



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

North Carolina Charter School Application

**Revolution Academy: Bunker Hill**

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)	<b>5:00pm EST on July 29, 2019</b>
Traditional Timeline Applicants (2021 Opening)	<b>5:00pm EST on August 26, 2019</b>

### 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: Revolution Academy: Bunker Hill
2. Organization Type:  Municipality  Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated:  
Revolution Academy: Bunker Hill
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: Alex Valencsin

Title/Relationship to Non-Profit: Board Chairman

Mailing Address: 6074 Summit Ave.

City/State/Zip: Browns Summit, NC 27214

Primary Telephone: 336-339-3049

Alternate Telephone: Click or tap here to enter text.

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

Geographic County: Guilford

LEA/District Name: Guilford County Schools

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

Give the name of the third-party person or group: Charter Development Solutions

Fees provided to the third-party person or group? There were no fees provided to CDS.

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:** Representatives from Charter Development Solutions assisted with research, program development, board development, parent and community engagement, and application development. RABH and CDS have executed a management agreement that outlines the relationships of the RABH Board (governing) and CDS (managing day to day operations.)
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	Year 3	Year 4	Year 5	At Capacity 2023-2024
<b>K</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>
<b>1</b>	<b>40</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>
<b>2</b>	<b>27</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>3</b>	<b>27</b>	<b>54</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>4</b>	<b>27</b>	<b>54</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>5</b>	<b>27</b>	<b>54</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>6</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>7</b>		<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>

<b>8</b>			<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>Totals</b>	<b>309</b>	<b>565</b>	<b>727</b>	<b>727</b>	<b>727</b>	<b>727</b>

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

<b>Anticipated Racial/Ethnic Demographics (%)</b>	<b>% of Economically Disadvantaged Students</b>	<b>% of Students with Disabilities</b>	<b>% of English Language Learners</b>
<b>White – 56%</b> <b>African American – 35%</b> <b>Asian – 5%</b> <b>Other – 4%</b> <b>Hispanic – 8%</b>	<b>40%</b>	<b>12%</b>	<b>2%</b>

**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.**

The initial ADM for Revolution Academy: Bunker Hill (RABH) was reached by considering a number of factors including proposed location, popularity of similar charter schools, contrast of RABH program to district schools, favorable grade span, and community support.

Northeast Guilford County has been underserved by charter schools. It is not growing as fast as the Northwest area of the county, and the lack of school options may be a contributing factor. The only charter school currently within an 8-mile radius of the proposed location is Piedmont Classical High School. To get a public classical or Core Knowledge program, residents of Browns Summit have to travel even further, 22 miles to Cornerstone or 14 miles to the Revolution Academy, opening in 2020.

By opening with a larger K-6 grade span, RABH will get the benefits of Kindergarten and 6<sup>th</sup> grades being natural transition grades. Including grades 1-5 allows the potential applicant pool to expand to not only students in grades K-6, but also families with children in more than one or two grades. A larger applicant pool means that RABH will need to enroll a smaller percentage of the available students, increasing the likelihood that RABH will open with the maximum ADM.



Revolution Academy: Bunker Hill also has a group of local supporters who are anxious to bring new educational opportunities to the community in which they live, worship, and work. As leaders in the community they are in a position to serve as ambassadors and ensure that recruitment efforts are successful.

### 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):

Click or tap here to enter text.

## 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.

<b>Financial History 3 Years Prior</b>	<b>Financial History 2 Years Prior</b>	<b>Financial History 1 Year Prior</b>

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: Charter Development Solutions

Mailing Address: 3607 Birdsong Ct.

City/State/Zip: Summerfield, NC 27358

Phone Number: 336-423-6614

Contact Person: Randy Shaver

Email Address: rshaver@cds4schools.org

Website: www.cds4schools.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.**

The Charter Development Solutions (CDS) staff has experience in education, charter school operations, governance, administration, and budgeting and finance. They have a track record of sound fiscal management and effective oversight. It is the belief of the RABH board that having experienced professionals manage the operations of the school will protect the integrity of the programs and ensure a successful school. Further, having a cooperating sister school in Revolution Academy will yield benefits for both schools including shared resources, savings on contracts and professional development, sharing of best practices, and expanded professional opportunities.

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.**

Board members researched NHA, CSUSA, and TeamCFA before finalizing the agreement with CDS. While the fees for NHA and CSUSA were higher, TeamCFA fees were comparable. Factors that made CDS the right choice for RABH were that CDS is a nonprofit corporation, uses the Core Knowledge curriculum, has a commitment to partnering with the parents, has staff members with varied, relevant experience, and is located in Guilford County.

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?**

Charter Development Solutions is a new management company that has not managed any other schools. The staff, however, has experience in education leadership, charter school governance, and charter school development that speaks to the organizational capacity.

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.**

All of the governing authority will lie with the board of directors of RABH. The CMO will use their expertise, resources, and experience to manage the school and ensure the school's success. The board of directors will set goals, monitor the success of the school in relationship to those goals, and hold the CMO accountable to meeting those goals.

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

The RABH employees will be jointly employed by the school and the CMO. The board of directors will approve all hires and terminations and the CDS will manage the day to day operations of the school including teacher support and evaluations.

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 management agreement outlines the CMO obligations which include meeting measurable SMART goals that are in this application and will be adjusted, with board consent and approval, as necessary. CDS will be required to keep the RABH board of directors apprised of the progress towards those goals. RABH may terminate the agreement with or without cause with proper notice.

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.**

Charter Development Solutions is a newly formed nonprofit corporation and does not currently manage any other schools.

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):**

Revolution Academy: Bunker Hill will develop productive citizens who are prepared for a lifetime of achievement by using a challenging, classical academic program, meaningful parental partnerships, character education, and an emphasis on student responsibility.

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

The Vision of Revolution Academy: Bunker Hill (RABH) will be evidenced by the Four Pillars of *rigorous academics, parental involvement, character education, and student responsibility*. RABH will develop students who are academically successful, and well prepared to serve as active participants in the community. Students will daily learn and practice virtues that will help them become active, productive members of society. Students will learn personal accountability by taking responsibility for their own decisions and actions. When the Four Pillars are evident in the culture of the school on a daily basis, the mission will be accomplished.

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\(e\)](#).**

Revolution Academy: Bunker Hill aspires to be a school that reflects the diversity of Guilford County. Rather than targeting any specific group of students such as at-risk,

academically gifted, or economically disadvantaged, RABH seeks to educate and benefit all students. The RABH board believes that having a student population that includes students from diverse backgrounds, cultures, and experiences will serve to enrich the learning experience of all students. Students will learn from each other; discussions will be more robust and meaningful; and students will benefit from the differences in strengths and weaknesses that each individual brings to the learning environment.

The location of the school will be an important tool in helping RABH mirror the diversity of the population of Guilford County which is 35% economically disadvantaged, 57% white, 35% African American and 8% Hispanic, Latino, or other. By targeting an area in Northeast Guilford County, RABH can achieve a balanced student population by pulling from areas that include students from many backgrounds, races, and income levels.

RABH will provide transportation to community stops and free and reduced lunches to students in need so that the goal of mirroring Guilford County's racial and socioeconomic diversity can be achieved.

Targeted marketing will also help RABH achieve the goal of a racially diverse, balanced student population. RABH will seek staff who are reflective of the diversity of the student population and of Guilford County. Marketing informational meetings will be held in community centers, libraries, and diverse churches in order to reach a broad audience. Direct mailings targeting diverse student populations will also be sent to select communities. In addition, RABH will use its website and social media pages to reach prospective students.

**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?**

While the district schools in the target area are not significantly overcrowded, there is a high level of parent dissatisfaction and some very low performing district schools. Monticello Browns Summit, for example only has 40.7% of students proficient on the math EOGs and 42.8% proficient in the reading EOGs. Northeast Middle School has student proficiencies of 24.8% proficient on the math EOGs and 36.6% proficient on the reading EOGs. Choices for parents other than the assigned district school in Northeast Guilford County are sparse. More affluent parents can choose to homeschool or drive long distances to a private school. Lucky parents whose children win the lottery can drive long distances to other high-quality charter schools. Unfortunately, many parents cannot take advantage of those other options. RABH aims to be a high-quality option for parents who would otherwise not have any choice about the school their child attends.



The RABH classical academic program will serve the balanced student population that is expected to attend. The Core Knowledge curriculum gives every student a foundation of background knowledge that leads to academic success. Revolution Academy: Bunker Hill students will receive a combination of phonics instruction and rigorous content that will result in high levels of reading proficiency.

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

The total projected ADM for RABH will be 727, representing 1.5% of the LEA's ADM.

- 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 Revolution Academy: Bunker Hill Education Plan will be founded upon Core Knowledge, a content-rich, cohesive curriculum that will anchor the grammar stage of the classical trivium as well as support the dialectic stage. Students will be introduced to common content that will expand the knowledge and understanding of students who come to school with broad experiences and understanding of different topics, while at the same time introducing students who have a limited knowledge base to concepts and topics that will help them succeed in school and throughout life.

This traditional approach will include a robust math curriculum, formal grammar instruction, the instruction and use of cursive handwriting, the use of original works of literature, Latin and logic instruction in the middle school grades, and a designated writing program.

All of these features offer a stark contrast to the Guilford County Schools' focus on personalized learning and technology integration. Since 2013, GCS middle school students spend much of the instructional day using tablets to find content which aligns to the curriculum. Without a content-rich curriculum, GCS teachers are often left to decide what content to use to teach the NC Standards. With such varied content, students often learn vastly different material from school to school, or even from classroom to classroom within the same school. More emphasis is placed on the technology used to explore the curriculum than on content aligned to the state standards.

Revolution Academy: Bunker Hill will be only the third school in Guilford County using the Core Knowledge sequence and only the third public school to use a classical

framework in grades K-8. Guilford County Schools is transitioning to using Core Knowledge Language Arts (CKLA) to teach students in lower elementary schools, however, RABH will use CKLA in addition to the full Core Knowledge sequence that runs from kindergarten through 8th grade and covers much more material and information than CKLA alone. This provides a stark contrast to the education plan used by the Guilford County Schools.

RABH will also use some innovative initiatives that are hard to find in other area schools. RABH students in kindergarten through 5th grade will have recess two times per day, every day. Middle school students will have recess once per day. Kindergarten students will have the option of a shorter day or participation in afternoon activities that include rest, reading, and play. RABH will also offer an enrichment special that all students will attend at least once per week. During enrichment time, students will learn valuable skills that might otherwise not fit in the academic day including keyboarding, financial literacy, and etiquette. RABH plans to partner with Bank of America to strengthen the financial literacy program in the upper grade levels. Currently there is minimal focus on financial literacy in Guilford County Schools.

**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.**

The idea for Revolution Academy: Bunker Hill started with local parents who wanted different options for their children. RABH has conducted a survey with over 300 respondents, 180 of which said they plan to enroll in RABH should it get approval. RABH also had over 80 people attend three interest meetings at various locations in the community.

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.**

Revolution Academy: Bunker Hill will achieve the following Legislative Purposes of a Charter School in North Carolina:

1. RABH will create new professional opportunities for teachers. The RABH educational program is structured and comprehensive, yet still allows teachers individuality in delivering instruction. RABH will give teachers an opportunity to be teachers in the traditional sense rather than just serving as facilitators. RABH will create a culture of teacher empowerment by inviting them to become an integral part of the decision-making process, serve on board committees, the School Improvement Team, and the PTO Board. Teachers will be given the flexibility to be the instructional leaders of their classrooms. Resources will be provided so that teachers do not have to scour the internet looking for instructional materials. RABH will make teacher development a priority and will allow teachers opportunities to grow and to develop their craft. A full-time instructional coach will work with teachers individually and in small groups to actively support their professional development. RABH will have a merit-based evaluation rubric that allows excellent teachers the chance to earn bonuses and raises while providing accountability for student learning outcomes.
3. Revolution Academy: Bunker Hill will provide parents and students educational opportunities that are not available to all students in Guilford County. RABH will be a relatively small, traditional, K-8 charter school. In spite of all of the special programs and magnet schools that Guilford County Schools offers, opportunities for a public, traditional, classical education are severely lacking. Given GCS's focus on personalized learning, RABH will provide an increasingly unique educational experience. Currently, only one school in Guilford County uses the Core Knowledge sequence and very few offer a classical model of instructional delivery. RABH will be able to provide parents and students with some often sought options including Latin and logic in middle school, cursive handwriting in grades 3-5, recess twice per day in grades K- 5, and an optional shortened kindergarten day.
4. Revolution Academy: Bunker Hill will improve student learning in Guilford County. With a small school environment that will cultivate a tight-knit community, a rigorous

academic program that challenges each student, and an integrated character education program, RABH will nurture students in a way that will facilitate improved academic performance. The chosen educational program has proven to be successful in schools in Guilford County and across the state. Through the classical model, all students will graduate from 8th grade with a solid foundational base of knowledge and skills that will help promote future success.

### 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.**

***GOAL 1: Each student will obtain at least one year of growth each school year.***

Measured by: Spring-to-Spring NWEA MAP testing

***GOAL 2: Revolution Academy: Bunker Hill students who have been enrolled for three or more years will be at or above grade level proficiency.***

Measured by: Spring NWEA MAP testing

***GOAL 3: RABH students in grades 3-8 will achieve the following proficiency:***

***Year 1 - Reading 46%***

***Math 44%***

***Year 2 - Reading 49%***

***Math 47%***

***Year 3 - Reading 52%***

***Math 50%***

***Year 4 - Reading 55%***

***Math 53%***

***Year 5 - Reading 58%***

***Math 56%***

Measured by: EOG scores

Strategies:

- Teach the curriculum with enthusiasm and fidelity

- Prioritize and protect instructional time
- Support struggling students with re-teaching, tutoring, differentiation, and other interventions
- Develop a summer program to encourage students to continue learning

***GOAL 4: Students will learn important virtues and strive to exemplify them in their daily lives.***

Measured by: Participation in character education activities

Strategies:

- Monthly virtues will be promoted school-wide  
Age appropriate weekly lessons will be designed around the monthly virtues
- Students will be recognized in monthly assemblies for exemplifying the monthly virtues
- School-wide service projects will be organized that will be designed to include all stakeholders

***GOAL 5: At least 80% of students will have a parent or guardian participate in the school community.***

Measured by: Parent participation in events, volunteering, surveys, and conferences

Strategies:

- After the school is open, at least one parent will serve as a member of the Board of Directors
- Parents will serve on board committees
- A room in the permanent facility will be designated exclusively for parent use
- RA will support the organization and operation of an active PTO
- Parents will be surveyed once or twice per year
- Parent/teacher conferences will be held twice per year

***GOAL 6: RABH students will demonstrate responsibility for their learning by achieving the following homework completion rates:***

Year 1 - 80%

Year 2 - 85%

Year 3 - 89%

Measured by: Homework completed as reported in Powerschool

Strategies:

- Homework load will be grade level appropriate, meaningful, not technology dependent, and designed to be review or practice
- Support will be available for students who struggle

***GOAL 7: Students will demonstrate responsibility for their behavior and the school will have the following first-time discipline referrals:***

***Year 1 - 32%***

***Year 2 - 28%***

***Year 3 - 23%***

***Year 4 - 19%***

***Year 5 - 15%***

Measured by: Number of individual students referred to the office by classroom teachers at a least once for Code of Conduct violations

Strategies:

- Teachers will be coached in successful classroom management techniques
- Behavior expectations will be clear, well communicated, and consistent
- Students who do not meet expectations will be coached so that they understand what they did wrong and how they can adjust their behavior in the future to meet expectations

**GOAL 8: Each year, Revolution Academy: Bunker Hill will end the year with a surplus of at least 3% of revenue and will accumulate a fund balance of 60 days of expenses by year 5.**

Measured by: End of year financial reports and annual audits

Strategies:

- Sound budgeting and fiscal management will be a priority for the board and administration
- Expenses and cash flow will be tracked monthly and adjustments will be made when necessary

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

The Board of Directors will get regular monthly reports from the principal that will include information about how the school is progressing towards the school-wide goals. The eight goals have been written to address the four pillars contained in the mission statement: challenging academics, parental involvement, character education, and

student responsibility. Additionally, the school-wide goals address the fiscal health of the school.

The School Improvement Team (SIT) will continually review the School Improvement Plan (SIP) and make recommendations to the Board of Directors after every semester, or as needed, for any necessary revisions or programming changes. The SIP will incorporate the initial school-wide goals. The SIT will include representatives from all of the stakeholders in the school and will meet at least monthly at the direction of the school administration. The Board of Directors, through the Academic Committee, will additionally review the data that will measure the effectiveness of the school's educational program. The Board will get regular, monthly reports from the principal as soon as data is available and will conduct a formal review of the SIP at the annual meeting in June of each year.

Based on the performance of the school in relationship to the school-wide goals outlined here, the Board of Directors, with recommendations and input from the SIT and administration, will revise and update the school-wide goals. The process of updating the school-wide goals will be collaborative and ongoing.

Though not an official school-wide goal, RABH aspires to be the third Core Knowledge School of Distinction in the state of North Carolina. Expenditures have been included in the budget to accommodate the requirements of this special designation. The Board will receive regular reports on the progress of the CK implementation and the progress the school makes towards becoming a CK School of Distinction. If RABH receives this special CK designation in the anticipated two to three years, the Board will know that the staff and students are working hard to achieve the mission of the school.

## 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.**

Revolution Academy: Bunker Hill will provide a traditional, classically based education to students in grades K-8. All of the programs of the school will be derived from the four



pillars of Challenging Academics, Character Education, Parental Partnerships, and Student Responsibility.

By setting high expectations and giving students tools they need to meet them, RABH will give students a strong academic foundation designed to help them meet the challenges of high school, higher education, and the workplace. The Core Knowledge curriculum, a research-based, content-rich program, will serve as the educational foundation for RABH. In addition to Core Knowledge, a robust math program and the Shurley English program will give students the opportunity to reach their full academic potential. Student growth over time will be measured and tracked using the NWEA MAP computer adaptive tests, given two or three times a year. More frequent formative assessments will be used on a daily basis to measure student learning and inform instruction. Common assessments will be used in grade levels to assure uniformity of content among classes at each grade level and data from assessments will be used in Professional Learning Communities (PLCs) to analyze student outcomes, identify strategies to help struggling students, and improve instruction.

Special classes will consist of art, music, PE, enrichment, and eventually Spanish, Latin, and logic. Most of the specials will coordinate their curriculum with the domains from the Core Knowledge sequence to make cross-curricular connections which will aid in student retention of information and comprehension. The enrichment special will include topics such as financial literacy, etiquette, keyboarding, and other useful skills.

The Core Knowledge sequence lends itself to many instructional methods and teachers will be allowed and encouraged to be creative in the way they deliver the material. While explicit direct instruction will be the most common instructional method, other methods including but not limited to the Socratic method, investigative learning, directed independent learning, and cooperative learning may be used.

Revolution Academy: Bunker Hill's character education program will teach students at all grade levels the meaning and benefits of positive moral virtues. RABH plans to partner with the Bill of Rights Institute to help deliver the character education component in the middle school grades by using their materials and taking advantage of their professional development. School-wide monthly virtues will be taught using weekly moral focus lessons. Periodic awards assemblies will recognize students who exemplify the monthly virtues. School-wide service projects will give students, families, community members, and staff the opportunity to work side by side to put the virtues into action and have an impact beyond the walls of the school. Parents will be given opportunities to be an integral part of the school community. A parent room will welcome parents into the school and allow them a place to congregate, hold meetings,



work, and volunteer. Parents or community members will serve as representatives to the School Improvement Team (SIT), and an active Parent/Teacher Organization will be encouraged and supported. Parents will also be asked to participate by serving in a variety of volunteer positions at the school including field trip chaperones, reading buddies, and lunch supervisors.

RABH has been designed using components and characteristics of highly successful charter schools across the state. While RABH is committed to having a more diverse student body than some of its model schools, it is expected that it will see similar success with students from all subgroups. RABH will use research-based strategies such as extra recess time and a phonics-based reading program to ensure that each student, no matter what his or her background is, will be graduated from 8th grade ready to succeed in high school.

### 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.**

K-5

Revolution Academy: Bunker Hill will implement elements of a classical education model using the Core Knowledge sequence, a structured math program (Saxon Math or Eureka Math), and Shurley English. The elementary school will consist of students in classes ranging in size from 20 in kindergarten to 27 in 5th grade. Classes will be self-contained and students will be grouped heterogeneously. Starting in grade 2, qualifying students will have the opportunity to participate in the move-up math program. In this model, students will be grouped by ability for math instruction and will be able, if qualified, to move up to the next grade level for math.

To encourage students to be active and to aid in their ability to concentrate on their academic work, recess will be held twice per day. Students will attend one specials class per day taught by a designated specials teacher. During specials, regular classroom teachers will have unencumbered planning time. For K-1 students, there will be four specials: art, music, PE, and enrichment. Beginning with second grade, library and/or Spanish will be added and will continue through fifth grade. Classroom assistants will be used and shared across grade levels.

6-8

Middle school grades will be departmentalized and will consist of three sections in each grade. There will be approximately 27 students in each class. Teachers will specialize in one of three core subject areas: English, Math, and Science/History. Students will rotate through all three cores during the course of the day. Depending on the units being taught, the Science and History core will either be split with each subject using approximately 45 minutes per day, or by unit, with each subject alternating for the whole unit (one week of history, one week of science.) In addition to the three core classes, middle school students will attend specials classes that include art, music, PE, and enrichment. Students in 7th and 8th grades will have the option of specializing in one of the specials which they would then attend with greater frequency than the other three. With the addition of 7th and 8th grades after the first year, Latin and logic will be added to the middle school program.

**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 RABH academic program will prepare students to be productive citizens and to be successful in future academic endeavors. The Core Knowledge (CK) sequence, supported by either Saxon or Eureka Math and Shurley English, will provide a challenging curriculum. The classical elements that RABH will use to deliver the content will teach students in a developmentally appropriate way, while still allowing teachers the flexibility to deliver creative lessons. RABH plans to work with the Bill of Rights Institute to help support the purposeful instruction of virtues in an historical context.

Core Knowledge is designed around several research-based premises:

1) *Academic background knowledge is essential for understanding.* Every author has to assume that the reader has some common knowledge and understanding of the subject. Even a book about a farm will assume that students have some prior knowledge of things such as animals can eat plants, or that a pond is a body of water. Students without the necessary academic background knowledge will be at a significant disadvantage. Core Knowledge gives students specific, sequenced, background knowledge that will allow them to understand the new content they read.

2) *The more one knows, the easier it is to learn more.* It is easier to learn and remember new facts or concepts when they can be connected to prior knowledge. Therefore, when new knowledge can be connected to prior knowledge, the easier it is to assimilate, internalize, and retain. The CK emphasis on building knowledge makes it easier for students to learn new things.

3) *Expertise is domain specific.* To have a solid understanding of something, to be good at thinking about something and finding solutions to problems, knowledge of that particular topic is essential. For example, a world class biologist would not be able to step into a physics lab and solve important physics problems efficiently. The biologist does not lack skills; rather, he lacks the domain specific knowledge that would make him a valuable member of the physics lab. In the same way, students need specific domain knowledge to be successful at reading and reasoning. CK helps students learn to read and comprehend a wide variety of texts by building their knowledge systematically across many domains.

The Core Knowledge sequence offers students a strong base of content which is sequenced to provide a solid background of knowledge. The specificity and careful mapping of the content helps eliminate gaps and repetition. Through Core Knowledge literature and in-depth historical profiles, the curriculum affords students the opportunity to gain an understanding of the world around them. Students who have not been fortunate enough to have amassed great experiential knowledge will find that the rich and varied texts that they are exposed to through Core Knowledge will help them gain insight into the world around them. Students who already have a broad knowledge base will find that Core Knowledge opens their world to in-depth critical inquiry. The classrooms at Revolution Academy: Bunker Hill, comprised of heterogeneous student groups, will accentuate opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of his or her community, state, and world.

The Core Knowledge sequence is largely aligned with the Common Core, which is the basis for many of the NC Standards. Where the sequence does not provide the necessary support of the NC Standards, modifications to the RABH instruction will be made so that RABH students will be successful in the NC accountability model. One example of a place where the curriculum will be modified is 5th grade science. The curriculum outline in Appendix B reflects those changes.

- 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.**

Core Knowledge lends itself to many methodologies allowing teachers the freedom to use best practices and teach with more confidence. This confidence will overflow into better classroom management and higher academic performance. Consistent with the classical trivium, the primary instructional strategies will change as students move through the program. During the grammar phase, where students are primarily learning grammar facts and rules, teachers will primarily use explicit direct instruction. As students transition to middle school, they will move into the dialectic stage, where they

will learn to use the information that they have acquired to think critically, logically, and analytically. Teachers will use Socratic circles and other instructional methods that will encourage students to think, question, reason, and take responsibility for their own learning. Other instructional methods will be used in all grade levels, in conjunction with the primary methods, including but not limited to investigative learning, directed independent learning, and cooperative learning. While the rhetoric stage of the trivium, where students learn to express and communicate what they have learned and thought, generally takes place in the high school years, RABH will prepare students for academic success by touching on all three parts of the trivium in each grade level.

Experienced teachers find that the addition of the Core Knowledge Curriculum, through its design and extended resources, expands the opportunities they have for meeting the needs of each student. Core Knowledge training will be part of the initial staff training. Staff development will be ongoing and varied to meet the needs of each teacher. All teachers will also have staff development in classroom management, writing instruction, math instruction, and Shurley English.

**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.**

Revolution Academy: Bunker Hill will use multiple strategies to ensure that each student will be prepared to transition to the next grade level.

1. A comprehensive, coherent curriculum, Core Knowledge, will be used with fidelity, across all grade levels. Teachers will ensure fidelity by meeting in Vertical Teams at the beginning, middle and end of each school year to align curricular content learning expectations for subsequent grade levels. Vertical Teams will be based on grade groupings for K-2, 3-5, and 6-8. Every teacher will then know all curricular content covered in each prior year as a prerequisite for instructional design and lesson planning for the current year. While students will transition to the next grade level with their own unique ability levels, academic mastery, and learning styles, teachers will know the exact content to which all students have been exposed in the prior year. This will provide for efficient use of instructional time.

2. An optimal mix of strategies will be used to assess student learning and adjust instructional design and delivery throughout the school year. The NWEA MAP will be administered two to three times per year. Teachers will use the results of this assessment to adjust instruction in order to ensure student mastery of instructional content. Teachers will also use frequent formative assessments, integrated into daily lesson plans, to further inform daily instruction. Grade level Professional Learning Communities (PLCs) will share common planning time during which they will analyze data from common and formal assessments, design additional common assessments as

needed, and create lesson plans for the delivery of instructional content based on analysis of student performance data.

3. Interventions will be implemented to assist students who are struggling academically. Identification of academically struggling students will be determined through a combination of assessment results, evaluation results (grades), teacher observation of learning, student request for remediation, and parent request for remediation. These intervention strategies include individualized tutoring sessions provided by teachers before and after school at specified times. Additionally, teacher assistants and/or parent volunteers will be used to provide classroom assistance during group or center time which will provide teachers a greater opportunity to directly assist individual students. An additional intensive academic intervention for students who are identified as at serious risk for academic failure will be the development and implementation of a Personalized Education Plan (PEP).

4. Students for whom other academic interventions have not been successful, will be referred to the School Support Team (SST) by the student's teachers, administrators, or parents. The SST will assess each referral to determine an appropriate plan to ensure that each referred student is academically successful. This plan may include additional classroom interventions, individualized instructional strategies, referral to contracted specialists, or referral to the Exceptional Children team.

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

The academic calendar reflects RABH's commitment to its mission. The calendar is comprised of 187 days to maximize instructional time while preserving the summer break of a traditional calendar and closely aligning with other area schools. Half days are built into the calendar to allow for formal parent/teacher conferences twice per year. Extensive professional development days have been scheduled for the weeks prior to the start of school to allow teachers to become fully familiar with the curriculum and instructional expectations of RABH.

**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 RABH school day will run from 8:00 am to 3:15 pm each day. There will be an optional early Kindergarten release at 1:45, meaning the academic instruction will be

done for the day and parents may pick up their kindergarteners at that time. Students in grades 1-8 will have 360 minutes of instruction each day.

Each day will begin with a morning assembly, alternating between assemblies for the full school, K-2, 3-5, and 6-8. To accommodate the move-up math program, all students in 2-5, and some students in 6-8 will have the 90-minute math block at the same time. Other core subjects will have instructional blocks ranging from 45 minutes to 90 minutes, depending on the grade and subject. Each week, students will cycle through four specials: art, music, PE, and enrichment. At the end of the day for middle schoolers, there will be a guided study time for enrichment, remediation, small group instruction, tutoring, or instruction in study skills.

The RABH daily schedule will develop a sense of belonging for students, allow adequate time for core instruction, and include a healthy amount of time for recess and lunch to aid in socialization and unstructured play. The longer calendar, at 187 days, will permit more total instructional time on a longer timeframe to aid with student retention and comprehension.

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

A RABH teacher will arrive between 7:15 and 7:30 am to be at the classroom door ready to greet students at 7:45. At 8:00 he or she will take the class to the common area for morning assembly, after which the class will walk back to the classroom to begin instruction. During the designated specials time, teachers will have common planning time while all the classes in the grade level attend specials at the same time. Twice per day, at the appropriate time, the teacher will take the students out for recess on one of the playgrounds. Frequently, the Instructional Coach will be in the classroom to observe, coach, model, or provide support. Many teachers will be able to take a break during the lunch period as volunteers or support staff supervise the class while they eat.

Students arriving between 7:30 and 7:45 will go to the common area to wait until they are dismissed to their classrooms. Students arriving between 7:45 and 8:00 will proceed directly to their classrooms where they will be greeted at the door by their classroom teacher. After morning assembly, where they recite the Pledge of Allegiance and the student creed, sing Core Knowledge songs, and hear any announcements or recognitions, students will begin their instructional day. Students will cycle through the core classes, specials, recess (two times for K-5), and lunch. Middle school students will change classes between three cores, Math, ELA, and a combined science and history.

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

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

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

### 2.2 Special Populations and “At-Risk” Students

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

Revolution Academy: Bunker Hill will use the same Multi-Tiered System of Support (MTSS) to address the academic needs of all students as will be used by Revolution Academy. Through the MTSS model, the School Support Team (SST) will use prevention and early intervention to provide struggling students with the needed support to meet expectations. Struggling students are those who are not meeting expectations and will be identified through classroom assessments, progress monitoring, observations, and/or



benchmark assessments. The MTSS model will be used to provide targeted interventions designed to help the student grow and meet expectations.

**Tier 1:** All students will receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications will be made at Tier 1. Students who are not progressing in core instruction (CI) and appear to be at risk will continue to receive strong core instruction and additional Tier 2 interventions.

**Tier 2:** Tier 2 interventions are provided to those students who are not meeting or achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example, an additional 30 minutes may be allocated for supplemental Tier 2 interventions outside the regularly scheduled reading block. Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring should occur more frequently at the Tier 2 level (at least every 20 days). Student performance data will be used to determine if interventions are effective and whether any changes need to be made. Should a student continue to fail to meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, a student may require Tier 3 intensive interventions.

**Tier 3:** Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions. Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting specific areas of deficiency. Prior to beginning Tier 3, additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration, and group size (never to exceed 3 students.)

- 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.**



Throughout his years in educational settings, David Huneycutt has had extensive experience working with special populations. He has served students with varying needs as a teacher and an administrator over many years.

- 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.**

English Language Learner (ELL) students may be identified by classroom teachers or parents, but the primary means of identification of ELL students will be the home language survey that will be sent home at the beginning of each school year. If a student is identified through the home language survey or referred by a parent or teacher as potentially having limited English proficiency, the student will be given the WIDA ACCSS placement test to determine if the student is Limited English Proficient (LEP). Parents will be consulted at every step of the process and will give consent for any ELL services.

When appropriate, an ELL teacher will be contracted to meet the needs of ELL students. Strategies that will be used to address the needs of ELL students include but are not limited to:

- Pull out sessions where students are instructed either individually or in a group in the English language
- Differentiated instruction within the core classes based on their individual needs
- Instructional materials provided in their primary language
- Before and after school individual or small group tutoring

Student progress will be monitored and students will be retested periodically to determine whether or not they continue to qualify as ELL students and require ELL services. If students do not make adequate progress with the strategies in place, other strategies and interventions will be put in place. Parents will be informed and consulted about their student's progress, any interventions put in place, and when and if students are exited from the program.

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.

Revolution Academy: Bunker Hill will not have a specific, separate intellectually gifted program. Instead, RABH plans to provide a challenging, academically rigorous program to all students and inform instruction to meet the needs of each student. The Core Knowledge curriculum will provide a strong base of content which is sequenced to provide a solid background of knowledge. Classroom differentiation and acceleration will also help meet the needs of gifted students. Because the content and sequence of the Core Knowledge sequence is so important, even students who may be performing high above grade level will not be allowed to miss content. Instead, teachers will design lessons and assignments so that intellectually gifted students can be challenged while benefiting from the shared knowledge and experience of their peers. Strategies such as supplemental reading materials, challenge spelling words, individualized reading goals, and engaging projects will help students achieve academic growth no matter what level they are on. Each student will be evaluated individually to determine if he or she meets the criteria for each enrichment program. Each teacher will determine the best way to challenge each student in the classroom and will receive ongoing staff development in classroom differentiation. The instructional coach will be available to assist teachers in developing appropriate differentiation strategies to meet the needs of all students.

The structured nature of a high-quality math curriculum makes math a subject that is particularly well suited for acceleration. Students who qualify will be given the option to move up and accelerate their math instruction. Criteria for the move-up math program will be determined by a variety of factors including teacher recommendation, parent recommendation, test scores, and math grades.

### 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.**

As part of the enrollment packet, parents will have an opportunity to provide information about their student's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools to determine if enrolled students have existing IEPs or 504s. Upon identification of students with existing IEPs or 504s, RABH EC staff will alert teachers and administrators and ensure compliance with existing plans.

- 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.**

To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. Students may be referred to the SST by teachers, administrators, or parents. Once referred, the SST will make a preliminary evaluation and, with the support and agreement of the parents, make recommendations for either 1) research-based classroom interventions or 2) further formal evaluations. These formal evaluations may be conducted by EC staff or qualified personnel contracted for such purposes. If classroom interventions are put in place and found to be ineffective, the SST will re-evaluate and either put new interventions in place or determine if the student's needs will be best served by a referral to the EC staff who will determine whether additional evaluations will be necessary. At all stages of the process the student's parents will be informed, consulted, and included. The SST will continue to monitor all students determined to have special needs or need special assistance until such time as their progress is acceptable and they exit the program.

- 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)**

All student records will be maintained with confidentiality and safety in mind. The Board of Directors will adopt a *Student Records Policy* which will prescribe a *Procedure for the Security of Student Records*.

a. Records will be requested from the previous schools of all students when they enroll at RABH. Upon receipt of such records, they will be securely stored per the *Student Records Policy* and treated as strictly confidential.

b. Exceptional Children's Records must be reposed separately from Regular Education Student Records. Exceptional Children's Records and the records of students with a 504 Plan shall be reposed in locked, fire-proof file cabinets in secure, dedicated records rooms. Student Records will be examined on site, in a designated space and only by approved personnel. Records may not be taken off site. Records must be signed out in a secure *Student Records Log*. This process must be witnessed by the principal or designee who must also sign the *Student Records Log* as a witness. When student records are returned to the secure records room, the *Student Records Log* must again be signed by both the staff member and the principal to reflect the date and time of return.

c. Exceptional Children's Records as well as the records of students who have 504 Plans, must be internally audited on a regular schedule. This audit must be conducted by the EC staff and the principal (or designee) to ensure compliance with the IEP or 504 as well as with Board Policies, and state and federal rules and regulations. Records audits must be maintained in the secure records room. Audits are not to be included in any student's record.

#### 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.**

To the maximum extent possible, RABH staff will educate students in the least restrictive environment with their non-disabled peers. Based on an estimate of an EC population of 10% (consistent with other local charter schools) RABH will hire two full-time EC teachers the first year. As the EC population grows, the budget includes resources for additional EC personnel, and if the EC population is larger than expected, RABH will accelerate the hiring of additional EC personnel. When instruction that RABH offers does not meet the needs of students who have been evaluated and found to be eligible for EC services, the school will adjust and amend the instruction to meet the needs of those students. RABH will treat each student as an individual and will personalize each education plan to meet the needs of each particular student. Some examples of strategies and supports that might be used include:

- Pull-outs, where students are instructed either individually or in small groups
- Classroom assistance, where students are given additional assistance in the regular classroom setting
- Modified assignments

- Supplemental materials that better meet the needs of the student while still providing access to the core content
  - Additional resources or instructional supplies
- 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?**

All EC teachers will be highly qualified and possess a North Carolina Special Education teacher certification. In addition, EC teachers will be qualified to deliver the core curriculum to students with any identified disability. The EC teachers will be assisted in meeting the needs of students with disabilities by both the contracted professionals and the classroom teachers. Regular classroom teachers will receive regular staff development in best practices for instructional delivery of the general education curriculum to students with disabilities. The EC staff will closely monitor and re-evaluate the education plan of each student who receives EC services on a regular basis.

- 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).**

Each identified student in the Exceptional Children's program shall be assigned a case manager for coordination of all services pertinent to the student receiving a Free and Appropriate Public Education. The case manager shall be responsible for quarterly reviews of the IEP to ensure that each student is receiving all accommodations, related services, and regular education instruction. Administrators shall do regularly scheduled instructional classroom audits to ensure fidelity to each student's IEP. Case managers will inform parents at least quarterly of progress on the IEP and of any FAPE concerns.

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

Parents and relevant staff are an integral part of the IEP team and should be present for IEP meetings. The EC staff and the classroom teacher will be responsible for monitoring and ensuring the implementation of the IEP, but the parents will be involved in the development and any adjustments made to the plan. Classroom teachers will receive intensive and ongoing training in order to give them the skills needed to support the EC team and meet the requirements of all IEPs and 504s. Compliance with IEPs and 504 plans will be monitored and will be included as part of each teacher's annual evaluation.

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

RABH plans to contract with a reputable, experienced service provider for related services including speech, occupational therapy, psychological services, and physical therapy. A line item for projected EC contracted expenses has been included in the budget and is based on the actual expenses of other charter schools.

## 2.4 Student Performance Standards

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

Revolution Academy: Bunker Hill will provide a rigorous course of study designed to prepare students for a lifetime of achievement. All students and staff will be held to high standards and students will be challenged to grow no matter where they are academically. With students coming from a wide range of experiences, it is anticipated that RABH will have a student population with a wide range of backgrounds and abilities.

RABH will have three major school-wide achievement goals. First, each student will achieve at least one year of growth during the academic year, as measured by the NWEA MAP. Second, each student who has been enrolled at RABH for at least three years will perform at or above grade level. Third, RABH students will achieve the following proficiency percentages on EOGs:

EOGs:

Year 1, 46% in Reading, 44% in Math and proficiency will increase each year by at least three percentage points. These goals reflect confidence that, given a student body that is representative of the target area, RABH students will perform, at a minimum, better than the Guilford County Schools averages by year 3 and better than the state averages by year 5.

### 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.

In addition to the state mandated tests, RABH will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) two or three times per year to students in grades 2-8. RABH will administer the NWEA MAP for primary grades to students in grades K and 1. The NWEA is a computer adaptive assessment that can give teachers specific feedback about each student's areas of strength as well as areas that need further development. Teachers and support staff will receive professional development in the interpretation and use of the NWEA data to inform and align

instruction. Teachers will also use common assessments to measure student learning and adjust instruction as needed.

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

Students who meet or exceed the state standard requirements and have met all of the local grade level requirements will automatically be promoted to the next grade. If a student is at risk of being retained, the student's classroom teacher will contact the parents as soon as possible. The teacher, parents, and other necessary staff will formulate a Personal Education Plan (PEP) which may include a referral to the SST. It will be the policy of RABH to give each student the tools and support that he or she needs to be successful. If the interventions and support do not result in the student meeting the requirements to be promoted to the next grade, the principal, with input from the teacher, parents, and other staff, will make the final decision on whether or not to retain the student.

If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support and consent of the EC staff and consideration will be given to the student's plan and accommodations. All of the school policies and procedures, including promotion and retention policies, will be available to parents and students in the student handbook and on the school website.

- 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 following are the exit requirements for students leaving 8<sup>th</sup> grade:

Students will demonstrate strong reading, writing, listening, spelling, speaking, and presentation skills using multiple forms of expression, which are age and grade level appropriate.

Students will be able to read and interpret multiple forms of writing including poetry, fiction and non-fiction.

Students will have an understanding of the US government, its history, and governing documents.



Students will have a basic understanding of the science topics as outlined in the Core Knowledge sequence.

Students will have mastered grade level and age appropriate math skills and be prepared to enter a Math I or higher-level math course in 9th grade.

With the help of the NWEA, as well as other assessments, students who are at risk of not meeting the objectives to successfully exit 8th grade will be identified early, usually in previous grades, and appropriate interventions will be put into place to help the student achieve this goal.

## 2.5 School Culture and Discipline

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

The Culture of Revolution Academy: Bunker Hill will be such as would be expected in a classical education setting. The school's stereo focus on both academics and character will create an environment that espouses and expects, from all members of the school community including administrators, teachers, students, support staff, and parents, the following values and behaviors:

- Respect for others, our school, our country, our community, and self.
- Responsibility for others, our school, our country, our community, and self.
- Awareness of and dependence on common courtesy and manners.
- A sense of obligation to serve our school and community through learning and civic service.
- A genuine thirst for and appreciation of knowledge.
- Honesty and trustworthiness in all matters, both personal and public.
- Polite and honest discourse.
- Courage to do what is right, always.

### **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.**

All members of the staff will model these values daily. Beginning with the first week of school, students will attend assemblies once or twice per week during which they will learn the school's Code of Conduct, the values of the school's culture, and the expectations of teachers and administrators. Each assembly will feature a recitation of



the Pledge of Allegiance, a character lesson, a celebration of an achievement, and anything else the principal decides is germane to the establishment of the culture.

For students who enter after the beginning of the school year, the school counselor, the student's teachers, and an assigned student guide, will help acculturate the new student to Revolution Academy: Bunker Hill.

- 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.**

1. A safe and orderly school begins with clear, behavioral expectations founded upon a firm, fair, and consistent Code of Student Conduct as proposed by the administration and adopted by the Board. The MTSS framework for behavioral intervention and support will be used to inform the development and implementation of the Board's Code of Student Conduct. Character development programs, positive behavior supports, and clear consequences for infractions of the rules will provide the necessary tools for ensuring a safe and orderly environment for all members of the RABH community. All classroom rules will be reflective of and subsumed by the Code of Student Conduct. Students, parents and staff will routinely review all expectations for student behavior to ensure that all have mastered the goals of good citizenship, high character, kindness, and respect for others and are aware of all rules and consequences. Behavior expectations will be displayed throughout the school, reviewed during assemblies, and consistently enforced. The foundational values of citizenship, character, kindness, and respect, as well as the Code of Student Conduct will be visually apparent throughout the school and the school's website to increase awareness and adoption into daily school life.

2. The disciplinary process consists of four levels:

Level 1: Minor infractions are defined *as those that can be handled by the teacher and do not compromise the safety of others.*

The teacher will correct the behavior and remind students of the proper way to act. If the inappropriate behavior is serious enough or a continuing problem the teacher will document the incident and notify the parents. Examples of Level 1 behavior include talking out of turn, failure to complete homework, refusal to participate, etc.

Level 2: More serious infractions are defined *as those that compromise either student safety or the integrity of the school and/or educational process. These will be referred to the principal.*

The principal will consult with the parents and student and formulate a corrective action plan that may include disciplinary measures. Possible disciplinary measures include but are not limited to in-school suspension, detention, suspension from athletic teams, and suspension from extra- curricular activities. Examples of Level 2 behavior include noncompliance with dress code, disrespect, disruptive behavior, and leaving school grounds without permission.

Level 3: *Level 3 violations are defined as recidivism of previous level 2 infractions, threatening the physical or emotional safety of others, or failure to successfully complete a corrective action.* Such violations will be referred to the principal who will consult with the student and parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days. Examples of Level 3 behaviors include harassing others, fighting, cheating, egregious disobedience to school personnel, and destruction of property.

Level 4: *Level 4 behaviors are defined as those that have escalated or repeated following a level 3 referral or if an extremely severe infraction occurs.* Level 4 referrals will be adjudicated by the principal who may recommend a long-term suspension or expulsion to the Board. Examples of Level 4 behavior include making threats to others, assault, or possession of drugs or weapons.

3. When considering disciplinary actions for students with special needs, the principal will review and consider, with the assistance and support of the EC team, any accommodations made as a result of the student's IEP or 504 status and whether the behaviors are a manifestation of the student's identified disability. If a manifestation is determined, the team will decide on a plan designed to prevent such behavior in the future. If no manifestation is determined, the principal will use the Code of Student Conduct to determine an appropriate consequence.

4. The policies and procedures regarding student conduct will be clearly explained in The Student Handbook. Additionally, every notice of suspension will include an

explanation of the student's rights including the appeal and grievance processes. The principal will recommend students for expulsion, but all expulsions will be approved by the Board of Directors. Parents of students who are suspended or expelled may appeal the suspension or expulsion to the Board of Directors commensurate with N.C. Gen. Stat. 115C-390.7, 115C-390.10, or 115C-390.11.

## Certify

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

Explanation (optional): Revolution Academy: Bunker Hill is designed as a sister school to Revolution Academy. The academic emphases, the pedagogies, the curricula, the resources, and the values are by design, very similar. It is to be expected then, that there is some overlap between the two. The Boards of Directors of both Revolution Academy and Revolution Academy: Bunker Hill are supportive of the sharing of some information in this application.

## 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: Revolution Academy: Bunker Hill

Mailing Address: 6074 Summit Ave.

Street Address: Same

City/State/Zip: Browns Summit

Phone (xxx-xxx-xxxx): 336-339-3049

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

Name of Registered Agent and Address: Alex Valencsin

Federal Tax ID:

#### 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?
Alex Valencsin	Chairman	Guilford	Artist	None	
Derrick Hawkins	Vice-Chairman	Rowan	Pastor	None	
David Huneycutt	Member	Guilford	Retired	Teaching, principal, superintendent	No
John Kreider	Secretary	Guilford	Attorney	NC Bar	No
Victor Jones	Member	Guilford	Business owner, City Councilman	Insurance	No
John O'Day	Treasurer	Guilford	Consultant	None	

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

The governing board will be ultimately responsible for all areas of operation for the school, including finance, academics, personnel, facilities, and student safety and performance. The board has contracted with Charter Development Solutions to oversee the day to day operations of the school, within the policies, budgets, and frameworks that the board sets. CDS will recruit well qualified professionals to fill the various roles at the school, including the principal, and present them to the board for approval. CDS will supervise, develop, and support the principal as well as the other administrators and teachers.

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

The RABH board will consist of 5-7 members, with at least one member being a parent or guardian of an RABH student. Currently, the board has six (6) members: one parent who has seen a need in her community and driven this process, a retired education administrator, a pastor, an attorney and former judge, two business owners who also serve on local municipal councils. The board will govern the school, holding the CMO accountable to school-wide goals and working with the CMO to ensure fidelity to the school's mission and ultimately ensure good student outcomes.

**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 current RABH board has extensive knowledge and skills that will help them successfully govern a public charter school. In their roles in the business world and municipal office, Victor Jones and John O'Day have both provided successful budget oversight of millions of dollars. David Huneycutt has had a full career in education including 16 years as a principal. In his role as pastor, Derrick Hawkins is working closely with his church community and has been successful with recruiting and community outreach. All of the board members have a proven track record of making good decisions. They will be thoughtful, data-driven, and deliberative in the way they govern the school.

**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.**

While the governing board will bring vast experience in oversight and accountability, the staff of CDS comes with concrete, specific experience with charter schools. The combination of a strong governing board and a CMO with on the ground experience in successful charter openings and operations will ensure RABH's successful opening and operation.

The school principal will be directly supervised and evaluated by the experienced CDS staff. The board will, however, evaluate the performance of CDS and at least annually give feedback, in writing, about the principal performance and the school's operation. The rubric for feedback includes questions about how the school in general, and the principal in particular, are meeting expectations in regards to all of the school-wide goals that are part of the School Improvement Plan that the board sets every year.

There will be several ways that stakeholders are included in the decision-making process of the school. There will be a parent representative that serves on the board of directors and the School Improvement Team. Board members will be accessible to parents and community members, individually and through the public comment portions at all regular board meetings. Parents and staff will be given surveys twice per year to get valuable feedback on all aspects of the school and help inform decisions.

**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?**

Alex Valencsin saw a need for different educational options in Northeast Guilford County. Being familiar with the success of Cornerstone Charter Academy and having heard about Revolution Academy, she reached out to Mary Catherine Sauer about opening a school in her area. Ms. Sauer helped her recruit a talented, professional board that has a diverse skill set and will help lead a successful school.

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

RABH board members work and reside in many different areas of the county, and are all involved in a variety of community organizations. Ms. Valencsin and Mr. Huneycutt are particularly active in the Browns Summit community where they live and have deep roots.

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

The RABH board of directors will hold regular meetings once per month, with an annual meeting in June of every year.

**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.**

New board members will be required to follow a board member orientation plan that includes becoming familiar with applicable laws and policies and the Revolution Academy: Bunker Hill program. RABH board members will receive ongoing training as part of the regular monthly board meetings, as well as annually in cooperation with the Revolution Academy board of directors.

Topics that will be addressed during training over the course of a year include: NC charter law, SBE charter policies, charter finance, Core Knowledge, NWEA, responding to parents, school policies, why charter schools close, financial red flags, school discipline laws, EC overview, and what classical means.

Board member participation in a number of trainings will be required as part of the board member expectations.

**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 RABH board understands that a conflict of interest or even the appearance of a conflict of interest can damage its governing capacity and public trust. The board has a policy that prevents board members from participating in discussions and votes in which a conflict exists, has a requirement that each board member disclose any conflict that may arise, and requires that each board member sign an annual statement disclosing any known possible conflicts. Failure to disclose possible conflicts of interest are grounds for which board members may be removed from the board.

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

The RABH board will be deliberative in their decision-making. Information will be gathered from a variety of sources, decisions will be carefully considered after discussions and debates, and votes will be taken at properly called and noticed meetings. Consideration will be given to staff recommendations, feedback and practices from other high-performing charter schools, input from committees where appropriate, relation to mission, impact on students and instruction, and budgetary impact.

**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.**



Revolution Academy: Bunker Hill will use a School Improvement Team (SIT) to keep the school mission-focused and continuously improve operations, processes, and procedures related to students and instruction. The SIT will consist of various staff members, administrators, and parent representatives. Under the direction of the principal, the SIT will evaluate and create strategies to promote successful progress towards the school-wide goals and, when appropriate, make recommendations to the board for changes to the school-wide goals and School Improvement Plan (SIP).

The Parent/Teacher Organization (PTO) will be a committee made up of parents and community members, teacher representatives, and administrators. The PTO will help the school make decisions and improve the programs, processes, and procedures that relate to extra-curricular offerings for students and parents.

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

The grievance process is a formal way for parents and staff members to resolve issues. If parents have an issue with a staff member and have not been able to come to a satisfactory resolution, they may file a grievance with the staff member's supervisor, usually the principal. If it is the principal who the parent has an issue with, the parent may file a grievance directly with the board of directors. If the supervisor does not resolve the issue to the parent's satisfaction, the grievance will escalate to the board of directors. The board of directors will hear from the parent, gather evidence if appropriate, and make a determination about the dispensation of the grievance.

If a staff member has a grievance, he or she may file a grievance with the principal, or with the board of directors if the grievance is with the principal. If the principal cannot resolve the grievance to the staff member's satisfaction, the grievance will escalate to the board of directors. The board will hear from the staff member, gather evidence if appropriate, and make a determination about the dispensation of the grievance.

### **\*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		1	1	1	1	1
Assistant Principal			1	1	1	1
Instructional Coach		1	2	2	2	2
Core Classroom Teachers		13	23	29	29	29
EC Teachers		2	3	4	4	4
Specials Teachers		4	4	6	6	6
Tutors		1	1	2	2	2
Teaching Aides or Assistants			3	4	4	4
School Operations Support Staff		3	3	5	5	5

#### Staffing Plans, Hiring, and Management

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

The RABH board recognizes the importance of having an excellent teacher in every classroom. To that end, the board has developed a series of strategies that will aid in the recruitment and retention of high quality classroom teachers.

- 1) The board is committed to providing teachers with all of the necessary resources they need to be successful. That includes comprehensive instructional materials so that

teachers can spend their time developing relationships with their students instead of searching the internet for relevant materials.

2) The board and administration will purposefully work to create a culture of excellence. They will promote the growth mindset throughout the community, where mistakes are an important part of success and teachers are free to share their successes and failures as they work together to improve student learning.

3) Teacher development will be a focus of RABH and many parts of the program reflect that focus. An instructional coach will work closely with teachers starting in the first year to develop their understanding and delivery of the curriculum, identify and improve areas of weakness, and share areas of strength. Days will be built into the calendar for peer observations, both vertical and horizontal, so teachers can observe each other and learn and study best practices. Teachers will receive dedicated training in each instructional program used every year so they become confident and proficient in delivering each part of the program.

4) Teachers will have a voice in the decision-making process of RABH and will have opportunities to participate in the School Improvement Team, the PTO, hiring committees, and board committees.

Finally, the most effective way that RABH will recruit excellent teachers is through the experienced, high quality staff that are already on board and will aid in the recruitment process.

- 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.**

A principal for RABH has not yet been identified. Upon approval from the SBE, Charter Development Solutions will initiate a multi-state search for a suitable candidate. CDS will conduct a series of screenings to arrive at the best candidate possible and present that candidate to the RABH board for approval.

As part of the search process, CDS will be looking for an experienced administrator with proven leadership skills. Experience in classical education, charter schools, or Core Knowledge is preferred.

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

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

The employees of Revolution Academy: Bunker Hill will be dually employed by the school and Charter Development Solutions. CDS will recruit and vet qualified candidates for the RABH board’s approval. CDS will train, support, evaluate, and develop the school’s employees.

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

The principal will primarily be responsible for recruiting and vetting potential employees. Procedures will include interviews with other staff members, checking references, and performing criminal background checks. Recommended candidates will be presented to the board for approval. Every position will be conditional on a favorable background check and board approval. Similarly, the principal, as the supervisor of all staff members, will be responsible for the development and discipline of employees. If, after reasonable efforts to help an employee meet expectations, the principal concludes that a dismissal is in the best interest of the school and students, the employee may be dismissed with board approval.

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

RABH is projecting the following salary ranges:

Principal \$72,000 - \$80,000  
Assistant Principal \$58,000 - \$69,000  
Instructional Coach \$54,000 - \$58,000  
EC Teachers \$44,000 - \$54,000  
Finance Officer \$32,000 - \$37,000  
Clerical \$28,000 - \$33,000  
Teacher Assistant \$24,000 - \$28,000  
Custodian \$18,000 - \$22,000  
Classroom Teachers \$36,000 - \$54,000  
Specials Teachers \$36,000 - \$54,000  
Tutor \$36,000 - \$48,000

Each full-time employee will be offered a comprehensive healthcare plan and

a retirement account with a matching employer contribution.

The goal of the RABH salary ranges is to hire the best possible personnel at competitive salaries. Salary ranges from area charter and district schools were used for comparison. Average salaries have been used for budgetary purposes. The RABH budget also accounts for annual merit-based raises and increases in both healthcare and retirement expenses.

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

The employee grievance policy will offer employees a process for resolving situations in which the employee feels that he or she has been wronged. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the immediate supervisor does not resolve the issue to the employee's satisfaction, a written grievance may be submitted to the principal. If the principal does not resolve the issue to the employee's satisfaction, then a written grievance can be submitted to the Board of Directors. If the immediate supervisor is the principal, steps one and two, a verbal and then written grievance, will both be submitted to the principal, then an appeal can be made to the Board of Directors.

The principal, as the direct supervisor of the employees, will have the responsibility of evaluating and developing employees. If, after an appropriate attempt to develop a staff member, the principal decides that the staff member is not a good fit for RABH, he or she may make a recommendation to the board for termination. In extreme cases, the principal may recommend immediate termination. The final decision to dismiss an employee will rest with the Board of Directors.

**8. Identify any positions that will have dual responsibilities and the funding source for each position.**

As with many public charter school employees, many RABH staff positions may have dual responsibilities. For instance, the office staff will be cross-trained and will share in the operational duties. Administrators will take on many roles including testing coordinator and ELL coordinator.

All employees with dual responsibilities will be funded through the general operating budget. EC teachers who are funded with federal EC monies will not have dual roles or responsibilities.

**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.**

Based on other charter schools in the area, the anticipated EC population is 12% of ADM, or 37 students the first year. Revolution Academy: Bunker Hill has budgeted for two full-time, experienced, licensed, highly qualified EC teachers to serve those

students. Additionally, RABH has budgeted for contracted services for EC students such as speech therapy, occupational therapy, and psychological services.

Because of the challenging nature of our program, the commitment to a comprehensive, core curriculum, and the ability to differentiate to meet students' various needs, RABH does not intend to hire any staff specifically for gifted students.

As soon as the SBE approves RABH to go to the Ready to Open process, the RABH administration will begin searching for qualified EC teachers, following the same hiring procedures that will be used for other positions.

**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).**

**Principal:** The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the Board of Directors and will, at the direction of the board, be responsible for all aspects of school operations. The principal will supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of RABH and willing to work collaboratively to achieve the school-wide goals as set out in this application and the School Improvement Plan. A bachelor's degree and leadership experience is required. An advanced degree or equivalent charter school experience is preferred.

**Assistant Principal:** The assistant principal will report to the principal and perform duties delegated to him or her by the principal. The assistant principal will fulfill the duties of the principal in his or her absence. The assistant principal must be committed to the mission of RABH and be willing and able to work collaboratively to achieve the school-wide goals. A bachelor's degree and leadership experience is required. An advanced degree or equivalent charter school experience is preferred.

**Instructional Coach:** The instructional coach will support the teachers by observing, training, encouraging, demonstrating for them, and educating them on all aspects of instruction in general and the RABH curriculum in particular. He or she will, along with and at the discretion of the principal and assistant principal, be responsible for ensuring that the chosen curriculum and instructional materials are taught with enthusiasm and fidelity. A bachelor's degree, teaching experience, and extensive knowledge of the Core Knowledge sequence are required.

**Teachers:** Teachers will be responsible for teaching the curriculum, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the RABH community. All

teachers must have a complete understanding of the curriculum, and a bachelor's degree. Licensed teachers are preferred.

**EC Teachers:** EC teachers will be tasked with addressing the needs of students with special needs. EC teachers will provide continuing instruction and evaluation of students in the EC program and work closely with the classroom teachers to ensure the needs of students receiving EC services are met. They will ensure compliance with all applicable laws and regulations. EC teachers will be highly qualified and licensed.

**Tutor:** Tutors will work one on one or in small groups with students who need extra help to meet expectations but do not qualify for EC services. Tutors must have a complete understanding of the curriculum, and a bachelor's degree. Teaching experience is preferred.

**Teacher Assistants:** Teacher assistants will assist teachers as needed. A bachelor's degree is preferred.

**Finance Officer:** The finance officer, or operations manager, will facilitate purchasing, invoicing, payroll, and inventory. He or she will also be responsible for student data, attendance, communications, and oversight of office procedures. The operations manager will have a bachelor's degree and experience in financial or business management.

**Clerical:** The secretary and receptionist will work under the direction of the operations manager and will perform such duties as delegated to them. He or she will have an associate's degree or two years of higher education.

**Custodian:** The custodian will clean the school as necessary and as directed by the principal.

### 3.5 Staff Evaluations and Professional Development

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

The principal will be responsible for helping teachers meeting and maintaining licensure requirements. With the support of CDS, the principal will provide professional development for the staff.

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

**overview matches with the projected staff and funding of the proposed budget section.**

RABH's instructional coach will serve as a mentor to all teachers. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The principal and assistant principal will conduct formal classroom observations at least once per semester. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The administrator will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis.

Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. Teachers will be represented on the SIT, PTO, principal's hiring committee, and various board committees. A teacher evaluation rubric will be used for the annual teacher evaluations. Indicators will include parent surveys, test scores, involvement in the RABH community, formal and informal evaluations, and additional roles and responsibilities. Scores from the rubrics will be used to determine annual raises and bonuses as funds are available.

Revolution Academy: Bunker Hill will also strive to pay teachers competitive salaries and put a priority on training, coaching, and development.

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

The staff development plan consists of four distinct kinds of development: formal, individual, small group, and observational.

Formal: The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the professional development days before school starts and will also occur during many of the bi-monthly staff meetings.

Individual: Individual professional development includes internal and external, subject or skill specific training. Teachers will receive coaching and specific support for any areas that can use improvement. In addition to the instructional coach, mentors will provide valuable development for new teachers in the form of frequent feedback and support.



Instructional observations coupled with feedback from the administration and the instructional coach will provide further valuable professional development for the RABH staff.

Small Group: Teachers will be expected to meet in small groups weekly. These Professional Learning Communities (PLCs) will serve as a way for grade level teams to use student data to evaluate their lessons, plans, and instruction. The instructional coach and administrators will facilitate some of these meetings to ensure that they are maximized to improve instruction.

Observational: Observations of best practices will be used for both individuals and groups. Days will be set aside for peer observations so that teachers can learn by example from each other. The instructional coach will facilitate discussions with the observers after the observations.

- 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.**

Eight days have been included in the staff development before the first day of school. The training involves a combination of professional external and in-house instructors. The external instructors will be included as part of the CDS management fee.

Core Knowledge Training - 2 days

Domain Mapping - 1 day

NWEA Training - 1 day

Math/Shurley English - 1 day

RA Orientation – ½ day

Classical Instruction – ½ day

Health and Safety (including training in epi-pens, allergies, blood borne pathogens, safety procedures) – ½ day

Power School – ½ day

EC Training - 1 day

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

The professional development that takes place during the school year will be more individualized than the PD that will be scheduled before school begins. The instructional coach will work with each teacher individually to identify strengths and weaknesses and develop a plan to help each teacher grow and improve as an instructor. The



instructional coach will use strategies such as modeling, observations, coaching, and instructing to develop teachers' instructional practices.

Additionally, time will be set aside during regular school hours for teachers to observe their peers. Those observations will give all teachers the chance to learn from the best and most experienced educators.

### 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)).**

RABH has a specific marketing plan that will help reach the goal of reflecting the racial/ethnic demographics of Guilford County and meet its enrollment targets. The school will use demographic information to target specific communities that are currently underserved by charter schools and other educational options. As bus stops are chosen, areas surrounding the bus stops will be targeted with mailings and outreach, while additional bus stops will be chosen based on student enrollment.

RABH will reach out to a wide variety of community organizations that serve students of varied backgrounds, including community centers, YMCA, churches, and daycares.

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

While word of mouth is likely to be a very effective means of raising community awareness about RABH, the specific marketing plan is designed to reach a large community. Once prospective parents hear about RABH, the website, social media, and information meetings will inform them of the particular program that makes RABH a good choice. The association with Revolution Academy and cross-promotional opportunities will further help educate the community about what the schools offer.

- 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.**

Charter Development Solutions will be responsible for the marketing of the school. The RABH board will approve the detailed enrollment plan and carefully monitor the application and enrollment benchmarks and participate in various events. Once the principal has been selected, he or she will be an active participant in the execution of the marketing plan.

<b>Application Targets</b>					
<b>Month</b>	September	October	November	December	January
<b>Goal</b>	150	250	300	325	450

<b>Category</b>	<b>Strategy</b>	<b>Timeframe</b>
Social Media	Frequent posts across platforms including activities, pictures, program information	Ongoing
Information Meetings	Once or twice per month at various locations	Sept 2020 – May 2021
Direct Mail	Targeting specific communities that will help achieve the targeted population	Oct 2020 – Feb 2021
Advertising	Billboards and other ads designed to reach a broad audience	Oct 2020 – Feb 2021
Community Events	Attend festivals, parades, etc.	Apr 2020 - Ongoing
Community Outreach	Distribute flyers and brochures, press releases	Sept 2020 – Feb 2021

- 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.**

The RABH target area has a wide variety of household incomes that will be reached when targeting the 8-mile radius from the potential site. RABH will further target satellite areas that will contain potential bus stops and use direct mail and community engagement efforts to market to the parents in those areas.

**5. What established community organizations would you target for marketing and recruitment?**

RABH will target existing community organizations including community centers, churches, the YMCA and YWCA, daycares and preschools in the target areas, athletic organizations, and the Boys and Girls Club.

### 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.**

RABH will hold information meetings, spirit nights, and have up to date information on its website and social media platforms. Once the lottery is held and students are enrolled, parent advisory committees will be formed and the RABH staff will help support and facilitate the formation of the PTO.

**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.**

As one of the four pillars of the RABH mission, parental partnerships will be a large part of the school culture. The permanent facility will include a dedicated parent room where parents can gather, meet, volunteer, and be welcomed as a part of the community. Parents will be encouraged to volunteer in and out of the classrooms, welcomed into the building, and invited to actively participate in advisory committees, the PTO, and the SIT. Twice per year parent input will be requested through anonymous surveys.

**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.**

RABH will offer town halls, curriculum nights, and special speaking events that will be open to parents and community members. Working with the Revolution Academy community will make it possible to offer more programs and events that will strengthen parent and community engagement for both schools. As parents learn more about parenting, safety, academic programs, and the school operations through these programs and events, they will be better able to truly partner with the school to the benefit of students and student achievement.

### 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.**

The open enrollment period will run from September 15, 2020 to January 31, 2021. During that time parents may apply online or in person at any Revolution Academy: Bunker Hill events. The lottery will be held after the open enrollment period and students who are offered a place will be given at least 30 days to accept the spot and enroll.

All students who apply during the open enrollment plan will be included in the lottery, if necessary. If there are more applications in a given grade level than there are spots available, a lottery will be held for that grade. Students who have preference will be placed first. To help RABH reach its targeted population, next, a lottery will be held for economically disadvantaged students. Once the weighted lottery threshold of 25% is reached, any remaining ED students will be put in the pool with other applicants and the remaining spots will be filled for each grade. Any students remaining after all of the available spots are filled will be numbered on a waiting list.

During the lottery process, preference will be given to students who are children of board members, children of full-time staff members, siblings of currently enrolled students. Multiple birth siblings will be entered into the lottery under one surname. If that name is drawn in the lottery then all multiple birth siblings will be admitted.

Any student who applies after the open enrollment period will be put on the bottom of the waiting list in the order in which the applications come in. If an enrolled student wishes to withdraw, the parents will be asked to fill out a withdrawal form that includes information about where the student will attend school and the reason that the student is leaving RABH. If a student who has previously withdrawn wishes to re-enroll, the student must fill out an application and will be put on the end of the waiting list. Records for students who withdraw will be sent to the new school upon request.

There will be no pre-admission activities.

### 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.**

Revolution Academy: Bunker Hill seeks to serve a balanced population that mirrors the racial and ethnic demographics of Guilford County and includes students from a variety of economic backgrounds. In order to achieve this balance, RABH will offer transportation, free and reduced lunches, and use a weighted lottery, giving an enrollment advantage to students who are economically disadvantaged.

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

Educating the parents of ED students about the school's offerings will be a big part of the RABH strategy to achieve a balanced target population. As the school reaches out to

communities containing ED students, RABH will explain the transportation, lunches, tutoring, EC services, ELL services, and the weighted lottery. The goal is to make all students and parents feel welcomed and appreciated as a part of the school community.

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

Economically disadvantaged students sometimes do not have the same access to school choice options as other applicants. Private and homeschool are usually options that are out of reach for many families. There are disparities in how they get information about options as well as barriers to attendance. RABH seeks to remove some of those barriers by providing services to support ED students and families and mitigate some of the disparities by giving students who are economically disadvantaged an advantage in the lottery system.

### Certify

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

Explanation (optional): Revolution Academy: Bunker Hill shares many program elements with Revolution Academy, a school opening in 2020, and therefore some sections of the RABH staffing plans are the same as those for Revolution Academy.

## 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.**

Many RABH students will be driven to school by a parent or carpool. Clear procedures will be established and communicated with parents to make drop-off and pick-up

smooth and safe for students and staff. For students who want a carpool, the school will help facilitate the process by helping parents access ways to get in touch with other parents in their area.

Revolution Academy: Bunker Hill plans to contract with a local service provider for the operation of two buses to community stops. Each bus can transport 60 to 80 students, allowing for the transportation of approximately 50% of the RABH initial student population. Preference will be given to students who are economically disadvantaged. \$90,000 has been budgeted for transportation the first year, increasing each year as the student population grows. First Student is an experienced service provider that provides transportation services to many area schools, both charter and district, and follows applicable laws.

The service provider will also be able to transport EC students in the event that transportation services are needed to serve those students. The “other” line item under professional contracts can be used to cover the cost until additional EC funds are secured. In the event that the school does not have enough funds to cover those costs, the management fee will be lowered to ensure that the school is in compliance with all IEPs and meets the needs of all of its students.

The administration team will work closely with the service provider to monitor student transportation on a daily basis and handle any problems as they arise.

## 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.**

RABH does not plan to participate in the national school lunch program. Students who qualify, however, will be given a free or reduced lunch through the RABH lunch program. Each day, students may eat a packed lunch or one purchased from the lunch



vendor for that day. The school plans to use a percentage of the sale of the vendor lunches to offset the cost of the free and reduced lunches.

\$68,600 has been budgeted for free and reduced lunches. Without any offset from the vendor lunches, these funds will provide lunch for 146 students at \$2.50 per day. That will serve almost half of the 309 initial ADM, and more than the expected economically disadvantaged student population of 40%.

#### 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	\$1,561
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	4,277
Property Insurance		9,175
Automobile Liability	\$1,000,000.00/occurrence	181
Crime Coverage Minimum/Maximum Amount	\$250,000.00   \$250,000.00	332
Worker's Compensation	\$500,000	6,768
Other Coverage		2,469
<b>Total Cost</b>		<b>\$24,763</b>

#### **\*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 **Revolution Academy: Bunker Hill** 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.



8/20/19

Board Chair Signature

Date

#### Start-Up Plan

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

Charter Development Solutions will, with the approval of the board of directors, be responsible for ensuring a successful school opening. The CDS staff's experience with the successful openings of other charter schools, as well as the board's enthusiasm and commitment will contribute to a great start for RABH. CDS will secure start-up funds out of which the principal will be compensated for at least part of the planning year. The CDS staff will be compensated by CDS.

Task	Timeframe	Responsible Party
Secure Temporary Facility		
Negotiate/Sign Lease	Oct 2020	CDS, Board
Facility Improvements	Oct 2020 – May 2021	CDS
Inspections	May 2021 - June 2021	CDS
Secure Back-up facility	Feb 2021 - May 2021	CDS
Marketing		
Advertising		CDS
Community Activities	May 2020 - Aug 2021	CDS, Board
Online Presence	Jun 2019 - Sep 2021	CDS
Post-enrollment Activities	Jun 2021 – Aug 2021	CDS
Staffing		
Advertising	Sep 2020 – Mar 2021	CDS
Hire Principal	Jan 2021 – Feb 2021	CDS, Board
Hire Other Staff	Feb 2021 – May 2021	CDS, Principal
Enrollment		
Recruiting/Open Enrollment	Sep 2020 – Jan 2021	CDS
Lottery	Feb 2021	CDS

Enroll Students	Mar 2021 – May 2021	CDS
RTO		
RTO Report	Sep 2020 – June 2021	CDS
Trainings	Sep 2020 – June 2021	Board

**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.**

The biggest challenges that most new charter schools experience are facilities, start-up, and enrollment. While not eliminating those challenges, having the experience and resources of the CDS team will help RABH navigate them successfully.

Facility: RABH has started conversations with facilities that already have Certificate of Occupancy for Education (ECO). RABH will simultaneously seek out area churches and facilities which might be usable but may need improvements to secure an ECO and look for a suitable permanent site. All of these efforts should yield an acceptable facility for an August 2021 opening.

Start-up Costs: Charter Development Solutions will secure start-up funds for a successful opening, either through loans, grants, or donations. CDS is prepared to cover any planning year budget shortfalls and provide staffing for many of the planning year tasks and activities.

Enrollment: While RABH and CDS believe that they have accurately predicted the demand for the new school, a targeted marketing strategy with a healthy budget will still be used to drive applications and enrollment. CDS plans to spend \$20,000 to advertise RABH using a combination of direct mail, advertisements on billboards and social media, information meetings, and flyers and brochures distributed throughout the community. Through the partnership with Revolution Academy, RABH will also benefit from publicity surrounding the 2020 opening of that school and the familiarity of the community from the Revolution Academy marketing.

#### 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.**

RABH has already begun conversations with two facilities that have an ECO and would be acceptable for year 1. Additionally, RABH, with help from CDS, is seeking other locations that could be used by the school and would require minimal upfit to obtain an ECO. Several potential permanent sites have also been located and the search for the best site will continue.

Facility Search	
Task	Timeframe
Negotiate/Sign Lease	Oct 2020
Facility Improvements	Oct 2020 - May 2021
Inspections	May 2021 - June 2021
ECO obtained	June 2021
Secure Back-up Facility	Feb 2021 – May 2021
Secure Permanent Site	June 2020 – Sep 2020
Develop Permanent Facility	Sep 2020 – July 2021

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.**

As a traditional, classical school, RABH does not required any unusual or specialized facilities.

For the first year, at an ADM of 309, RABH will need 13 classrooms, 5 offices, a common area or gym, and adequate parking and stacking lanes. The funds budgeted for the first year facility rent are consistent with the rent that other area charter schools have paid for temporary shared space. For a permanent facility, figuring 75 square foot/student, RABH expects to develop a facility approximately 55,000 sq.ft. That would include 29 classrooms of 750 sq.ft., 3 specials classrooms, a gym, offices, and a conference room. At a construction cost of \$180/sq.ft., the annual lease is estimated to be \$899,625, well under the \$1,130,000 that has been budgeted.

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.**

RABH plans to have a library, traditional classroom space, a gym that is large enough for middle school athletics, offices for administrators, EC staff, and instructional coaches, a

tutoring center, a teacher workroom, a parent room, conference room, and two playgrounds.

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 costs projected for the temporary facility are estimates based on other school's leasing of shared space. The cost per square foot for the space will depend on the size of the space, which is not known, however, the estimate is on the high side of what is expected. The construction costs of the permanent facility are estimated to be \$180/sq.ft. which is in line with other new charter school construction within the last two years in Guilford County.

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.** Because RABH will not have any specialized programs that require unusual spaces, none of the academic programs or offerings will be effected if alternate facilities need to be used. The RABH board members and supporters are currently looking for additional options to house the school in year 1 in case one of the current options does not work out. A local realtor and a development company are working to explore options for a permanent site.

Once a possible temporary site is located, site visits will be conducted to explore how well the site is suited for RABH use. An architect will be brought in to help identify if any upfit is needed and estimate what that might cost. Construction experts will be consulted to confirm cost estimates. If a property seems suitable then lease negotiations will be carried out. As soon as an executed lease is obtained then any improvements will be done to get the building ready, inspections will be scheduled, and a ECO obtained.

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

Derrick Hawkins, in his capacity of pastor of his church, has experience with facilities start-up, management and construction that will be valuable for the board during the process of securing facilities.

### Certify

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

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

## Section 5 Financial Plan

### 5.1 Charter School Budget

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

#### **\*Attach Appendix M: Revenue Assurances**

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

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

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

### 5.2 Budget Narrative

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

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

The student enrollment numbers were projected using a variety of metrics including charter school openings of similar schools in the county, waiting lists of area schools with similar programs, data obtained from the survey and information meetings, and an analysis of demographic data from the target area.

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

There has been significant interest in a charter school in Northeast Guilford County as evidenced by survey data and information meetings. Northeast Guilford County is a part of the county that has been underserved by charter schools and private schools alike. Access to school choice has been limited to families with the means to take advantage of school options in other parts of the county. The demand for more traditional, Core Knowledge schools in Guilford County can be seen by the long waiting lists of other similar charter schools in the area.

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

The break-even point for year 1 is 301 students.

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

There are multiple contingencies that will be implemented if revenues are not what is anticipated. The CMO will start by reducing its fee, staffing numbers will be adjusted, and expenditures will be reduced. Enrollment will be managed so that class sizes will be maintained, assuring a healthy and appropriate personnel budget for the ADM. Several roles could be eliminated or reduced to part-time if the enrollment is not what is anticipated such as the specials teachers, teacher assistant, and tutor.

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.**

The operating budget does not rely on any outside funds.

6. **Provide the student to teacher ratio that the budget is built on.** 1:24

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

The RABH Board of Directors is comprised of professionals with a variety of experiences that will help ensure the financial health of the school. Several board members have run successful businesses, two of them have navigated large, complicated budgets as they served on municipal governing bodies, one of them has had to manage school budgets as an administrator, and one of them is a CPA who has experience auditing school finances. Collectively, the RABH Board is qualified, enthusiastic, and capable of providing the proper oversight of the budget and operations of the school.

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.**

The enrollment of high needs students may indeed affect the budget for EC services, but a contingency plan is in place to ensure that the needs of all students are met. Two full-time EC teachers are already budgeted for, in addition to contracted services that includes speech, occupational therapy, and other services. If more services are needed, including transportation or individual assistance, the budget will be adjusted to make sure that RABH can offer those services. Such adjustments may include delaying discretionary technology purchases and reducing the CMO management fee.

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.**

Acadia Northstar, through Charter Development Solutions, will provide financial management services that include payroll, benefits, audits, and accounting. CDS chose to outsource the financial services to Acadia based on their long history of providing excellent service to North Carolina charter schools. The board will receive monthly financial reports as well as ongoing training charter school finance. The information and training that the board will receive, combined with the board members' broad expertise and experience, will ensure the responsible management of the school's finances.

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

The school will occasionally contract for services not provided by CDS. In those situations, a vetting process will be used that may include recommendations from other schools or clients, competitive bids or estimates, and examples of work product. The board will evaluate all of the available information to make the most responsible decisions possible.

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

The RABH budget aligns with its missions and goals in a variety of ways. The budget was developed with the program values in mind. **ACADEMICALLY:** The budget includes a full-time instructional coach, competitive average teacher salaries, and a healthy curriculum line item. **STUDENT ACCESS:** The budget ensures all students have access to RABH by providing transportation and lunches for 40%-50% of RABH students. **TECHNOLOGY:** As a classical school, technology is used, but not the focus. The budget includes money to buy student devices that will be adequate for NWEA testing and laptops for teachers.

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

The school expects to accumulate a general fund balance of 60 days of expenses in the first 5 years. The school will accumulate the fund balance by careful budgeting and sound financial practices, with plans to increase the surplus every year.

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

RABH plans to finance purchases only when absolutely necessary. The school is working with American Charter Development to finance and develop a permanent facility. It is



expected that after 3-5 years RABH will be able to secure traditional financing and purchase the facility from ACD.

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.**

RABH does not have any other assets from other sources.

### 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?**

RABH will use sound accounting practices that will ensure adequate internal controls. Several layers of checks and balances will be used to ensure the responsible fiscal management of the school's resources.

1. Acadia Northstar will work directly with the school staff to ensure adequate record keeping and compliance.

2. Charter Development Solutions will oversee all aspects of the school's budgeting and finances.

3. The RABH Board of Directors will provide ongoing oversight of the school's finances and procedures.

4. Strong policies will be in place to outline clear expectations of financial procedures including handling cash, expense approvals, reimbursements, and deposits.

2. **Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved).** There are no known or possible related party transactions.

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.** The RABH board has not yet chosen an auditor, but is considering the following firms:

Darrell Keller, CPA

P.O. Box 1028

Kings Mountain, NC 28086

Phone: (704) 739-0771

Fax: (704) 739-6122

Rives & Associates, LLP

4515 Falls of Neuse Rd, Suite 450

Raleigh, NC 27609

Phone: (919) 832-6848

Fax: (919) 987-2851

### Certify

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

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

## Application Fee

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

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

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

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

## Signature Page

The foregoing application is submitted on behalf of the Revolution Academy: Bunker Hill Board of Directors. 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: Alexandra Valensin  
Board Position: Chairman of the Board of Directors  
Signature: Alexandra J. Valensin  
Date: 8/18/11

Sworn to and subscribed before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Notary Public: \_\_\_\_\_ Official Seal:

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