



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

North Carolina Charter School Application

LIGHTHOUSE CHARTER SCHOOL OF THE ARTS

Opening in the 2021-2022 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: **Lighthouse Charter School of the Arts**
2. Organization Type: Municipality Nonprofit Corporation
 3. Name of non-profit organization under which charter will be organized or operated:
Lighthouse Charter 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: Kevan Sheppard

Title/Relationship to Non-Profit: Board Chair

Mailing Address: 1438 U.S. 258

City/State/Zip: Snow Hill, NC 28580

Primary Telephone: (252) 560-5650

Alternate Telephone: (252) 560-5650

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

Geographic County: Greene

LEA/District Name: Greene County Public 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: Torchlight Academy Schools, LLC

Fees provided to the third-party person or group? 0

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:

Torchlight Academy Schools, LLC provided technical writing assistance and consulting support in preparing this charter application. Torchlight Academy Schools, LLC and Lighthouse Charter School of the Arts has entered a management agreement for Torchlight to manage the day-to-day operations of the school upon opening. The management company will provide ongoing assistance.

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: 2021 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 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2025-2026
K	44	44	44	44	44	44
1	44	44	44	44	44	44
2	44	44	44	44	44	44
3	44	44	44	44	44	44
4	44	44	44	44	44	44
5		44	44	44	44	44

6			44	44	44	44
7				44	44	44
8					44	44
9						
10						
11						
12						
Totals	<u>220</u>	<u>264</u>	<u>308</u>	<u>352</u>	<u>396</u>	<u>396</u>

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
White 29% Black 36% Hispanic 32% Other 3%	>95%	14%	7%

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.

Lighthouse Charter School of the Arts proposed location is in Greene County, but the school will also serve Pitt and Wayne Counties. The total average daily membership for students in Pitt and Wayne Counties is 23,259 and 18,301 respectively. Each of the three targeted counties have poor performing schools and our surveys indicate parents desire an opportunity for school choice. Our preliminary research indicates the demand for a school of the arts exceeds our capacity. The governing board decided to start with grades K-4. The school will expand one grade level per year as part of our strategy to build a school culture from the ground up. We believe that starting with Kindergarten students will allow us to build their educational foundation and mitigate damage done to students in traditional schools as early as possible. Cost modeling and financial feasibility were also considerations.

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):

This section contains language crafted by our technical writing consultant and contains standard language provided by our contracted management company adopted by our board of directors.

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

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

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

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

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

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 as 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: Torchlight Academy Schools, LLC

Mailing Address: P.O. Box 19191

City/State/Zip: Raleigh, NC 27619

Phone Number: (919) 538-8060

Contact Person: Don McQueen

Email Address: torchlight.director@gmail.com

Website: www.tlaedu.org

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

Torchlight Academy, managed by Torchlight Academy Schools, LLC, has historically served a predominantly socioeconomically disadvantaged school population and consistently exceeded academic growth. Greene, Pitt, and Wayne Counties are largely comprised of these students and local schools are struggling. Torchlight Academy was ranked as the #1 charter school in academic growth for the 2016 school year and has exceeded academic growth each year since.

Torchlight Academy Schools, LLC also offered our board \$50,000 in funds to market, furnish, and ultimately open our school responsibly.

The Lighthouse board believes that a locally successful management company that is offering a turn-key operation will be able to best serve the students of Greene County and its demographic. Torchlight Academy, the primary school operated by Torchlight Schools, has operated in North Carolina for over 20 years.

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.

The success of Torchlight Academy Schools, LLC and manager Don McQueen spread to the board chair via word of mouth from local stakeholders. Torchlight Academy has garnered recognition across the state and Mr. McQueen has become a well-known advocate for socioeconomically disadvantaged students. After speaking with Mr. McQueen and sharing the vision of the school, the board of directors felt confident in the selection of Torchlight Academy Schools, LLC as their educational provider. Torchlight Academy Schools, LLC has exceeded growth with students that are similar to the targeted population. Torchlight's fees were nearly identical with NHA's contracts and they also offered the board \$50,000 to spend on school start-up.

Management companies' academic performance ranging from KIPP and National Heritage were examined in North Carolina. Their results were mixed, and their demographics were not always representative of the populations they served. Torchlight has demonstrated commitment to educationally disadvantaged students in North Carolina and has a successful track record with a diverse population.

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?

Currently, Torchlight Academy is the only school operated by Torchlight Academy Schools, LLC with published data in all stated areas. In 2017-2018, Torchlight Academy's school population was 85-90% free and reduced lunch (DPI Report). Torchlight Academy is a predominantly Black and Hispanic school and has exceeded growth for the past three years. Students are struggling in Greene, Pitt and Wayne Counties and our board desired to partner with a management company with documented success and commitment to serving socioeconomically disadvantaged students.

Torchlight Academy has exceeded growth for the past three years and has out-produced Greene County and Wake County, the county in which Torchlight resides, significantly within the academic subgroups of Hispanic, Black and economically disadvantaged students. Greene County K-8 Black students and the schools with the highest composition of Black students are the lowest performing. Black students' academic performance for the 2017-2018 school year in Greene County did not compare favorably to Torchlight's 52% proficiency which is 11 percentage points higher than that of the state. Our subgroup comparisons supported the need for school choice and Torchlight's record of serving this population fit our need.

Torchlight's governance and financial audits have been clean.

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.

The EMO will have a representative that will be given official notice of and attend all board meetings. The governing structure and the ultimate decision-making lie with the board of directors. The EMO representative will act in a consultant and in an advisory capacity.

The board of directors will govern the school independently of the EMO by receiving monthly reports in the areas of academics, governance, and financials from the Lead Administrator, just as it would without the EMO. The board will conduct yearly audits of the financials and assess the management company each year. In the first year, our board will utilize the goals of the charter school stated in the application and other benchmarks created by parental/community demand. The board is the final decision-making authority and will annually review and evaluate the services of EMO.

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

The employees, with the exception of teachers, will be direct employees of the management company. The Lead Administrator will make recommendations to the board regarding approval in the hiring of teachers. Teachers will be jointly employed by the Management Company and board of directors. This is explicitly laid out in the management contract in Article VII.

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.

The EMO contract can be terminated without cause. The only criteria is that the board give a 90-day notice. The measures whereby the board will evaluate the EMO are the SMART goals established earlier in the application and the findings of independent audits. The board will iterate upon these goals and metrics as our school matures and strengths and weaknesses are identified.

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.

Torchlight Academy has maintained a positive fund balance for each of the past three years. The fund balance/surplus for 2016 was \$320,068, for 2017 it was \$110,336, and for 2018 it was \$204,089.

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):

“To create enthusiastic and devoted scholars through an engaging curriculum with an art-based focus.”

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

The vision of Lighthouse Charter School of the Arts is to infuse Arts education into the overall curriculum to engage students in reading/ela, math, science, and social studies. The school will use project-based learning to create regular performance productions using music, drama, dance, and stagecraft. Students will engage in stage performances as project-based learning projects each marking period. When the school is achieving its mission, students will be enthusiastically engaged in regular student stage performances presented to parents and the general public, and students will be achieving grade level (or above) scores on benchmarks and end-of-grade testing.

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\(e\).](#)

Lighthouse Charter School of the Arts' targeted student population is "at-risk" students. The terms "at-risk" refers to students which have not traditionally performed well on standardized state educational assessments. At-risk subgroups may include economically disadvantaged students, students with disabilities, English language learners, migrant students, homeless students, and students whose learning is placed in jeopardy due to some factor outside of their control. The school will use an open enrollment process and lottery to select students. The school's marketing activities will target all students, including "at-risk" or "educationally disadvantaged" students.

Lighthouse Charter School of the Arts' year one enrollment goal is 220 students. The school will be physically located in Greene County, North Carolina. In the 2017-2018 school year, the local school district enrolled about 2,100 students. Of this group, 29% were White, 36% were Black, and 32% were Hispanic. Accordingly, we anticipate comparable subgroup ratios in Lighthouse Charter School of the Arts. About 58% of the local school district student population are economically disadvantaged. We anticipate comparable populations of economically disadvantaged students, students with disabilities, English language learners, and other subgroups.

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?

Greene County Schools' final average daily membership for 2015-2016 was 3,141, in 2016-2017 it was 3,091, and in 2017-2018 it was 3,016, which represents a statistically insignificant decline over three years. The local school district performed below the state average for every subgroup. Approximately 60% of White students scored at or above grade level while the percentage for Blacks was 31%, Hispanics was 43%, Economically Disadvantaged Students was 35%, English language learners was 38%, and Students with Disabilities was 11%. The achievement gap between White students and each subgroup ranges from 17 to 49 points. This is more thoroughly documented in Appendix A3.1.

The local school district operates four schools which serve the same grade levels as the proposed Lighthouse Charter School of the Arts. Greene County Intermediate's letter grade score on the N.C. Public School Report Card for 2018 was "C," for 2017 it was "C," and for

2016 it was a “D.” Greene County Middle School’s 2018 grade was “D,” for 2017 it was a “D,” and for 2016 it was an “F.” Snow Hill Primary and West Green Elementary are “D” schools. The enrollment and performance trends demonstrate a clear need for school choice in this community. Our project-based learning program within the context of a School of the Arts is novel for this area and is consistent with the interest expressed by students in the local community through local church and community groups. Parents and students have encouraged the board to use a School of the Arts as an educational model in the interest of their students. We anticipate that our school will be fun to attend and engage the students in a strong academic program while at the same time having fun learning.

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).

Lighthouse Charter School of the Arts’ total projected student enrollment for year one is 220 students in grades K-4. The school plans to draw about 72 students, 32%, of its enrollment from Greene County. Approximately 37 students will be drawn from each Pitt and Wayne Counties. There are about 1,204 students in grade K-4 in Greene County Schools. The number of students attending Lighthouse Charter School of the Arts from Greene County is less than 3% of the total student enrollment in Greene County Schools for grades K-4.

In the 2017-2018 school year, the average daily membership (ADM) in Pitt County Schools was 23,250, in Lenoir County Public Schools it was 8,520, in Wayne it was 18,301, and in Wilson County it was 11,441. The percentage of students drawn from these counties is less than 1% across all grade levels.

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?

The local school district in Greene County has consistently failed the district’s educationally disadvantaged students academically (The same is true for Pitt, Lenoir, Wayne, and Wilson Counties). The academic outcomes are chronically low, and residents are seeking a remedy.

Lighthouse Charter School of the Arts' plans include innovative methods which are designed to meet the needs of the targeted student population. For example, project-based learning strategies provide a hands-on approach to learning and engages students from a variety of learning styles. Lighthouse Charter School of the Arts will be unique and more effective than available public-school options because it operates with a programmatic theme that will be unique to the areas (Arts), and our board and management team will establish a school culture which embraces academic rigor and strong student performance. Our board's strength is in its connections to the community. We are community-oriented people who grew up in or have lived in this area and have lifelong relationships among our community. Our experiences, connections to the community, and love for this community will nurture this project and make it successful.

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.

Lighthouse Charter School of the Arts organized and submitted a charter application in the 2018 charter application cycle. The charter application was denied. The board has learned from the experience and has worked consistently to improve the school's program. The board has collaborated with Torchlight Academy Schools, LLC to serve as our educational services provider. Torchlight has extensive experience with a comparable student population as exists in Greene and its surrounding Counties.

Last year, the school grew a Facebook following to over 120 Likes and we held a community forum where we discussed the school with parents. This year, we completed additional surveys of people in Greene and the surrounding counties with largely favorable results. The board members did personal outreach in the community to talk with parents, students, and community leaders. This networking helped us to gain important insights into the needs of the community. Much of our insights come from talking with parents and community members from local churches and community groups. The board members work in mental health, criminal justice, nursing, and professions which require them to come into contact with large numbers of Greene County residents. Conversations within this context have provided our board a more intimate insight.

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.

The purpose of Lighthouse Charter School of the Arts is to “Encourage the use of different and innovative teaching methods.” The local and surrounding school districts’ academic performance for various subgroups are below the state average. Local teachers and schools are limited in what they can do to effectively bring students up to grade level proficiency. Lighthouse’s governing board has engaged the community and determined that many students are interested in the performing arts. We will use project-based learning with the performing arts as a means to engage students. This different and innovative teaching method offers promise that students can be engaged in a manner which can result in substantially improved academic performance. Lighthouse Charter School of the Arts further seeks to “Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.” Our project-based learning approach using the performing arts will establish new professional opportunities for teachers to approach learning differently and take responsibility for student learning. Finally, we submit that our program will result in “improved student learning.” There

is substantial evidence that students' learning will improve where students are engaged in an academic program which they are interested in, and which fully engages them in immersion in the academic curriculum content. Families will have a true school of choice with a unique approach that no other school currently offers in the area. [The closest School of the Arts is Sallie B. Howard in Wilson and it is at capacity.]

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.

The governing board of Lighthouse Charter School of the Arts will adopt a matrix of goals for which the school's lead administrator shall submit an annual report to the governing board and the school's stakeholders (including parents) each year at a date and time to be fixed by the board. The annual report shall document the school's progress toward achieving said goals. Lighthouse Charter School of the Arts goals to be reported upon for each of the first five years are as follows:

Operations

The school's lead administrator shall include progress on the operations matrix goals as part of its monthly report at each governing board meeting. The operating goals are as follows:

1. Meet 100% of all requirements for facilities inspections for fire, health, and safety.
2. Meet 100% of health and sanitation requirements for the school's child nutrition program.
3. Meet 100% of safety requirements for the school's bus transportation program including bus inspections.
4. Meeting 100% of state licensure requirements for staff, including teachers and other personnel requiring a professional license.
5. Meet 100% of requirements for recordkeeping including student records, exceptional children records, business, and financial records.
6. Meet 100% of operational requirement in the N.C. Charter School Performance Framework.

Academics

The school's lead administrator shall include progress on the academic matrix goals as part of its monthly report at each governing board meeting. The academic goals are as follows:

1. The school will test greater than 100% of all students required to be tested under the N.C. Accountability Program.
2. Each student subgroup matriculating at the school will achieve a minimum of 1.2 times growth over the previous year or the beginning of year benchmark test.
3. Each student subgroup matriculating at the school will exceed the performance composite of the local school district for the same subgroups by 5 points.
4. All non-state tested grades will show 1.2 times growth over their beginning year benchmark test by the end of the school year.
5. All non-state tested grades year end performance composite will exceed their initial benchmark performance composite by 5 percent.
6. Meet 100% of academic reporting requirements in the N.C. Charter School Performance Framework.

Finance

The finance goals shall be reviewed each quarter by the governing board where indicated:

1. The governing board will adopt an annual operating budget each fiscal year for the next fiscal year by June 15th of each year.
2. The school's annual audit, completed by a Local Government Commission approved Independent Certified Public Accountant, will show no deficit and zero "0" adverse finding.
3. The school will have zero "0" non-compliance findings in its financial operations for all state, local, and federal programs.
4. The governing board shall receive 12 monthly financial reports each year, one for each month of the year, which shows the school's financial position including the approved budget, funds received, and funds expended.
5. The governing board shall monitor its Dun & Bradstreet Credit Report each quarter and ensure that all its current bills are paid on time and the school maintains a high credit rating.
6. The school will meet 100% of finance requirements of the N.C. Charter School Performance Framework.

Governance

The governance goals shall be reviewed by the governing board each quarter where indicated:

1. The board shall conduct a minimum of ten (10) regular board meetings per year.
 2. A total of 100% of governing board members will complete an annual conflict of interest disclosure by June 30th each year.
 3. The governing board will complete an annual self-evaluation by June 30th each year.
 4. The governing board will complete a formal evaluation of the lead administrator by June 30th each year.
 5. The governing board shall complete a formal service evaluation of the contracted educational services provider by June 30th each year.
 6. The school will meet 100% of governance requirements in the N.C. Charter School Performance Framework.
-
2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Lighthouse Charter School of the Art's mission is *"To create enthusiastic and devoted scholars through an engaging curriculum with an art-based focus."* At the core of our mission is an Arts infused primary and elementary education. We will know that we are achieving our mission when our students are performing at or above grade level on benchmark and end-of-grade assessments, and the students are fully engaged in creating artistic productions.

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.

Lighthouse Charter School of the Arts will use the North Carolina Standard Course of Study as the base standards for its reading/ELA, math, science, and social studies program. The school will use the N.C. Arts Education Essential Standards as the base for its Arts education program in dance, music, theater arts, and visual arts. The school will serve three specific grade-bands, including grade K-2, grades 3-5, and grades 6-8. The school will use arts infused project-based learning as its major instructional method. Project-based learning will consist of every grade-band participating in a stage production each marking period as the culminating event of the marking period's academic program. The core curriculum components of reading/ELA, math, science, and social studies will be infused with arts themes. For example, teachers will integrate the Arts Education Essential Standards into the core subject course work.

In addition to the core curriculum components, the school will also have course work in music, drama, dance, visual arts, and stagecraft. The core curriculum instruction will be assessed using assessments crafted from School Net and regular teacher created formative assessments. State tested grades will be assessed through the state mandated end-of-grade test (EOG). The targeted student population primarily consists of low income, educationally disadvantaged students. Lighthouse Charter School of the Arts' instructional program and model will meet the needs of the targeted student population by facilitating student engagement by immersing students' in fun, project-based learning activities, which provides students an alternative way to engage the state's educational standards.

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.

Lighthouse Charter School of the Arts will serve three separate grade-bands, grades K-2, grades 3-5, and grades 6-8. The average class size will be 22 students. The basic learning environment consists of students engaged in project-based learning. Students will participate in a traditional classroom learning environment which involves seat learning activities such as teacher presentations, and academic seat work. The seat work will be infused with arts themes. Approximately 40 percent of the school day will consist of student participation in project-based learning activities. For example, each grade span will prepare a stage production each marking

period. Students will be engaged in learning scripted theater performances, learning dance routines, preparing music scores, or developing staging for the end of marking period performance. All students will play a role in the project-based learning project.

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.

The School of the Arts curriculum model directly aligns to the school mission which is *“To create enthusiastic and devoted scholars through an engaging curriculum with an arts-based focus.”* Our program provides a unique, non-traditional way to teach the standards of the North Carolina Standard Course of Study through arts-infused, project-based learning. The curriculum aligns with the target student population which primarily consists of educationally disadvantaged students. The school will participate in the North Carolina Accountability Model and the state’s end-of-grade (EOG) testing program. The school will also participate in the state’s other required testing such as grade 3 Beginning of Grade Test (BOG), and the ACT test. There is a plethora of empirical and anecdotal evidence which shows that Schools of the Arts education models can produce positive academic outcomes for all students and close achievement gaps. One example is Sallie B. Howard in Wilson. Sallie B. Howard has used the Arts education model and maintained consistent academic performance over time. They are at capacity.

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.

Lighthouse School of the Arts’ major instructional strategy is project-based learning. Each grade-band will participate in preparing for grade-band stage productions each marking period. All students will participate in aspects of the production. Teachers will be required to master use of the project-based learning strategy and method. All teachers will be provided pre-service professional development in the project-based learning methodology. Project-based learning is a

hands-on approach to education. It involves students in a cooperative learning environment which directly engages them in producing tangible outcomes. In the case of Lighthouse Charter School of the Arts, we will have regular stage productions with the entire student body play various aspects of the creation. We expect that teacher's mastery and effective implementation of the project-based learning strategies will have a substantially positive impact on student academic outcomes for each grade span. The major issue is student engagement in the curriculum. Students cannot learn if they are not engaged in the curriculum. The project-based strategy is a way to engage students and immerse them in the curriculum. Students which experience immersion into the curriculum in the interactive way provided by project-based learning strategies will be better prepared, at each grade level and grade span, to demonstrate their learning on scheduled assessments.

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.

Lighthouse Charter School of the Arts instructional plan major theme is project-based learning. The school will ultimately serve grades K-8. Students will be required to obtain a 70 percent or greater on the end-of-grade report card to move to the next grade level and to transition from the school's terminal grade level. Our grading structure will ensure that students sufficiently master grade level standards before they can be promoted to the next grade level. The instructional plan includes targeted remediation and a data-driven student progress monitoring system which will enable the school to target appropriate remediation of students not performing at grade level standards.

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

Lighthouse Charter School of the Arts' yearly academic calendar coincides with the proposed mission and education plan by laying out adequate time periods to carry out the project-based learning activities. The school's mission is *"To create enthusiastic and devoted scholars through an engaging curriculum with an arts-based focus."* The calendar provides greater than 1025 hours of instruction divided into four grading or marking periods, followed by an end-of-grade (EOG) prep period before the final grade level testing (summative assessment).

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.

The typical school day at Lighthouse Charter School of the Arts will consist of a 90-minute reading/ela block each day. There will be a 60-minute block for mathematics and separate 60-minute blocks for science and social studies each day. The school day will start at 7:00 a.m. and the school day will end at 3:35 p.m. The typical school day consists of about 8 hours and 35 minutes. The typical school week consists of 5 days, Monday through Friday. The school's calendar, including the daily and weekly schedule (Appendix E), are optimal for student learning. Rigorous academic instruction and the project-based learning strategy are anticipated to engage students to obtain optimal student learning.

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

The typical day of a teacher at Lighthouse Charter School of the Arts will consist of about six hours of active instruction or guiding project-based learning activities. Teachers will have one hour of planning time each day, plus lunch and break time. The students will have breakfast, lunch, and recess with transition times totaling about 1.5 hours. The student will have about 7 hours of rigorous academic program programming including 4.5 hours of core academic instruction.

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.

Lighthouse serves grades K-8. Therefore, this question is not applicable.

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

Lighthouse serves grades K-8. Therefore, this question is not applicable.

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.

Lighthouse serves grades K-8. Therefore, this question is not applicable.

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.

Lighthouse Charter School of the Arts will use a Response-to-Intervention (RTI) model to manage teacher and staff response to data collected from initial benchmark tests and end of marking period benchmark test. The school will collect data through its assessment program and plan which will enable the school’s instructional leader and teachers to specifically identify students who are performing below grade level very early in the school year. The assessment data will identify student academic performance as compared to their grade level peers. The RTI system is the management plan to address data-driven academic interventions to help students perform at or above grade level by the end of the academic school year. Intervention strategies are tiered and may include whole class instruction, small group instruction, individual instruction, tutoring, technology-assisted instruction, and other intervention methods designed to facilitate student academic progress.

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.

Lighthouse Charter School of the Arts' pre-opening plan to prepare for special populations is based upon the expectation that the school will attract special student populations in a similar ratio as exists in the traditional local school district. The school will hire a licensed exceptional children's teacher with the qualifications to serve as the school's exceptional children's director. The exceptional children's director, under the supervision of the Lead Administrator, will assure the school is prepared to provide a full range of services to exceptional children services and proper accommodations to Section 504 students whom may enroll in the school. The board will adopt a policy and procedure for identifying exceptional children and 504 students during the student registration process prior to the start of school (after lottery). The school will hire a licensed EL teacher who is qualified to serve as the EL Program Coordinator. During the student registration process, all students will be required to complete the Home Language Survey. The Home Language Survey is the foundational tool which starts the process of identification of EL students in need to services. The Instructional Leader will select a team of teachers from the school's Professional Learning Community to formulate strategies to identify and accommodate academically gifted students. The school's overall academic program and school culture is designed to address the needs of educationally disadvantaged students.

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.

Lighthouse Charter School of the Arts will be fully prepared to address the needs of EL students within the context of the school's instructional plan and curriculum. The school's objective is high

student academic performance for each subgroup. The school will facilitate EL students' full access and participation in the instructional plan and curriculum by providing services which eliminate the language barrier which may block access to the instructional plan and curriculum. First, parents of students complete the Home Language Survey during the school registration process after the student has been accepted for enrollment at the close of the school lottery. Students whose first language is not English or for whom English is not spoken at home as identified on the Home Language Survey are tested using the W-Apt and Wida Screener. The school will use the state scoring standards to determine if a student is eligible for EL services and at what level. Students identified as in need of EL services shall be provided the level of services indicated. The school will provide push-in services for EL students in the regular classroom. The school will provide pull-out serves for students whose EL Plan provides for it. Students will be tested each year using the ACCESS test to determine progress and adjust the level of services. The ACCESS test will be used as an exit assessment tool for students who have gained adequate levels of English language proficiency to independently function in the classroom. The school will seek teachers with dual certifications which include EL certification during the initial teacher hiring process.

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.

Lighthouse Charter School of the Arts will identify and meet the needs of gifted students by providing a project-based learning program. Project-based learning allows gifted-students to participate at their academic level while remaining connected to their regular classroom peers. As part of our professional development program, all teachers will receive training to support the identification of gifted students. As a data-driven school, teachers and the instructional leaders will regularly monitor student performance data on benchmark test. Students consistently in the 95 percent or greater performance levels will be further assessed to determine if the student is a candidate to move to the next grade level. High performing students that are both academically

and emotionally prepared to move to the next grade level can be appropriately moved. The governing board will develop and adopt a policy and procedure for staff to follow regarding moving students to the next grade level. Project-Based learning provides a comprehensive program which allows gifted students to be appropriately placed at project levels which meet their academic and emotional needs. Project-based learning allows for differentiation and is used as a means to engaged students at all levels in common projects. Our professional development will prepare teachers and staff to understand how to identify the needs of gifted students and to accommodate those needs without social isolation and separating them from their grade level peers. Our project-based program builds partnerships in the community and demonstrates program accountability without the isolationism of traditional AIG programs. As a data drive school, all our students receive intense evaluation and assessment. The accommodation of the broad range of student's talents and skills are a regular part of our academic program, from the lowest to the highest functioning students.

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 enrollment application and lottery, parents of students who are accepted will be required to completed student registration within 10 days of formal written notice of acceptance. Student registration forms will include questions which seek to identify whether the student has been previously found to be eligible for special education services or are protected under the Section 504 of the Rehabilitation Act. Subsequently, the school will send a student records request to the student's prior school which specifically includes a request for any exceptional children's

or 504 records. Finally, 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 list 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’ poster at strategic locations within 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 evaluation for eligibility 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 are required by law. The Exceptional Children’s Director will obtain reports from all teachers who are teaching the student. The student will be immediately schedule for testing by the school’s educational psychologist. The Exceptional Children’s Director will obtain any written reports from outside professional which can be provided by parents. The Exceptional Children’s Director shall make every effort to assure 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 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 level 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 is 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 assure that staff is familiar with the Federal Educational Right to Privacy Act (FERPA) and our privacy laws regarding the handling of student records and information sharing issues. 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 show 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. For example, review shall include, but is not limited to, determination that all eligibility determinations were completed within the required 90 days. 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 will 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. Students may be homebound as 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 will 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 that 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 receive 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 born by the school. The methods and support systems used to assure 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 for oversight of 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's 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 timely 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.

Lighthouse Charter School of the Art's mission "*To create enthusiastic and devoted scholars through an engaging curriculum with an arts-based focus*" is operational in the school's student performance standards. We define "student performance standards" to include the governing board's expectation of the level of student performance required to move progressively through our educational program. Our standards are comprised of several factors including (1) classroom performance, (2) benchmark test performance, (3) state end-of-grade test performance, and (4) general school compliance such as attendance, discipline, and so forth.

Classroom Performance

The schoolwide classroom grading policy is required to be consistent across all grades. The school will operate according to the following grading scale:

Grading Scale

<u>Letter Grade</u>	<u>Point System</u>
A	90+
B	80+
C	70+
D	60+
F	Below 60

Benchmark Test Performance

Benchmark test performances will be a component of the students' performance grade. The governing board will adopt a plan and policy that properly integrates the Benchmark assessments into the marking period grades.

State and School Summative End-of-Grade Test

Lighthouse Charter School of the Arts will assign a weight to the end-of-grade test to be counted towards final individual report cards. The school's lead administrator shall, and his/her designee shall, examine classroom performance, benchmark performance, and end-of-grade testing to make a final decision on promotion to the next grade level.

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.

The school's testing coordinator will conduct a beginning benchmark assessment and end of marking period benchmarks stemming from the N.C. Standard Course of Study created in School Net. In addition to the School Net Assessments, the school will use the State End-of-Grade Test and other state or federal mandated testing. Data collected from the benchmark tests will be used

to drive instruction. For example, teachers and the school's instructional leaders will establish a pacing guide during the summer which schedules the teaching of the mastery of the standards. Students are tested at the beginning of the year to determine each students' status with respect to mastery of the standards. Data from the benchmarks will be used to target instruction and promote mastery of the standards. The teachers and instructional leaders will make a check-list of the standards which will be marked off as each student demonstrates mastery through a subsequent benchmark. The teachers and instructional leaders will collaborate to facilitate student mastery of all grade level standards prior to the End-of-Grade test. Students that fall behind will be provided special interventions such as small group instruction and tutoring to achieve mastery. The school's Professional Learning Community, which consists of teachers and instructional staff, will share experiences and iterate upon lessons learned to improve pacing guides in the subsequent school year.

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.

Promotion and retention criteria will be presented to parents at the beginning of the school year during open house and at monthly parent meetings. The policies and standards for promotion and retention will be contained in the Parent-Student Handbook which shall be distributed to all parents and students at the beginning of the school year. The Handbook will also be available on the school website. In order to be promoted to the next grade level, students must achieve sufficient progress to demonstrate that they are likely to succeed in the next grade level. The governing board will establish a final policy, but the minimum criteria is a composite 70 percent on the school report card. The final report card grade will include classroom work, benchmark assessment results, and end-of-grade test results. The school's lead administrator or designee is responsible for making final decisions regarding promotion and retention. Any retentions will be required to be accompanied by a detailed explanation of what remediation should take place to progress the student to the next grade. Students in danger of failing will be identified in January of each year and provided an opportunity to modify or develop a personal education plan with corrective actions which will allow the student to be promoted if completed.

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.

The exit standards for all students transitioning from the school's terminal grade level is having achieved 70% mastery of all prior year's course work, 70% or greater report card grades, and 70% passing of the requirements for the terminal grade level. The school will adopt the N.C. Standard Course of Study as a statement of what a student should know and be able to do at the end of the school's terminal grade in reading/ELA, math, and science. Students at-risk are subject to the same standards as all other students. The school will ensure that at-risk students have advance notice of their academic status by January of each year and are afforded a plan to take corrective actions. The school will enter a STUDENT, PARENT, TEACHER, SCHOOL COMPACT which outlines what supports the school and the teachers will provide to ensure students are successful.

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.

Lighthouse Charter School of the Art's school culture will be built around the theme performing arts. We will use project-based learning to promote a school culture which emphasizes high ethical standards, strong character, mutual cooperation, and community. Essentially, we will work to achieve a family style learning environment. Teachers, staff, and students will learn the appropriate of use of praise and positive reinforcement. Students will learn to greet staff and each other with appropriate respect. Students will wear school uniforms to cultivate school pride and collective achievement. We will have regular student meetings to allow free communications, reinforce student intellectual and social development, and form a common bond of working together for academic success.

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.

The teachers and staff, including bus drivers, cafeteria workers, and custodians are provided professional development prior to the arrival of students at the beginning of the school year to provide guidance on their respective roles and responsibilities regarding creating a school culture. The guidance includes school etiquette and how to interact with parents and students. All entering students and their parents are provided an orientation with the expectation that the school, parents and, students sign the STUDENT, PARENT, TEACHER, SCHOOL COMPACT. The school's culture is created by the staff modeling behaviors and constantly teaching the school's etiquette. The staff begins promoting the school's culture on the first day of school and consistently models behaviors that are consistent with the school's proposed culture and ethos. Mid-year students and their parents will receive the orientation. The school will have standards for students greeting each other, teachers and staff, parents, and other adults. The school will have regular family type discussions. The school will establish observances which celebrate progress during the school year, including pep rallies, and other events that boost student and staff morale and transmits the school's culture and ethos.

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.

Lighthouse Charter School of the Arts will publish its Student Code of Conduct at the beginning of each school year. The Code will be provided to both parents and students. The school will conduct a school-wide training on the Student Code of Conduct. Students and parents will have the opportunity to provide input in amending the Student Code of Conduct each year. The Student Code of Conduct is a social contract between students, parents, and the school. Our mission is

“To create enthusiastic and devoted scholars through an engaging curriculum with an arts-based focus.” In order to achieve our mission, it is necessary that the school set standards and maintain a standard of decorum and good conduct. The school’s education plan includes use of project-based learning. The school’s entire program is designed to create a culture of personal discipline.

Lighthouse Charter School of the Arts will recognize the 16 reportable offenses and their definitions required by N.C. Gen. Statutes, for North Carolina public schools. The Student Code of Conduct, at a minimum, will distinguish (1) Minor Offense, (2) Major Offenses, and (3) Offenses Requiring Long-Term Suspension or Expulsion. The governing board will adopt and publish a Parent/Student Grievance Policy and Procedure which establishes due process rights and the procedures for filing and processing complaints or appeals of disciplinary actions. The Grievance process shall be included in the Parent/Student Handbook and provided to parents and students at the beginning of the school year and will be available on the school’s website. Presentation of the Student Code of Conduct and Grievance Procedure shall be included in the mandatory student and parent orientation. Parents and students will sign an acknowledgement of having been explained and receiving a copy of the Student Code of Conduct and the Parent/Student Grievance Policies and Procedures. Any student that is suspended long-term or expelled will be provided a copy of the Parent/Student Grievance Policy and Procedure which explains their appeal rights.

Certify

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

Explanation (optional): This section contains language crafted by our technical writing consultant and contains standard language and descriptions provided by our contracted management company which have been adopted by our board of directors.

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: Lighthouse Charter Academy

Mailing Address: 1438 U.S. 258

Street Address: 1438 U.S. 258

City/State/Zip: Snow Hill, NC 28580

Phone (xxx-xxx-xxxx): (252) 560-5650

Fax: (xxx-xxx-xxxx): (919) 850-9961

Name of Registered Agent and Address: Torchlight Academy Schools, LLC

Federal Tax ID: Pending

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?

Kevan Sheppard	Board Chair	Lenoir	Counselor	No	No
Ayanna Whitefield	Board Member	Pitt	Registered Nurse Practitioner	RN	No
Latisha Scott	Board Member	Pitt	Program Coordinator	No	No
Chanella R. Monroe	Board Member	Greene	Customer Service	No	No
Jennifer Hope Walker-Darden	Board Member	Lenoir	Office Manager/ Investigator	No	No

- 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 board consists of five members with equal voting powers. If the board grows to an even number, the board chair has the power to break a tie. The board’s primary responsibilities include creating policies and procedures that operate the school, overseeing financial viability, ensuring operational compliance with all NC DPI requirements, and to supervise the implementation and fidelity of the stated academic program in this application. The board is placing itself in the position to fundraise and connect with local businesses. The board has already identified multiple partnerships that are included in Appendix O as letters of support.

Lighthouse Charter School of the Arts will conduct a nation-wide search for their Lead Administrator. The Lead Administrator will be technologically savvy, possess global consciousness, and have read our application and agreed with its tenets. We will post on online job sites and attempt to hire locally by posting in newspapers and hosting forums and encouraging community members to recommend lead administrators.

The board will oversee the lead administrator by requiring monthly reports, by gauging success according to the NC Accountability Model, and by having constant dialogue with leadership. The Lead Administrator will be held to the SMART goals listed in this application and be required to comply with other metrics deemed essential as the charter school matures.

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

The current size of the board is five members with equal voting powers. If the board were to rise to an even number, the board chair would have the voting ability to break a tie.

The board is comprised of community members of Greene, Pitt, and Lenoir counties. The board has 4 women and 1 man on the board. The board will look to add 2 more passionate board members over the coming months, with at least 1 specializing in education. The board's primary duties relate to oversight of the charter school. The board will meet at least 10 times per year, per government statute, and comply with open meetings laws. The board will review academic, financial, and operational metrics each month as laid out in the goals section of the application.

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.

The board all work in professions which give them close ties to the Greene county community. This board profile is not traditional, but nevertheless has the requisite skills to effectively operate a public charter school. This board understands its knowledge gaps and will seek out professional expertise that can inform its judgments. The board chair, Kevan Sheppard is a mental health services professional and graduate of East Carolina University with strong ties to the community and one of the largest churches in the region. Mr. Sheppard has held multiple leadership positions in the church and in the community. Ms. Walker Darden holds a Master Degree and has years of experience in law enforcement, and currently as an Office Manager/Investigator for the Lenoir County District Attorney's Office. She is currently pursuing her PhD. Ms. Whitefield is a Registered Nurse Practitioner and has held supervisory positions such as Deputy Director of Access Care. Ms. Whitefield's leadership experience is a positive benefit to the board. Ms. Scott's university contacts are a vital asset to the board. Finally, Ms. Monroe is a local Greene County school graduate, resident, and parent who has served actively in her children's education in Greene 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.

The board has engaged an experienced management company and has identified contingent other resources to inform its decision making in its governance capacity. The board will periodically review the school's progress with each benchmark. The board will receive regular reports to inform the board of the school's progress. The board will establish an evaluation of the school leaders which includes standard measures like student academic performance, compliance reports, and other indicators the school is running well. The board contains at least one parent from Greene County and lifelong community members of Greene County.

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?

Mr. Sheppard is the primary organizer of the initial board. The board recognizes the need to add additional board members and onboard additional skills and talents. If a position becomes vacant, we anticipate it being filled within 30 days. We will run ongoing training for potential board members.

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

This board has strong ties to the local community. For example, Mr. Sheppard is connected to one of the largest local churches in Greene County. Ms. Monroe has a long career working and living in the local community of Greene County. Ms. Walker-Darden has worked in the District Attorney's office which has served the local community for an extended period of time. All the board members have personal connections to the Greene county community.

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

The board will meet monthly and will adhere to open meetings laws.

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 recognizes the need to 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 legal, accounting, nonprofit governance, teaching, educational administration, marketing and community relations, business, and construction and building maintenance. Board members also need to understand Roberts 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 assure 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-hour training sessions.

First Session Topics:

1. Robert's Rules of Order
2. North Carolina Open Meetings Laws
3. North Carolina Public Records Act
4. The first session will include Roberts Rules of Order (modified), Board By-Laws, review of North Carolina Open Meetings Laws, and review of the North Carolina Public Records Act.

Second Session Topics:

5. North Carolina Charter School Act
6. Charter School Policies and Procedures of the North Carolina SBE
7. N.C. Accountability Program
8. 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 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. The successfully elected board member will then be given a binder that includes: By-Laws, the Charter Agreement, Board Policies & Procedures, the charter school's established goals, and the most recent Lead Administrator Report.

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 submitted a conflict of interest policy for the board of directors. Any potential conflicts of interest are required to be reported formally to the board of

directors. Board members may not vote on any matter in which they have a conflict of interest. The board has no known conflicts of interest. If the board becomes aware of a conflict of interest, immediate action will be taken to resolve the conflict in accordance with the drafted conflict of interest policy.

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

The board will enter discussion to develop school policies and make a final decision by 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, consult experts, 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 does not currently have established advisory councils. The board will strive to create advisory bodies that are empowered to impact school policy and direction. All advisory bodies that are formed will report directly to the board of directors.

Internal councils may be formed such as Financial, Academic, and Operational. Board members shall chair each of these bodies.

The school will form a Parental Advisory Council before the beginning of the school year that will present and speak before the board of directors each month there is a board meeting. The Parental Advisory Council's by-laws will be reviewed and established by the board of directors.

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 spells out the information on due process rights and the process 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.
4. 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. 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.

In the event the issue is with the Lead Administrator, the aggrieved party may submit a written grievance directly to the board.

***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						
Dean(s)						
Additional School Leadership		1	1	1	1	1
Core Classroom Teachers		10	12	14	16	18
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2	3	3	4	4
Student Support Positions (e.g. social workers, psychologists, etc.)						
Student Support Positions						
Specialized School Staff						
Teaching Aides or Assistants						
School Operations Support Staff						

Staffing Plans, Hiring, and Management

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

Recruitment

The board and management company will seek out teachers that have the aptitude to creatively differentiate instruction in an active-based learning environment.

Teachers must embrace the idea of the mission that drives our school: “To prepare students for the intellectual challenges of an ever-changing world.”

To teach at our school, teachers must embrace Culturally-Relevant Pedagogy, Active-Based Learning, Teach Like a Champion strategies, and the importance of contextualizing learning in ethics.

The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success. 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. 5) Examine recommendations from Management company for review.

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 through class growth 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.

Teachers will receive regular cost of living raises each year, with a goal being the cost of inflation.

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.

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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.

All employees, except teachers, will report directly to the management company. Teachers will be jointly hired by the management company and the board of directors. All teacher candidates that are hired must first be confirmed by the board of directors.

Explicit contract descriptions of personnel relationships can be found in the management contract.

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, Lead Administrator, and management company will discuss and agree to the board procedures for both hiring and firing. Submitted resumes are reviewed by the administrative staff, the management company, and the Board. The Lead Administrator 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 and the receptiveness to implementing our educational model. 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. The school's first course of action would be to create a performance coaching plan with the goal always being to nurture, grow, and retain our employees for optimum school continuity and culture.

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

The salary range for the Lead Administrator is \$50-70K. The Instructional Leader is \$40-50K. Core Content Teachers are \$35-55K. All positions are negotiable within the budgeted amount. The budget lists average salaries. The school will pay up to \$400 per month for all full-time employees for health care cost and 4 percent employer match for retirement.

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

Any employee who feels that they have been treated unjustly or unfairly may have their issue heard, per these procedures:

- Discuss the problem with the person or persons involved as soon as possible after the event has taken place.
- 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 Administrator, the aggrieved and other 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 Lead Administrator within 10 days following the aforementioned grievance conference.
- 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 Administrator's 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 the school's infancy years, the school will require that multiple positions serve dual purposes:

- Exceptional Children's Teacher: Will also serve as the EC Coordinator until more EC teachers are needed. (LEA/State)
- Instructional Leader: Test Coordinator. The Instructional Leader will serve as the testing coordinator during the first few years of school operation (LEA/State)

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 in conjunction with the management company, per agreement. An EC Instructional Assistant will be added in year 3 to assist with instructional duties. The school 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. The school 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 is responsible for the overall day-to-day operations of the school. The Leader Administrator will have at least a Master Degree and three years related experience. The Instructional Leader is responsible for the school instructional program including supervision of the teaching and instructional staff. The Instructional Leader will also act as the school Test Coordinator. The Instructional Leader will have at least a Master Degree. Teacher(s) will have a North Carolina Teaching License and at least a Bachelor Degree. Teacher will be responsible for classroom instruction.

3.5 Staff Evaluations and Professional Development

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

Lighthouse Charter School of the Arts' Lead Administrator, in conjunction with the contracted management company, will be primarily responsible for maintaining teacher licensure requirements and professional development. The school's general teacher licensure status and professional development will be made a regular part of monthly Lead Administrator's report to the governing board.

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.

Lighthouse Charter School of the Arts mission statement is *"To create enthusiastic and devoted scholars through an engaging curriculum with an arts-based focus."* The school's education plan provides use of project-based learning as the school's overarching instructional methodology. The school will also require teachers understand and utilize culturally responsive pedagogy. The school will use "Teach Like a Champion" (TLAC) as its major classroom management strategy. The school's mission and educational plan will be carried out by strategically hiring teachers and staff, providing them with appropriate professional support, and providing them timely evaluations and feedback which is designed to facilitate their professional growth and success in teaching our students.

Under North Carolina Charter School law, public charter schools are required to maintain a minimum of 50% of its teachers having a valid North Carolina Teaching License. Under ESSA, Title I, Part A, a public school is required to have 100% of its teachers in a highly qualified status. During summer professional development, each teacher will complete a Teacher Professional Development Plan in coordination with the school's Lead Administrator. The Teacher Professional Development Plan shall set forth a plan for each individual teacher to obtain or maintain professional licensure. The Lead Administrator shall review each teacher's progress in fulfilling the Teacher Professional Development

Plan each month.

The Lead Administrator shall assign a mentor to all beginning teachers. The school will adopt a Beginning Teacher Licensure Support Policy and Procedure which will be approved by the N.C. Department of Public Instruction. The school has budgeted about \$20,000.00 to support the school's professional development program. The school will provide appropriate support to individual teachers and staff to assure they have access to proper professional development opportunities, mentoring, and peer support. The school's goals include retaining teachers who serve the best interest of our students.

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 core components of Lighthouse Charter School of the Arts professional development plan include ten (10) days of mandatory in-house summer professional development, plus eight (8) day of professional development during the school year for a total of eighteen (18) days of professional development each year. The in-house professional development will be provided by the contracted management company. The professional development's focus includes providing teachers training in active-based learning strategies, culturally responsive pedagogy, TLAC, our school culture, and all elements of our educational plan. Another core component of professional development plan is the individual Teacher Professional Development Plan designed to ensure teachers obtain and/or maintain professional licensure and highly qualified status. The next core component of the school's professional development program emphasizes mentoring and peer support training. Finally, the school will provide limited resources for teachers to participate in outside professional development required to help teachers obtain or maintain teacher licensure and/or highly qualified status.

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.

<u>Date(s)</u>	<u>Training Topics</u>
Aug. 10-21, 2020	Orientation, The School's Educational Plan, The Arts, The School Culture, Teacher Professional Development Plan, School Etiquette, Staff/Parent Relations, Active-Based Learning Strategies, Culturally Responsive Pedagogy, Teach Like a Champion, Data-Drive Instruction, Testing & Assessment, Role of Volunteers in the school, FERPA, FAPE, Recordkeeping, Grades, Communications with Parents, Technology, CIPA, Health & Safe (including CPR, EpiPens, Diabetes Plans, Blood borne Pathogens, emergency evacuation, Code Blue, Inclement Weather, Fire Drills, and other topics TBA.

Staff will be trained on every aspect of the new school's operations. The governing board believes that mandatory professional development will enable the school to build an effective school culture that will result in high student achievement. All teachers will be required to become proficient in active-based learning, culturally responsive pedagogy, and TLAC. Additional professional will be provided during the school year.

- 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.

Lighthouse Charter School of the Arts has built into its regular calendar eight (8) additional full days or 64 contact hours of professional development to be carried out during the school year. The eight (8) days are mandatory teacher workdays. The school may provide professional development during weekly staff meetings if there are issues which require the additional support.

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)).
 - Initial Application process (Nov - Dec 2020) - Communications to local media outlets (local newspapers and radio) regarding the start date of a new school. Flyers will be distributed throughout local businesses regarding the process of a child applying to the school and contact persons. The management company and the board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.
 - Open Enrollment Period (Jan-March 2021) – Applications will be accepted for two months. Open enrollment will close at the end of February. Beginning in March, applications will be reviewed by the management company in accordance to NCGS 115-c.281.45 regulations, a lottery held, and then successful applications submitted to the board for approval. A board meeting will be scheduled at the end of the month to review the management company recommendations which will be open to the public.
 - Preliminary Planning Period (Apr. - May 2021) Applications have been accepted and the management company begins outreach to the parents on requirements and information needed for their child to attend the first day of school. The board will assist the management as needed to in this process.
 - Final Approval, Student Enrollment and Planning Period (June - July 2021) Upon receipt of all information with the recommendation of the management group for student enrollment for 2020-2021 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The

board will work closely with management group and school administration in a consultant capacity with classroom sizes, teacher placement, and student pairing.

- First 20 Days of School (Aug. - mid Sept. 2021) - The board will have their first meeting during the school year to take a snapshot of the school from the management group's perspective on how parents and students view the school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.
- First Semester (Dec. 2021) - The board will review the data supplied by the management company on the progress of the school to date. Key indicators that the board will look at i.e., student attendance, adaptability of curriculum, parent's assessment of school and student attitude towards learning. The meeting will be open to the public.
- Open Enrollment / Enrollment Period for the 2022 - 2023 school year (Jan. - May 2022) The school will plan and add an additional grade level per our charter agreement. If the school loses students, this will give us the opportunity to recruit more students to replace those that did not return.
- Finalizing Plan and Expansion for Year Two (June to July 2022) - The board will review and approve the performance of the management group and our desire to continue to use their services based upon the data received about the students' performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion. We will work with school administration and the management group to add additional staff to accommodate the expansion and approve the process when completed.

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

Various marketing methods will be utilized to reach all students. These methods include:

- Door-to-Door Marketing
- Mailers
- Radio Public Service Announcements
- Newspaper Press Releases
- Social Media Engagement
- Regular Public Forums/Events
- Association Engagements
- Day-care outreach

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.

September 2020:

- Host a public forum to announce school opening in 2021 (Board)
 - Send radio clips in both English and Spanish to local radio stations to be aired as PSA's (Torchlight Schools (TLS))
- Begin full-website development (TLS)
- Advertise on Social Media (Board/TLS)

December 2020:

- Participate in holiday activities of all religions to engage diverse communities (Board)
- Advertise upcoming open enrollment (Board/TLS)
- Finalize website (Board/TLS)

January 2021:

- Open Enrollment Begins

February 2021

- Open Enrollment Ends, Lottery event is held, and parents are contacted to confirm acceptance (Board/TLS)
- Parents are required to finalize enrollment by submitting required information

March 2021:

- Open Enrollment is re-opened if target student number is not met
- A celebratory event is held at the campus site for accepted and enrolled students (Board)

April 2021:

- Public Forum is held for parents that are on waiting list and what that means for their chances of attending our school (Board/TLS)

May 2021:

- Back-to-School Information is sent to the address of enrolled students (TLS)

June 2021:

- Advertise Meet-the-Teacher Event in July (TLS)
- Hold a Cook-out for enrolled students/parents (Board)

July 2021:

- Hold a Meet-the-Teacher Event for all upcoming students (Board)
- Contact all parents/students that did not attend to confirm interest and attendance in August (TLS)

August 2021:

- Hold a week-long program leading up to school to ensure school interest and attendance come the start of school (Lead Admin/TLS)
- Hold Student/Parent Orientation (Lead Admin)

Metrics:

- ROI on events and the number of applications submitted
- Parent surveys from parents at our orientation event that asks where they first heard of the school, if they applied online or in-person, and an open-ended question making recommendations on best ways to engage their family
- Website views/Facebook likes that occur after each event/marketing push.

This will help us understand how successfully our marketing/community engagement tactics work to facilitate parental action to learn more

We hope to keep the cost of obtaining an application under \$5. With a marketing budget of \$5,000 in the first year, this would put us well under budget.

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.
 - Our marketing materials will be in both English and Spanish to engage EL students and families.
 - Free transportation and free and reduced lunch will be advertised so economically disadvantaged families are aware that our charter school serves all students.

- Most students are at-risk of academic failure in the area, and our board is determined to serve those students. We will host forums that are accessible to low-income families and host events that attract low-income families such as backpack giveaways.
5. What established community organizations would you target for marketing and recruitment?
- Greene County NAACP
 - Partnership for Children
 - Greene & Lenoir County Green Lamp
 - Standard Laconic – Newspaper
 - Neuse News – Newspaper
 - Victory & Dominion Church Congregation
 - Greene County Interfaith

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.

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 school's 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 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 schools 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.

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.

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 in 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 require parents to support the school at home by enforcing and facilitating homework and study time to encourage 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.

Parent Workshops- (Monthly, time and location TBD)

- Parent Volunteer Training Workshop
- Parents as Tutors Workshop
- Family Budgeting and Financial Workshop
- Family Support of Academic Success
- Personal Development Workshop
- Child Discipline
- Time Management Workshop
- Reading at Home
- Math at Home Science at Home
- Fundraising Workshop

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.

Lighthouse Charter School of the Arts board of directors will adopt an admissions policy which details the school's admissions process. Open enrollment will be scheduled for a minimum of 30 days in January, in accordance with state statute. The lottery will take place mid-February. We will run public service announcements in local news and social media outlets to announce the period of open enrollment and lottery prior to the first day of open enrollment. On the first day of open enrollment, an admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list that we have been gathering through the application process. We will mail admissions application forms to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions applications for the 30 days of open enrollment. If the number of applications exceeds the number of seats available at any grade level, we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go on a secondary wait list in the order received.

After the lottery is completed, those students that were not successful in obtaining admission through the lottery will be placed on a wait list. The wait list order will be based upon the drawing. The school will publish applicant's assigned lottery number (no names) on the school website showing the applicant lottery number of students accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the

lottery, the school will send an official notice of acceptance for students accepted. We will also send a notice to students that were not accepted with waitlist instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within 10 business days, the seat will be given to the next person on the waitlist. Admissions Acceptance Forms will be available on the date of the lottery.

Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the students name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two-year period. Students that withdraw outside of the policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognize limited preferences for board members, teacher, and staff.

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): This section contains language crafted by our technical writing consultant and contains standard language and descriptions provided by our contracted management company adopted by our board of directors.

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.

Lighthouse Charter School of the Arts budget provides a part-time transportation coordinator. The transportation coordinator will manage the day-to-day operations of the school's transportation program. The school will contract qualified bus drivers and buses. The transportation coordinator will set bus routes, pickup times, and locations. The school will use an alert system which uses a text messaging feature to communicate bus information and updates to parents. The school will make any special arrangements for special transportation needs. The school will use its dedicated transportation funds or amend its budget as needed to ensure that all students in need of special transportation arrangements are able to get to and from school. The transportation coordinator will ensure that all school buses or other vehicles used for school transportation are regularly and properly inspected in accordance with state, local, and federal laws.

The transportation will coordinate with the school's lead administrator to provide bus drivers training on the school's culture and the Student Code of Conduct and rules of discipline on the buses. The transportation coordinator and the lead administrator will provide parent orientations on the school's transportation program. The transportation coordinator will oversee the school's parent carpool program.

Lighthouse Charter School of the Arts transportation program is designed so that no child is denied access to the school due to a lack of transportation. The school anticipates working closely with educationally disadvantaged students. The school's transportation is designed to help the school fulfill its mission by ensuring that the children get to school in a bus atmosphere which is consistent with the school's proposed culture, mission, and vision.

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.

Lighthouse Charter School of the Arts governing board recognizes the interest between good nutrition and student academic performance. The school will provide for student access to high quality breakfast and lunch for its students. The school will participate in the National School Lunch Program and provide high quality meals which are compliant with United States Department of Agriculture (USDA) standards. The school's budget provides for a child nutrition coordinator whom will be responsible to the day-to-day operations of program. The school will establish procurement policies and procedures, and set up meal plans, serving guidelines, and address all health and safety issues related to food preparation, storage, serving, and sanitation. The child nutrition coordinator will ensure the school's operation meets all local, state, and federal requirements. The school will initially collect family income data from student's parents to determine whether the student qualifies for free or reduced-price lunch. If the school reaches the required 40 percent threshold, the school will participate in the Community Eligibility Provision (CEP) program and will use the Direct Certification process to determine eligibility.

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	\$1,368.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,057.00
Property Insurance		\$450.00
Automobile Liability	\$1,000,000.00/occurrence	\$181.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$332.00
Worker's Compensation	\$500,000	\$5,692.00
Other Coverage		\$2,469.00
Total Cost		\$13,549.00

***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 Lighthouse Charter School of the Arts 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.



8/26/2019

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).

Lighthouse Charter School of the Arts will submit this application, participate in the charter school interview, and upon initial approval the board will schedule governance strengthening exercises, and participate in the board training provided by the Office of Charter Schools for the planning year. Each month the board will review and adopt policies and procedures for the operations of the school. In October, the board will announce that open enrollment will begin on January 15 and remain open for a period of 30 days and be followed by a lottery. The board will promote the open enrollment through free public service announcements and news coverage from the local media. The school will also hold several community forums to promote student enrollment. The contracted management company and selected volunteers will provide staff support for start-up activities. In March, the school will begin advertising staff positions at the school, including teachers, administrators, clerical support, and other positions. In April and May, a selected board committee in coordination with the management company assignee will complete application reviews, an enter staff employment agreements. There will be two weeks (10 full days) of professional development for all teachers and instructional staff help in July or August, prior to the arrival of students.

In April and May, an appointed board committee and the management company assignee will begin selecting furnishings, entering agreements for equipment and technology, and assemble everything the school will need to operate on day one. The team will work with the contractors and landlord to ensure the facility will be ready with an educational certificate of occupancy by July 1. The board chair and the management company assignee will work together to complete all its ready-to-open requirements by May 30 and be able to present the educational certificate to occupancy during the first week of July.

The school will begin processing student registrations after completion of open enrollment and lottery. The school will establish itself in the NC EDDIE system during the first week in July. The school will conduct open houses and parent orientation in August (at least two events). On the first day of school, a contingent of parent volunteers will be on standby.

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.

We have a facility that has all the necessary amenities to support a school of the arts and a strong community-oriented team. Our partnered management company will provide our board \$50,000 to cover our start-up expenses. Our major challenge is getting the N.C. Charter School Advisory Board to understand our unique talents and abilities and give our board the opportunity to show that we can produce a high performing public charter school.

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.

Lighthouse Charter School of the Arts has already secured a facility. The governing board is working with the management company to ensure the facility has completed fire, health, and safety inspections and obtained an educational certificate of occupancy on or before July 1, 2021. The governing board has entered a contingent Triple Net Lease with Sheppard Ministries, Inc., the owner of the building. A total of approximately 10,000 Sf, plus an auditorium and stage and sufficient land for expansion is available.

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 school will initially need about 11 classrooms. Each classroom will be approximately 700 SF or a total of 7,700 SF. There is 2,300 SF available for administrative offices, recordkeeping, storage, teacher work room, and other uses. The school has access to an additional 2,000 Sf modular unit which will be onsite. The costs are included in the budget.

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 already secured has sufficient space to accommodate our program. The large gymnasium and accompanying stage, with pictures provided in the Appendix, will attract families and enable our program to operate successfully.

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 market rate for similar facilities in the area on LoopNet ranges from \$4.95 to \$13.00 per square foot. Our cost is \$6,000.00 per month totaling \$72,000.00 per year or about \$7.20/SF.

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.

Lighthouse Charter School of the Arts and the management company have developed a relationship with a licensed Realtor. The realtor has identified contingent facilities located in Greene County.

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

Our facility is ready to accommodate students now. The board has access to various professionals which can help us navigate our facility's needs.

Certify

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

Explanation (optional): This section contains language crafted by our technical writing consultant and contains standard language and descriptions provided by our contracted management company adopted by our board of directors.

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?

The student enrollment project for the school's first year of operations is 220. Several factors were taken into consideration in making the projections for years one through five. First, we considered the potential need for the school and potential applicant pool within a 50-mile radius or approximately 1-hour bus ride to the school location. Next, we considered the limitations on start-up resources and the feasibility of providing facilities and bus transportation.

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

Families in this area have no schools of choice and are all being sent to the same schools within Greene County. Schools in this area are D and C schools with mixed results in academic growth. With no schools of choice currently existing and our unique educational program that was formulated based on parental conversations, our board believes that parents will greatly appreciate an arts-based program in contrast with the STEM program of the county. Our data indicates that more than a enough parents will select Lighthouse Charter School of the Arts as a school choice for their students.

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

Lighthouse Charter School of the Arts break-even point for its first year of operations is 175 students.

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

Lighthouse Charter School of the Arts governing board will amend its budget or use a

contingency budget if anticipated revenues are less than estimated. Contingency budgeting involves establishing priorities of what can be cut first and establishing an order to timely reduce expenditures to assure the school operates within the available resources and does not run a deficit. The plan also considers cash flow issues such as timing of inflows and outflows of cash. The board will set priorities to first assure the integrity of programs which could impact student outcomes. The school will not rely on revenues which are not committed and have a reasonable expectation of being received. The school's core program will operate from state and local funds. Federal funds are considered supplemental and will not supplant state and local funds. Additionally, the \$50,000 provided by the management company could potentially be used during the first year.

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.

Lighthouse Charter School of the Arts budget does not rely upon sources of funds other than state, county, and federal funds. If any other funding commitments arise, the school will not rely upon said funds without a written commitment and without verifying the reliability of the sources.

6. Provide the student to teacher ratio that the budget is built on.
Lighthouse Charter School of the Arts budget was built upon a student to teacher ratio of 22 to 1. The core teacher to student ratio does not include specials courses or other instruction which may not involve the core teacher. The core teacher ratio does not include or account for the impact of planning time or other times the core teacher is not with his/her class. The school recognizes the student to core teacher ratio as a valuable but limited metric in planning high quality educational programs.

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.
Lighthouse Charter School of the Arts governing board recognizes its limitations and capacity in the area of traditional education management. Therefore, the governing board has worked to engage individuals with background, training, and experience which can provide it reliable expertise. The governing board believe that our non-traditional status is a great strength.

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.
Lighthouse Charter School of the Arts governing board recognizes that one or more high needs students with disabilities can have a substantial budget impact on a charter school. The governing board further recognizes students' rights to attend the charter school and the legal requirements to provide services. The governing board plans to be fully

prepared to meet the needs of all students by recognizing when and how to apply for resources needed to meet the needs of its students, such as PRC 029 funds or PRC 118 for autistic student support. The school will also be prepared to seek reimbursements from Medicare, Medicaid, and Private Insurance for reimbursable services to high needs students. The governing board recognizes the need to plan and to fully understand the operating environment and resources which may be available. Lighthouse Charter School of the Arts will remain fully prepared to address the needs of all students which are accepted through the lottery and to provide FAPE.

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.

Lighthouse Charter School of the Arts has entered into a management contract with Torchlight Academy Schools, LLC which will provide financial management services for the school including payroll, benefits administration, and accounting services. The board will separately contract a Local Government Commission approved Independent Certified Public Accountant to conduct the annual single audit. In all cases, the school will identify and investigate at least three vendors and will select the best candidate which can meet the needs of the school. The board will consider price, quality, and experience in the matrix use to select vendors. The governing board will adopt procurement policies and procedures.

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.

Lighthouse Charter School of the Arts will adopt and publish procurement policies and procedures which govern selection of vendors with appropriate threshold amounts for informal purchasing, obtaining three quotes, and a formal bid process.

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

Lighthouse Charter School of the Arts budget is designed to fulfill its mission statement. The budget provides sufficient funding to meet the school's curricular offerings, its transportation plan, and provide for the school's facility needs. The budget is aligned to the stated elements by providing enough resources to assure that said items can be carried out.

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.

Lighthouse Charter School of the Arts governing board's general fund balance goals is 3 to 8 percent of revenue. The school anticipates that general fund balance goals will be tied to student enrollment and the marginal cost of the school's operations.

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

Lighthouse Charter School of the Arts governing board will enter a financing lease for its facilities, furnishing, and equipment (including student computers). The school will also maintain a line of credit to assure the school meets its cash flow needs. The contracted management company is committed to providing the school with \$50,000.00 in start-up capital.

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.

Lighthouse Charter School of the Arts governing board has entered a management contract with Torchlight Academy Schools, LLC. The management company has committed \$50,000.00 for start-up capital.

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?
Lighthouse Charter School of the Arts governing board will adopt Internal Control Policies and Procedures which comply with Generally Accepted Accounting Practices (GAAP).
2. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved).
None
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.

Certify

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

Explanation (optional): This section contains language crafted by our technical writing consultant and contains standard language and descriptions provided by our contracted management company adopted by our board of directors.

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

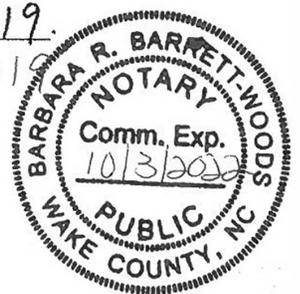
The foregoing application is submitted on behalf of the Board of Directors of Lighthouse Charter School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents 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: Kevan Sheppard
Board Position: Chairman
Signature: [Handwritten Signature]
Date: 08/12/19

Sworn to and subscribed before me this 12th day of August, 2019.
12 August 2019

Notary Public: Barbara R. Barrett-Woods

Official Seal:



My commission expires: 10/3, 2022.