a full discussion of the all operational elements of the school including the at-risk status of students.

12. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The school will seek to establish a fund balance that is equal to at least 3% of revenue with an aspiration of 10%.

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

The school will enter into a leasing agreement for the facility that will require payment upon the distribution of funds to the school. The school will check to see what furnishings and other school equipment can be donated, as schools in the area are shutting down. To supplement as needed the school will work with a vendor that will be paid with funds given to the school in July.

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

N/A – We do not have assets secured from other sources at this time

5.3 Financial Compliance

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

The Board has received professional development and training in the five components of an effective internal control system including the control environment, risk assessment, control activities, information and communications, and monitoring. The Board has consulted with an independent legal counsel, and a certified public accountant approved by the Local Government Commission. The Board has developed and adopted an Internal Control Policy and Procedure which includes adequate requirements for segregation of duties, safeguarding of assets, and accurate and adequate recordkeeping. The Board has established an internal monitoring and compliance program. The Board will maintain adequate insurance coverage of the types and in the amounts that are reasonably necessary to protect the school's assets. The Board will regularly monitor the system, which will be annually reviewed by an Independent Auditor/Certified Public Accountant as a part of the Single Audit requirements for public charter schools.

2. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved). N/A
3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Darrell L. Keller, CPA DLK P.O. Box 1028 Kings Mtn., NC 28086 Telephone: (704) 739-0771 Fax: (704) 739-6122

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): [Click or tap here to enter text.](#)

Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST for traditional timeline applicants.** Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

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

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

Signature Page

The foregoing application is submitted on behalf of the Board of Directors of Alpha Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: NORMA CAMPBELL
Board Position: BOARD CHAIR
Signature: Norma J. Campbell
Date: July 29, 2019

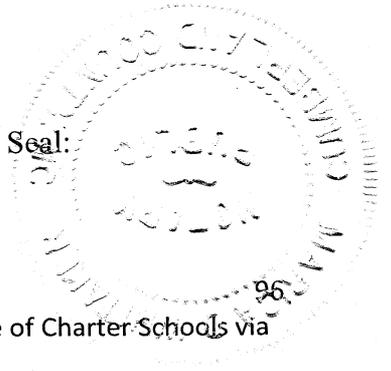
Sworn to and subscribed before me this 29th day of July, 20 19.

Notary Public: Maneas D. Stutell

Official Seal:

My commission expires: 4-12-, 20 23.

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



Fast-Track Replication Addendum*

*Applicants requesting Fast-Track Replication should insert this addendum into the Special Request section. Applicants requesting a standard Replication should use the addendum currently included in the application.

Replication

Per SBE policy [CHTR-016](#), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

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

Yes. Go to Question #2.

No. Do not complete this section.

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.

Alpha Academy of Fayetteville – North Carolina

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?

Yes. Answer questions #4-6.

No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:

A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located.

In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.

B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.

C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

D) A majority of the board and 50% or greater of the board's officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication.

Our board has operated in Fayetteville for almost 20 years and have met or exceeded growth for the past 5 years. Our educational outcomes are significantly greater than the LEA in which we are located as well as the LEA we look to enter, as evidenced in Appendix A3.1. Alpha Academy of Fayetteville has done exceptionally well with educationally disadvantaged students. Our percentage of grade proficient students among the Black and economically disadvantaged students are 150% greater than Scotland County averages and just under that in the county it operates, Cumberland. Alpha Academy of Fayetteville continues to expand because of its success and community demand.

Our board has been academically successful, financially solvent, and operationally compliant over the past three years.

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior
\$4,725,278	\$5,588,241	\$6,751,120

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

Yes. Answer questions #8-10 below.

No. Go to Question #11.

~~8. Eligibility Criteria~~

~~A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina~~

- ~~1) have an academic proficiency comparable to the LEAs in which the current schools are located; or~~
- ~~2) meet or exceed growth for the three years immediately preceding the application at issue.~~

~~If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.~~

~~B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.~~

~~If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.~~

~~Does the EMO/CMO partnering with the board meet the criteria listed above? Yes No~~

~~Attach as Appendix A3.1 Replication Educational Outcomes for the replicated school for the last three academic years.~~

~~9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. [Click or tap here to enter text.](#)~~

~~10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.~~

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

11. Fast Track Replication

Do you want your application to be considered for Fast-Track Replication?

Yes. Complete the Fast Track Eligibility Criteria below.

No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that currently operates a charter school in NC is eligible to apply to fast-track replicate its currently existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:

- a. Each school operated by the non-profit corporation must 1) have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located; or 2) meet or exceed growth for the three years immediately preceding the application at issue
- b. Each school operated by the non-profit corporation must have unqualified audits for the three years immediately preceding the application and must maintain that fiscal standard throughout the application period.
- c. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
- d. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets all of the qualifications above. Yes No

~~a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:~~

~~1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.~~

~~The non-profit corporation board meets at least one of the qualifications above. Yes No~~

~~*Attach as Appendix A3.1 Replication Educational Outcomes for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.~~

~~2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.~~

~~The non-profit corporation board meets at least one of the qualifications above. Yes No~~

~~3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.~~

~~The non-profit corporation board meets at least one of the qualifications above. Yes No~~

~~4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.~~

~~The non-profit corporation board meets at least one of the qualifications above. Yes No~~