



# 2023 NC CHARTER APPLICATION



NC Public Charters

## Organization Information

Organization Name \*

Sledge Institute

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Telephone

3128022882

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Fax

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Address

PO Box 2656

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Unit/Suite

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Zip Code

27536

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City

Henderson

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State

North Carolina

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Primary Contact Name \*

Chandra Sledge

Opening Year \*

2025

Is Management Organization Used

Yes  No

Primary Contact Relation To Board \*

Founder and Chief Executive Officer

Management Organization Name

Board Members Roster \*

Management Organization Contact Name

Primary Contact Email \*

csm@sledgeinstitute.org

Management Organization Phone

Primary Contact Phone \*

3128022882

Management Organization Email

PrimaryContact Address \*

PO Box 2656

Unit/Suite \*

Zip Code \*

27536

City \*

Henderson

State \*

North Carolina



## 1. Application Contact Information

### Q1. Name of Proposed Charter School

Sledge Institute

### Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

252-226-0770

### Q3. Geographic County in which charter school will reside

Vance County

### Q4. LEA/District Name

Vance (910)

### Q5. Zip code for the proposed school site, if known

We have determined to open our school in Vance County, NC. We have not yet determined our proposed site. Zip codes in Vance County, NC are 27537, 27536, 27544, 27553, 27507, 27556, and 27584. We will be obtaining a site within one of the named zip codes.

### Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

### Q10. Projected School Opening Month

August 2025

### Q11. Will this school operate on a year-round schedule?



- Yes (Year-Round)
- No

**Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.**

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**Resources**


Enrollment Summar...

**Applicant Evidence :**


Sledge Institute Enro...

Uploaded on **4/23/2023**  
by **Chandra Sledge**

**Q13. At full capacity, what is your estimated student enrollment and grade spans?**

At full capacity, we will serve 800 students enrolled in grades K-12 by Year 7, by adding an 11th grade class of 125 students in Year 6 and a 12th grade class of 125 students in Year 7.

**Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.**

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**Resources**


Enrollment Demogra...



Applicant Evidence :



Sledge Institute Enro...

Uploaded on **4/16/2023**

by **Chandra Sledge**

**Q15. 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 rationale for keeping the number of students enrolled at each grade level small in year one (25 at kindergarten, first, and second grade levels and 50 in 6th grade), is to accommodate for the project-based learning model, the ability to implement the personalized learning approach through competency-based learning with fidelity, and to uphold the commitment to intensified social-emotional learning supports through the all-inclusive wellness model. Additionally, the smaller enrollment numbers will allow instructional and support staff to plan for, implement, and progress monitor curriculum and programmatic impact and effectiveness, and ensure ample capacity to facilitate acceleration, remediation, and intervention all while receiving adequate training, professional development and coaching opportunities to ensure continued success.

Sledge Institute determined the grade levels to be served during year one (Kindergarten, 1st, 2nd, and 6th grades) in order to establish solid foundational knowledge and the building blocks of an academically healthy school culture at the primary grades. Sixth grade was chosen due to the demand for additional educational options at the middle school level. Vance County currently has two middle school options, the traditional middle school and the STEM Early College Middle School. There are two existing charter schools in Vance County that serve students in grades K-12, each one having a different approach to teaching and learning and different school models. Additionally, the neighboring Warren County school system has one traditional middle school option. Warren County families have indicated, to our school design team, interest in pursuing other options for their children. Several families currently commute from Warren County to both Vance and Halifax Counties to enroll their students in charter and private schools. Sledge Institute's 6th grade class will offer an option different to the existing middle school options. It would also establish the academic and cultural foundation for the middle school students, which will catapult their secondary school readiness at Sledge Institute as we add the high school grade levels.

**Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

I certify



I do not certify

Q17.Explanation (optional)



## 2. Non-Profit Corporation Information

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

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

### Q18. Organization Type

- Non-Profit Corporation
- Municipality

### Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC State Board of Education.

Sledge Institute

### Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

### Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- 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.

- Yes
- No

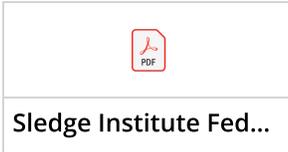
### Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :



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by **Chandra Sledge**

### Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Registered Agent: Chandra Sledge

(Physical Address)

2495 US 1/158 HWY, HENDERSON, NC 27537

(Mailing Address)

PO BOX 2656, HENDERSON, NC 27536

### Q24. Federal Tax ID

88-1885440

Applicant Evidence :



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by **Chandra Sledge**



### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

#### Q25. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- Yes
- No



## 4. Conversion

Q39. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



## 5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, 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.

***If applying for a replication, please review the following definitions and continue in this section.***

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

**Q56. Do you want this application to be considered for standard or fast-track replication?**

- Standard
- Fast-Track



No, this is not a replication



## 6. Alternative

\*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 below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

\*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

**Q67. Do you want your application to be considered for an Alternative Charter School?**

- Yes
- No



## 7. EMO/CMO

Q69. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- Yes
- No



## 8. Mission Purposes, and Goals

### 8.1. Mission and Vision

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.

**Q84. Please state the mission statement of the proposed charter school (35 words or less)**

- 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.

We embrace, embolden, and engage the natural curiosity and gifts of learners to empower them to become responsible and just global citizens, equipped to understand, critique, influence, solve problems for, and lead an ever-changing world.

**Q85. Please state the vision statement of the proposed school.**

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



At our best, Sledge Institute will be guided by four core values: Excellence, Community, Heart, and Opportunity. Those values will be evident in every aspect of our daily school experience, as they are the foundation of our mission. Our K-12 community, based in rural Vance County, North Carolina, within the Kerr-Tar region, will serve as an exemplar of our six key elements:

1. **Project-based learning:** “Project-based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.” (Buck Institute for Education, PBL Works, [pblworks.org](http://pblworks.org))
2. **Place-based education:** “Place-based education (PBE) immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community.” (“What is PBE?”, Promise of Place, [promiseofplace.org](http://promiseofplace.org))
3. **Global education:** “Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; (2) Seek to understand how their actions affect both local and global communities, and (3) Address the world’s most pressing and enduring issues collaboratively and equitably (Center for Teaching Innovation, Global Learning, AAC&U, 2014, [teaching.cornell.edu](http://teaching.cornell.edu)).
4. **Competency-based learning:** “The term competency-based education, as defined by CompetencyWorks, refers to a systems model in which (1) teaching and learning are designed to ensure students are becoming proficient by advancing on demonstrated mastery and (2) schools are organized to provide timely and differentiated support to ensure equity. A competency-based structure enables personalized learning to provide flexibility and supports to ensure mastery of the highest standards possible. With clear and calibrated understanding of proficiency, learning can be tailored to each student’s strengths, needs, and interests and enable student voice and choice in what, how, when, and where they learn.” (PBWorks 2020 via CompetencyWorks: An Initiative of the Aurora Institute, [competencyworks.pbworks.com](http://competencyworks.pbworks.com))
5. **Postsecondary readiness:** “The knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace through their careers, so that they are capable of adapting to unpredictable changes and new economic conditions and opportunities.” (“What is Readiness”, Career Vision, via Inflexion, 2023, [careervision.org](http://careervision.org))
6. **All-inclusive wellness:** “All-inclusive wellness is a concept that encompasses academic, social, emotional, and physical well-being.” ([thinkglobalschool.org](http://thinkglobalschool.org))

We will intentionally live out our motto: Inspired by possibility, powered by community, as we authentically engage families, community partners, industry experts, and higher education officials to offer our students a richly relevant and deep learning experience. Our students will graduate well-equipped to enter their postsecondary pathway of choice, having met all the graduation



requirements for the State of North Carolina, in addition to demonstrated mastery of the competencies and learning outcomes that all students must know and be able to do to thrive in life beyond high school.

**Q86. Educational Need and Targeted Student Population of the Proposed Charter School** Provide a description of the 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) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).



The targeted population of Sledge Institute is students who live in Vance County, NC, and surrounding counties in the Kerr-Tar Region. The Vance County 2022 Attainment Profile lists the county population as 45,422 (Vance County 2022 Attainment Profile, myfuturenc.org). “Vance County Schools currently serve approximately 5000 students in PreK-13” (Vance County Schools, www.vcs.k12.nc.us). The National Center for Education Statistics (NCES) profiles the children attending public schools in Vance County as having a racial composition of 39% White, 49% Black or African American, 0% Native American, 1% Asian, 0% Pacific Islander, 3% Two or More Races, and 8% Hispanic or Latino. The same report lists the public schools in Vance County as having 8.1% children with disabilities and 1.1% ELL (Vance County Schools, nces.ed.gov). The Vance County 2022 Attainment Profile also lists the Median Household Income of \$41,935 and the Child Poverty Rate at 27.6%. with NCES reporting that 37.1% of students receive Food Stamps or SNAP benefits.

The Sledge Institute intends for our student population to reflect the racial and economic diversity of Vance County. The six key elements of the Sledge Institute model: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness will allow the school board, leadership, and staff to create a high-quality educational experience that is reflective of the students’ lived experiences and the needs of the community. The competency-based aspect of the Sledge Institute will be designed to help the staff meet students where they are academically, determine academic goals, and design academic supports tailored to students’ individual needs through personalized learning strategies, with the goal of students taking ownership of their learning outcomes with support from instructional and support staff. The all-inclusive wellness aspect of Sledge Institute’s design will provide intentional social-emotional support, community partnerships, and wrap-around services, healthy meal options, and attention to physical wellness which will enhance the students’ overall experience and the school culture. All elements of the Sledge Institute school design will establish the conditions where students will be able to access curricular content, demonstrate learning through deep real-world experiences connected to content, gain exposure to and participate in enrichment opportunities regardless of indicators such as race, socio-economic status, neighborhood, or zip code.

**Q87. 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?**



According to the North Carolina School Report Card, the enrollment of Vance County Schools decreased between the 2019-2020 school year to 2021-2022 school year, with enrollment numbers at 5271 in school year 2019-2020, to 4922 in school year 2020-2021, to 4906 in school year 2021-2022, (ncreports.ondemand.sas.com). The same report indicates that the enrollment of Vance County Charter increased over the same three school years, with enrollment numbers as follows: school year 2019-2020: 929 students, school year 2020-2021: 930 students, and school year 2021-2022: 942 students. The North Carolina School Report Card lists the other existing charter, Henderson Collegiate, as having an increase between school year 2019-2020 with 1296 enrolled, increasing to 1311 in school year 2020-2021, and a decrease in school year 2021-2022 to 1299 students. These enrollment trends in the existing charter schools demonstrate that families in Vance County are supportive of charter schools in the area.

The Vance County 2022 Attainment Profile (which focuses on the outcomes of students enrolled in the district schools) indicates that there were “8,464 total students enrolled in K-12 in Vance County with 60% of students enrolled in Vance County School District, 27% enrolled in Charter Schools, 8% enrolled in home school, and 6% enrolled in private schools.” The same report indicates that district enrollment decreased by 3.9% from the 2019-2020 school year to the 2021-2022 school year, along with decreases in FAFSA Completion, Postsecondary Enrollment, and Postsecondary Intentions. “Top opportunities for growth, defined as three areas that represent the biggest opportunities for Vance County to improve future attainment outcomes, are chronic absenteeism (which is above the rural non-metro county average of 29%); transition to postsecondary (Most recent data shows Vance County’s seniors enrolled in postsecondary within 12 months of graduation at 28%. The average for rural non-metro counties is 50%.); and first-year persistence (56% of Vance County high school graduates who enroll in postsecondary persist to their second year, below the rural non-metro county average of 73%). The North Carolina School Report Card shows that the number of schools deemed “low performing” increased from 5 of 14 schools in the 2019-2020 and 2020-2021 school years, to 8 of 15 in the 2021-2022 school year. The existing charters exhibit stronger academic outcomes on the North Carolina School Report Card. Vance Charter School received a grade and performance rating of C/65 in the 2017-2018 school year, a B/79 in the 2018-2019 school year, and a B/76 in the 2021-2022 school year. Henderson Collegiate received a grade and performance rating of A/90 in the 2017-2018 school year, a B/83 in the 2018-2019 school year, and a B/78 in the 2021-2022 school year. The State waived the school report card grades and performance ratings for the 2010-2020 and 2020-2021 school years due to the pandemic.

The Sledge Institute adopted six key elements which will define our approach to teaching and learning: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness. The six elements will create a learner-centered culture in which academic support is personalized, social-emotional supports are proactive, not reactive, behavior management is restorative, and overall wellness is a priority. Sledge Institute believes that project-based learning is an equitable approach, allowing all students



to access curricular content and collaborate with peers through real-world application. Place-based and global education will be used as a means of bringing relevance to seemingly abstract content. Students will be able to contextualize to answer the questions “Why do we have to learn this?” and “When will we use this?”. Competency based education will serve to deepen the learning experience beyond what is required to pass standards aligned testing and other accountability measures, empowering students to activate and lead their own learning through a set of pre-determined competencies. Students will be able to make connections and network through project-based learning, place-based and global education. The all-inclusive wellness model will help students develop the skills and confidence to advocate for themselves and meet their needs as social-emotional wellness impacts learning. Ultimately, Sledge Institute students will gain access to postsecondary opportunities through the connections made, the culminating projects, cumulative portfolios, and demonstrations of student learning, along with the standard measures of accountability: standardized testing outcomes, grade point average, attendance, honors level courses, and graduation requirements. Sledge Institute students will be well-equipped to pursue and persist in their postsecondary pathway of choice.

**Q88. 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 enrollment for Year 1 at Sledge Institute will be 125 students in grades K, 1, 2, and 6. We will grow by adding two classes in Years 2, 3, and 4, and by adding one class in Years 5, 6, and 7 until we reach full enrollment of 800 students in grades K-12. There are approximately 5323 children enrolled in Vance County Schools District and 8464 students enrolled in K-12 in Vance County including charter schools, home schools, district schools, and private schools. The number of children enrolled in Vance County Schools and two existing charter schools (both serving grades K-12) is approximately 7363. Children may enroll in Sledge Institute from Vance County and surrounding counties in the Kerr Tar Region, which increases the number of potential students enrolled in schools. The projected percentage of the Average Daily Membership (ADM) that reflects when compared to Vance County Schools, the Local Education Agency, is 15%. The projected percentage of the ADM that reflects when compared to both the LEA and the existing charters is approximately 11%. These percentages will decrease if Sledge Institute enrolls students from surrounding counties, lessening the impact on Vance County Schools. There is strong interest from families, particularly from neighboring Warren County, in the school proposal, which suggests that Sledge Institute could potentially enroll students from Warren County Schools as well.

**Q89. Summarize what the proposed school will do differently than the schools that are**



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now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



There are two existing K-12 charters in Vance County: Henderson Collegiate Charter School and Vance Charter Schools. According to Henderson Collegiate's website, "Henderson Collegiate replicates a model that its founders have already immersed themselves in and implemented through their experience with Teach For America and the Knowledge Is Power Program (KIPP). Beginning with the belief that all students can learn and the explicit expectation of college success, the model is rooted in an ethic of hard work and extensive time on task. The school day runs from 7:50 am to 4:00 pm and the year includes a mandatory summer school program. Every year, our students benefit from 5 extra school days, or about 36 hours. Over the course of grades four through eight, that translates to 180 hours, or an extra 25 school days overall!" Vance Charter's website states that their model is to, "educate the "whole child" academically, morally, and socially while promoting an appreciation for diversity and fostering a mastery of life skills. Character education is an integral part of the curriculum, woven daily into lessons and reflected in behavior expectations. Teachers enhance success by modeling critical and creative thinking skills; by providing a sound, vibrant curriculum; by utilizing innovative teaching strategies and by engaging in on-going assessment of student outcomes."

Sledge Institute will target students and families seeking another option and the model is significantly distinctive from the models of the two existing charters as well as the Vance County Schools District. The six key elements of the Sledge Institute model are project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness. There are no existing schools in the area that are place-based, global education focused, or competency-based. There is one school in Vance County Schools that features elements of project-based learning in its STEM program, but the Sledge Institute's approach to project-based learning will be across all curricular areas and will feature deep, long-term projects that integrate meaningful community partnerships marrying curricular content to real-world application. The school district in neighboring Warren County, Warren County Schools, is consolidating its project-based high school into the traditional high school, downsizing to a project-based program within a traditional school, rather than a stand alone project-based school. The integration of partnerships from industry leaders as well as higher education institutions will also deepen the focus on postsecondary readiness, with students learning directly from professionals the required skills, mindsets, and dispositions necessary for success in their postsecondary pathway of choice. The existing schools have traditional models of codes of conduct for behavior management and school culture, but they are not rooted in restorative practices. The Sledge Institute is adopting an all-inclusive wellness model that implements restorative practices focused on developing responsibility, caring climates, self-advocacy, leadership development, physical and mental wellness, healing, and peaceable schools, rather than punitive approaches to discipline. The Sledge Institute model is also unique to schools in neighboring districts. Students in neighboring counties, for example Warren County, which only has one charter school option, the Haliwa-Saponi School Tribal School, which is closer in proximity to Halifax County, will also have the opportunity to



enroll in Sledge Institute, providing another high-quality option to those families as well.

**Q90. 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**



Sledge Institute has established supportive relationships and generated excitement about the school proposal through strategic outreach with community partners. We have and will continue to cultivate relationships with local nonprofit partners, build relationships with the local community college, and local businesses through the Chamber of Commerce and community development corporations. We have begun and will continue to foster relationships with local government officials, regional council of governments, foundations, and educational research organizations.

Starting in June 2022, we began to host focus groups with youth to hear their thoughts and learn their perspectives into what their school experience is like, what they would change if they could design their own school, what are their aspirations for life after high school, and whether or not they feel like their school options are preparing them for the type of postsecondary pathway they want to take? We used the XQ Student Voice Cards from the XQ School Design framework to generate questions. The next series of focus groups with youth and families will be the week of June 12th-16th. We have also been visiting local churches to share the vision and mission of the school, and we have hosted information sessions with community members and families. We launched our website [www.sledgeinstitute.org](http://www.sledgeinstitute.org) (<http://www.sledgeinstitute.org>) and our social media accounts on Facebook and Instagram. These platforms helped to get the message out to a broader audience, as it was shared many times from the Sledge Institute account as well as our board members' accounts. Our board members have each been doing outreach with their personal and professional networks as well, as they have deep connections to Vance County and surrounding counties. We also have a survey on our website that has garnered great insight into the desires from families into the community. The questions were also taken from the "XQ In A Box" framework, which offers questions to various stakeholders to generate ideas as they participate in designing a new school or rethinking an existing school. Many of the aspects that they feel are missing in the existing schools and their hopes for a new type of school in the community, are aligned to our design. One of the questions asked which of the six key elements of our model would stakeholders like to learn more about. We will use that data to add additional content to our website with targeted information. Our school design has been shared in several community organizations newsletters, email blasts, and text blasts reaching over 600 community members, families, and nonprofit leaders, and philanthropists.

We've also been contacted by educators currently working in existing schools in the local and neighboring counties, who are interested in learning more about our model and who are looking for a different more personalized approach to teaching and learning, a safe school culture to explore personalized methods of teaching, and a school environment in which their voices are valued.

**Q91. 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/28/2023**  
by **Chandra Sledge**

## 8.2. Purposes of the Proposed Charter School

Q92. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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

Q93. Provide a brief narrative to coincide with each applicable legislative purpose(s).



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

Sledge Institute will implement a unique model offering teachers the opportunity to collaborate with students, parents, peers, and community partners in ways not afforded by traditional schools. The focus on project-based learning, place-based education, global education, and competency-based education will provide extensive opportunities for teachers to plan lessons and projects that cultivate a deeper learning experience, rooted in real-world experiences, relevant practices, and connections with industry professionals. Sledge Institute will expect instructional staff to lean into their creative confidence to bring the curricular content to life, expand professional networks, and explore research opportunities. The Sledge Institute's model will result in an environment that is primed for action research connected to curricular content, standards, and competencies. The Sledge Institute model embraces and encourages lifelong learning and as teachers are co-designing and facilitating the learning experience, they will be encouraged to learn alongside the students. Sledge Institute will also encourage instructional staff to take the learning outside of the walls of the school building, implementing place-based education through exploration of the local context and its connection to curricular content. Likewise, with technology, and eventually study visits, teachers will be able to broaden their professional networks and collaborate with their peers abroad through the Sledge Institute's global education and professional development initiatives.

**2. Hold schools accountable for meeting measurable student achievement results.**

In addition to the traditional statewide assessments and accountability systems, Sledge Institute will adopt a competency-based education model. The Sledge Institute will adopt a competency framework under the consultation of industry experts in competency-based education, such as iNACOL, Competency Works, Knowledge Works, and reDesign, (<https://www.gettingsmart.com/2018/07/02/competency-based-education-advocacy-research-organizations> (<https://www.gettingsmart.com/2018/07/02/competency-based-education-advocacy-research-organizations>)). The competency framework in conjunction with the statewide accountability measures will help Sledge Institute students move beyond knowledge and comprehension to application, synthesis, and evaluation. Students will have multiple opportunities to demonstrate or "show what they know". The project-based, place-based, and global education designs are a natural fit for a competency-based learning approach, as they are highly personalized, requiring students to exhibit work and learning through a variety of methods, such as presentations, portfolio of learning, and artifacts. Competency Works' stance on the impact of competency-based education on student success states, "Student success outcomes are designed around preparation for college, career, and lifelong learning. Traditional systems narrowly prioritize and measure academic skills, often at the lower levels of Bloom's taxonomy. Competency-based systems emphasize ensuring that students can apply academic knowledge and skills to new contexts and become adept problem-solvers and independent learners. Thus, competency-based districts and schools align around academic knowledge, transferable skills, and the ability of students to become lifelong learners. Culture,



pedagogy, and structures are designed to develop student agency, build foundational academic knowledge, and engage students in deeper learning that provide opportunities to engage in real-world problems.” (competencyworks.pbworks.com)

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

Sledge Institute will provide parents and students with a choice that is distinctly different from the current available public options. The six key elements of the Sledge Institute will foster an environment where the school regularly engages families, community partners, and industry leaders through the project-based and place-based elements. The Sledge Institute will be an inclusive community where the culture is welcoming and supportive. Parents in Vance County and neighboring Warren County have noted through survey evidence and narratives (see evidence of community support) that they desire a school community that is a true partnership between school and families, where relationships and supportive customer service are valued and result in a positive dynamic between the school and families.

**4. Improving student learning.**

Sledge Institute will improve student learning by cultivating a deeper learning experience allowing students to make connections between the content they are learning and relative products and experiences. A project-based learning environment lends itself to the presentation of content in multiple ways, and it also allows students at all levels of understanding the opportunity to access material. The project-based and competency-based approaches will allow students to take ownership of their own learning, lean into their strengths through extension of learning and enrichment, experience “productive struggle” and revisit concepts where they are not yet proficient, and document and later present reflections on their learning journey. The exhibition of student learning requires students to engage in metacognitive reflection and learn to articulate what they know through multiple forms: a traditional test, creation of a product, written expression, a performance, and students learn how to engage with an audience of peers, instructors, family, community partners, and industry leaders. Each of the six key elements of the Sledge Institute are learner-centered approaches that allow students to be active agents in their school experience. School becomes an experience where students have agency, voice, and choice, rather than something that is done to them, that they must endure until graduation.

**5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.**

Sledge Institute’s educational program will be designed to foster a personalized learning environment. The competency-based system as well as the project-based learning approach will allow all students to engage with material, where they are. Sledge Institute instructional and support staff will also conduct diagnostic assessments to help students understand where they are in terms



of proficiency, to establish personalized and realistic learning targets, and to identify the need for acceleration, remediation, or intervention. Using regular formative assessments, interim assessments, student projects, presentations, and demonstrations of learning, and mastery towards a set of established competencies, students at Sledge Institute, whether considered “at-risk” or “gifted” will be able to monitor progress and work collaboratively with instructional and support staff to meet their academic goals. Counselors, advisors, and mentors will also support students through self-advocacy strategies, study skills, growth mindset development, and other social-emotional aspects that research tells us impacts student learning outcomes. Resilient Educator states that, “Social Emotional Learning programs are shown to increase academic achievement and positive social interactions and decrease negative outcomes later in life. SEL helps individuals develop competencies that last a lifetime”, (resilienteducator.com).

#### **6. Encourage the use of different and innovative teaching methods.**

Sledge Institute will allow teachers and students to connect with their passions through the co-development of projects. So often students do not have the opportunity to have agency and voice in what and how they are learning. The Sledge Institute’s project-based, place-based, and global education elements will allow teachers and students to deeply engage with local community partners, their colleagues and peers at the state, national, and global levels, to solve problems, contributing to their communities in real-time. This collaborative, community-based teaching method allows for content to be analyzed from different perspectives and disciplines. For example, consider the concepts of equity and justice, and the essential question, “What does it mean to live a just life?” A math teacher might engage with students and a statistician around varied data sets, discuss how questions on a data collection tool are framed, or how the reported data analysis might impact different groups of people in their community. Students will be able to learn mathematical concepts and statistics, while also participating in its use in a real-world context. An English teacher might approach the same essential question with students working on a collaborative transdisciplinary project with the Science teacher and a local environmentalist about local water quality and its connection to equity and justice in underserved communities, culminating in reports about the findings, and designing and presenting a campaign to community members in a local forum. The instructional elements of project-based learning, place-based education, global education, and competency-based education will allow Sledge Institute to ground student learning experiences into relevant contexts that will also help students develop their own voices as leaders in an ever-changing world and lay the groundwork for their postsecondary pathway of choice.

### **8.3. Goals for the Proposed Charter School**

**Q94. 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**



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communicated to the governing board and other stakeholders.



## Operational Goals

- Year 1
  - Sledge Institute will be fully staffed prior to the summer professional learning sessions.
  - Sledge Institute will work with agencies in the community to ensure organized operational systems are in place and functioning at optimal levels: ex. Traffic, safety and security, local police and fire departments, food and nutrition services, buildings and grounds, maintenance, utilities, and other aspects of school operations.
  - Sledge Institute will work with vendors and local institutions to ensure that orders for equipment, furniture, instructional materials, technology, infrastructure, construction, and any local government compliance, codes, regulations, zoning and other measures are approved and in place prior to the start of the school year and during the school year as needed.
- Years 2-7
  - Finance & Operations Director in collaboration with CEO, School Leader and Board conduct ongoing needs assessments related to staffing, facilities, security, maintenance, transportation, and nutrition, as well as costs analysis to inform budgeting and funding decisions, and the long-term strategic planning.

## Academic Goals

- In Year 1 and subsequent years, all Sledge Institute staff will participate in ongoing professional development and coaching cycles focused on understanding and implementing curriculum and all programmatic activities related to the key elements of the model: project-based learning, place-based education, global education, competency-based learning, postsecondary readiness, and all-inclusive wellness. The school calendar will be designed to allow for intentional time for strategic and collaborative planning, reflective practices, observation and supervision, project design, and monitoring progress towards schoolwide goals and program evaluation. School-wide and Grade Level academic goals for Year 1 include:
  - 80% of students in grades K-2 and 6th will perform at proficiency on internal assessments and benchmarks. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - 80% of students in grade 6 will perform at proficiency on NC End of Grade tests in ELA and Math. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - 100% of students will present evidence of demonstration of the progression of their learning and growth towards core skills and competencies through evidence-based reflective student-led conferences and exhibitions, with guidance and support from instructional staff.
  - Sledge Institute will use NWEA Map Growth as an interim assessment tool. Data will be used as a means to project proficiency on state assessments. "A student's predicted proficiency based on linking studies that align the MAP RIT scale to each state's assessment and college and career readiness measures. Using NWEA MAP Growth as part of a comprehensive and balanced assessment plan, teachers can confidently tailor instruction to challenge every student, whether



they are below, at, or above grade level. MAP Growth student reports also present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning." (nwea.org)

- The chronic absenteeism rate will be less than 10% compared to the state's rate of 31.18% and Vance County Schools' rate of 52.25%.
- Entire staff will engage in End of Year review of overall performance data and progress on school-wide goals to identify priorities and strategic planning for Years 2-5.
- Years 2-7
  - Continue to add grade levels until we are at capacity of 800 students in grades K-12.
  - Continue to adopt and implement curriculum that supports our six key elements, with adequate professional development for teachers, community partners, and additional adjunct faculty
  - Engage in ongoing reflection, refining of processes and procedures, and program evaluation to ensure that time is reserved for programming related to our six key elements and implementation is done with fidelity.
  - By year 4, high school students in Grade 9 will take the NC End-of-Course tests. Average composite test scores will meet or exceed scores from public schools in the local district.
  - In year 2, 82% of students across all grade levels will perform at proficiency on internal assessments and benchmarks. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 2, 82% of students in grades 3, 6, and 7 will perform at proficiency on NC End of Grade tests. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 3, 84% of students across all grade levels will perform at proficiency on internal assessments and benchmarks. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 3, 84% of students in grades 3, 4, and 6-8 will perform at proficiency on NC End of Grade tests or NC End of Course tests (if we have 8th graders taking Math I, for example). Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 4, 85% of students across all grade levels will perform at proficiency on internal assessments and benchmarks. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 4, 85% of students in grades 3-8, and 9 will perform at proficiency on NC End of Grade tests or NC End of Course tests. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 5, 87% of students across all grade levels will perform at proficiency on internal assessments and benchmarks. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.
  - In year 5, 87% of students in grades 3-8, and 9-10 will perform at proficiency on NC End of Grade tests or NC End of Course tests. Data disaggregation for students below mastery will ensure provisions for the individual differences of those students.



- In years 2-5, 100% of students will present evidence of demonstration of the progression of their learning and growth towards core skills and competencies through evidence-based reflective student-led conferences and exhibitions, with guidance and support from instructional staff.
- By year 5, the Sledge Institute will begin process to become authorized to be an IB World School (International Baccalaureate World School), as the IB World model is aligned to our six key elements: project-based learning, place-based learning, global education, competency-based education, postsecondary readiness, and all-inclusive wellness.

#### Financial Goals

- Years 1-5
  - Sledge Institute will secure funding for all academic and extra-curricular programmatic and operational needs.
  - Sledge Institute will meet fundraising goals established by the Board, with the CEO, Development personnel, and Board working to meet established targets by pursuing grants and private donations over the first 5 years of the school's operations.
  - Financial Statements and Reports will be presented at the monthly Board meetings, where budgets and line items must be approved by the CEO and reviewed by the board to ensure adherence to fund allotment and/or operational needs."
  - Sledge Institute's budget will run in a surplus by Year 5.

#### Governance Goals

- Years 1-5
  - The Board will be responsible for ensuring that NC State laws governing Charter Schools are followed.
  - The Board will engage in ongoing training and development concerning roles and responsibilities, issues of compliance, policies, and best practices of Charter School Governance.
  - The Board may be expanded to 11 members. Board meetings will be held monthly and will be held in accordance with the Open Meetings Law.
  - The Board will establish clear role accountabilities for the CEO, support the ongoing development and training of the CEO and will conduct the performance review process for the CEO.
  - The Board will issue an annual report to the community detailing the overview of the school year and the accomplishment of the goals related to the Sledge Institute's mission, and the six key elements outlined in the vision.
  - The Board in collaboration with the CEO, School Leaders, Finance & Operations Director, and Development personnel will create a long term strategic plan aligned to the Sledge Institute's mission, vision and six key elements that will outline the intended outcomes, performance indicators, and measures of success for years 2-7.



**Q95. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**

The board will establish a strategic plan with specific, measurable goals aligned to the mission and vision of the school and the six key elements of the school design. The board will meet monthly to monitor progress towards goals. The board will also gather qualitative and quantitative evidence of meeting the goals, including surveys and input from students, families, community members, and other stakeholders.



## 9. Educational Plan

### 9.1. Instructional Program

Q96. 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



The Sledge Institute has adopted six key elements that are core to the execution of our mission: *project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness*. These six elements lend themselves to several learner-centered instructional methods, which will be used to deliver the North Carolina Standard Course of Study, through a personalized and relevant learning experience.

Sledge Institute will assess students by traditional measures: the NC State Accountability measures (End of Grade and End of Course testing), a traditional grade point average based on grades in courses from formative and summative assessments, and regularly scheduled benchmark testing using NWEA MAP Testing (Northwest Evaluation Association Measure of Academic Progress) for a beginning of year diagnostic assessment to establish baseline data, a mid-year benchmark, and an end of year benchmark). NWEA will be used for all students in grades K-12 in reading, and math. Science testing will be administered in grades 5-8. These tests help teachers identify students' instructional needs and help identify where students are ready to learn. It is aligned to state standards and helps translate the raw data from the assessment into actionable plans for instruction, grouping and personalized learning. MAP testing provides student growth scores. Therefore student growth can be measured, used for differentiating instruction, reported to parents, and shared with and monitored by students as they learn to take ownership of their own learning. Additionally Sledge Institute will assess students for their preparedness for the postsecondary pathway of their choice and their ability to embody the skills, knowledge, and dispositions necessary to thrive in a higher education setting or the workplace through demonstrated attainment of competencies.

### Major Instructional Methods

**Project Based Learning:** Iowa State University's Center for Excellence in Learning and Teaching outlines several effective instructional methods in a project-based learning environment, (Project-based Learning Strategies, [www.celt.iastate.edu](http://www.celt.iastate.edu)). Sledge Institute will adopt the following:

- **Active Learning** is defined as "students doing things while thinking about what they are doing". What students do include a diverse range of activities to construct their knowledge and understanding (i.e., develop higher-order thinking)...student reflections about what they are learning and how they are learning are essential elements. The goal is to link the activity with learning. Active-learning is a broader educational strategy, within which many other project-based learning tactics reside.
- **Inductive Learning** is the process of learning by example and observation. Students induce a general rule, concept, or principle from a set of observed examples. Deductive learning presents the idea first and demonstrates how it works. Project-based learning exposes students to how a concept or principles happens in practice (through case-studies, system-thinking analysis, just-in-time teaching) so they can better understand the universal principles that build towards a rule or lesson. The flexibility of in-course activities in PBL allows for inductive learning to occur through specific



examples, events, experiences crafted to the stage of development.

- **Backward Design/Backward course design (or backward mapping)** is essential for project-based learning because it provides a planning framework that works back from the module's overall objectives, course, or project and creates a series of lessons built to help achieve these goals. PBL is a goal-focused approach with distinct phases which allows instructors to align short-term activities with long-term goals, content production, and student performance. Progress in PBL classes may not happen linearly with predictable results, but instructors can provide a framework for this advancement through lessons, problems, and goal-oriented assignments. Students work towards these deadlines, thus, crafting the process of teaching to support the goals of student learning.
- **Experiential Activities:** PBL courses frequently integrate a series of *experiential-learning* opportunities throughout the process. The purpose of these experiences is to expand opportunities for students to discover, empathize, and understand the problem in different ways. In these activities, students are exposed to, or create, a direct "experience" related to the course topic or project question.
- **Haptic Engagement:** Many experiential activities involve a *haptic, hands-on approach* to learning. Some learners look for ways to include the sense of touch in their educational process: drawing, building, fiddling with something, manipulating elements to complete a task. In project-based learning, these preferences are well-suited to aspects of the discovery and ideation process.
- **Metacognition & Problem-Solving Strategies:** Many of the problems used in the PBL model intentionally defy straightforward solutions. When problems are complex, multi-faceted, and vexing, a non-linear problem-solving method becomes necessary. PBL courses need to teach strategies for *solving* problems, ideally using best practices of metacognition (thinking about thinking). Students should be encouraged to articulate which principles and concepts are unclear and explain how their previous successful attempts at problem-solving might be useful. When students share their strategies by demonstrating their solutions aloud or graphically, they gain confidence in their efforts and foster a community mindset. Instructors should model problem-solving strategies rather than offering answers and ask directing questions to help students overcome obstacles.
- **Just-in-Time Teaching** tries to anticipate an impasse in students' work because they lacked knowledge about a particular subject or the skills to manage one of their learning tools, by creating a series of exercises that allow the instructor to survey and assess the students' abilities and knowledge. This learning activity often takes the form of open-ended warm-up questions or surveys about the course material before class begins—the instructor can adjust the course activities to address any shortcomings or misunderstandings meaningfully. The learning happens just-in-time to apply it towards the PBL project.
- **Guided Discovery** is a cornerstone of all project-based learning models is the exceptional relationship between curiosity, critical thinking, and problem-solving. These strengthen connections through *guided discovery problems*. These are carefully constructed puzzles, challenges, or discrete questions that push students to learn *how* to solve the issues and build a framework of knowledge from these inquiries—before explaining the content to them. This type of discovery learning method based on the profound and straightforward notion that students are more likely to remember concepts and principles when they initially discover them. These "learning-by-doing" exercises are



combining with experiential learning and haptic engagement exercises. Ideally, introducing these lessons in a collaborative setting in which individuals experience the learning, reflect upon it, and convey the lessons they've learned to their teammates.

- **Coached Ideation:** At certain stages in the project-based learning/design thinking process, groups apply their knowledge of course content towards a project as they generate ideas. When the problems are complex, and the design process is collaborative, instructors must guide to facilitate these activities. A coached ideation process gives smaller groups of students a particular issue to address as it applies to the overall project. The point isn't to solve the broader problem of PBL, but perhaps a crucial stage in one of the branch problems. These exercises should be short, somewhat informal, and ungraded interactions where students present ideas, explore, and evaluate collaboratively. Instructors should encourage all students to interact (modeling inclusive classroom tactics) and provide just-in-time learning to clear misconceptions, suggest case studies, or provide technical expertise for concepts not apparent to student teams. The most important aspect of this process is that the work remains student led. Doing so helps to emphasize student "voice and choice" while strengthening their engagement in the process. In a team-based learning process, this role of a "coach" may fall upon peer coaches or other team members.

- **Visualizing Systems Thinking** is the process of trying to understand how constituent parts interrelate and influence each other within a whole system. Systems thinking looks for a holistic approach to the research, analysis, and design activities. Systems thinking and visualizing the various means, serves as a universal language that connects inter-disciplinary teams. Systems thinking deals with the variables, links, effects, and constraints that affect behaviors in complex systems—it is an ideal evaluative tool for the agile project-based learning approach.

- **Case-Study Method:** Case-studies are real-world examples of situations, solutions, or failures that can provide valuable information during a project-based learning approach. Many professions rely upon case methods for continuing education because it is particularly useful in linking new learning to existing conditions. It is a valuable tactic in PBL courses in three primary ways:
  - First, the PBL method relies extensively upon information gathering to define the problem, suggest potential solutions, and to understand the scope of on-going efforts either as a literature search or precedent study.
  - Second, introduce specific case-studies as a way of provoking questions and challenging solutions. When students confront dilemmas from previous cases, they can assume the role of decision-maker and weigh their potential choices against the real-world consequences.
  - Finally, the case's real-life nature brings relevance and authenticity to the project—the data sets and theories connect to an actual event with consequences.

- **Learning Artifacts and Portfolios** are tangible demonstrations of student learning. They are essential elements of a project-based learning course. The public presentations of learning artifacts often mark the transitions between the various stages of a project-based learning approach. As the stages progress from discovery to ideation, evaluation, and implementation, the artifacts change. The goal is to have students produce a series of expressions that showcases the process. Some elements demonstrate critical thinking, initial ideation and problem-solving, others to show a progression through design/problem-solving development. The production of a portfolio at the end



of the process is a critical learning tool. It promotes student self-reflection on learning and becomes evidence of the competencies required in the course's learning objectives. The link between the visual representation of complex ideas is an essential professional communication skill to promote. Finally, portfolios are artifacts that extend the project's life through publications, research funding, and as case-studies for other similar projects.

- **Cooperative & Team-Based Learning Collaboration** is one of the essential components to successful project-based learning courses—but it is a soft skill that deserves specific instructional attention that it needs. PBL depends on the students' ability to work as a team to produce a shared work. When students learn to work in a supportive, inclusive, and cooperative environment, they thrive. Teaching productive collaborative learning tactics involves a series of exercises presented to students that allows them to understand more about form teams, assess team members' assets, refine roles and contributions to the project, and foster supportive intra-team communication. There are specific ways to model positive cooperation in the course: informal learning groups, think/pair/share exercises, peer instruction, jigsaw, etc. The PBL process has regular intervals built into the process for a routine sharing of ideas and formative evaluation of team-working efficacy.
- **Role Playing and Evaluation:** A critical aspect of the project-based learning method is the ability to generate empathy and insight as an integral part of the initial information collection/discovery /research phase. One way of trying to instill an understanding of the process is to use a *role-playing* method. Simply put, ask a student (or groups of students) to assume the perspective of a particular character or user group. To do so, they'll need to supplement their imagination with actual data, cultural competence training, and other research information about how the issues affect human interaction. Once the research is complete, the instructor facilitates an event (role-playing exercise) in which groups interact with questions and answers—during this event, raise concerns and present potential solutions, etc. as a way of evaluating progress. Specific feedback is essential for growth.

**Place-Based Education:** Sledge Institute instructors will employ the following practices to support the key element of place-based education, (Guide on Place-Based Education, [educationcorner.com](http://educationcorner.com)).

- Place-based education centers the educational process in the environment. This form of learning requires that teachers place students in their communities so that they can solve community-based problems.
- It requires that the teacher's curriculum integrate projects in which students explore issues within their community to develop practical solutions. This can be an excellent way of encouraging critical thinking skills as well as practical skills that can apply in both higher education and in a student's career.
- Educators should root place-based education heavily in inquiry-based learning and a hands-on approach. Students should conduct inquiries into their subject and be allowed to use a variety of tools to explore their topics. However, although place-based education is heavy on the experiential, it's also important for instructors to include regular assessments and set clear goals for any place-based education, the same as they would for a traditional class.
- Students need to learn in a way that is rooted in the local context and develop solutions that could potentially be applied globally.



**Global Education:** In *Educating for Global Competence: Preparing Our Youth to Engage the World*, Mansilla and Jackson offer the following instructional methods that the Sledge Institute instructional staff will adopt in order to implement the key element of global education:

- A substantive understanding of the world is the foundation of global competence. Students demonstrate global competence through awareness and curiosity about how the world works— informed by disciplinary and interdisciplinary insights. Specifically, globally competent students are able to perform the following four competences: 1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. 2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. 3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. 4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.
- Four perennial questions of teaching should be kept in mind while designing instruction for global competence:
  - What topics matter most to teach? (Focus on topics of local and global significance)
  - What exactly will students take away from a unit, project, visit, or course? (Focus on disciplinary global competence goals)
  - What will students do to learn? (Performances of global understanding)
  - How will we know they are making progress? (Ongoing global competence centered assessment)

**Competency Based Education:** Sledge Institute instructors will adopt the following instructional methods proposed by the Aurora Institute to support the key element of Competency Based education, ([aurora-institute.org](http://aurora-institute.org)).

- **Empower students daily:** With guidance from educators, students can co-design their learning so that it is relevant to their lives. By extension, personalized and competency-based learning environments help prepare students to take more active roles in effecting change in their own lives and in their own communities beyond their classroom experiences. Cultivating student agency aims to promote equity by developing students' ability to engage with and identify opportunities to learn and demonstrate their learning in ways that are both effective and meaningful to them. In turn, students develop into adults who have the capacity and resources to direct the course of their own lives, taking action in the world in ways aligned with their values, histories, and goals.
- **Assessments are meaningful:** Performance assessment—grounded in tasks that measure how well students apply their knowledge, skills, and dispositions to authentic problems to produce an original product or solution which is scored against specific criteria—is a key process for producing both formative and summative evidence of student ability to apply their learning. Clear criteria for what students need to know and be able to do lay a foundation for student learning and performance of those knowledge and skills.
- **Provide timely, differentiated Support:** Designing to provide each student with timely, differentiated support means 1) being clear about the learning goals and pathways in your system and 2) fostering relationships with each learner to know who they are and collaborate with learners



to personalize their learning.

- **Progress Based on Mastery:** In CBE systems, teachers strive to be transparent and consistent when assessing students' proficiency. Doing so interrupts inequities of the traditional system that allow students to progress without fully mastering content and skills. To build consistency, educators score student work together and collaborate to develop rubrics with student work samples that illustrate what proficiency looks like. This reduces variability across teachers in expectations and judgments of proficiency. Shared high expectations are central to ensuring equity in a system where student progress is based on demonstrating mastery.

- **Learn Actively with Varied Pathways and Pacing:**

- **Personalized learning** – tailoring learning to each student's strengths, needs, and interests in a way that enables student voice and choice in what, how, when, and where they learn – provides a foundation for active learning. Incorporating Universal Design for Learning (UDL) and culturally responsive strategies support equitable access to active and personalized learning.
- **Universal Design for Learning (UDL)** is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It incorporates multiple ways to personalize engagement, representation, and action/expression.
- **Culturally responsive strategies** focus on identity development, relationship-building, and learning experiences that respect each student's personal and cultural identities. These strategies resonate and align with CBE.

- **Equity Strategies Drive Culture, Structures, and Pedagogy:** The National Equity Project builds on this definition of educational equity by naming that working toward equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system;
- Removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.
- The Great Schools Partnership definition of educational equity also includes raising marginalized voices and challenging the imbalance of power and privilege. These goals and actions align with a competency-based system designed to provide access to the support needed to attain competency and develop agency, rather than a system based on seat time where students are often promoted without having achieved essential learning outcomes.

- **Establish Rigorous, Common Expectations with Meaningful Competencies:** CBE Quality Principles 10 (Seek Intentionality and Alignment) and 12 (Maximize Transparency) highlight the idea of a "common learning framework" that clarifies what is expected for students to know and do at each performance level or grade level. The common learning framework is transparent to all. Students (and their families) know where they are on their learner continuum, their progress and growth. Teachers build a shared understanding of what student proficiency looks like, align instruction and assessment to the appropriate level of cognitive rigor, and share knowledge of instructional strategies.

**Postsecondary Readiness:** Sledge Institute agrees with the following stance in regard to



postsecondary readiness, from the American Institutes for Research's College and Career Readiness and Success Center, which states, "There is widespread consensus that, in a rapidly changing and uncertain world, approaches to college and career readiness must expand beyond its traditional role of preparing students for standardized tests and providing support as they apply for jobs or college admissions. This modern approach to college and career readiness is "multifaceted," encompassing not just academic readiness, but also "knowledge, abilities, and dispositions that impact academic achievement." While definitions of college and career readiness vary, there is general consensus around the importance of the following skills:

- Written and verbal communication
- The ability to think critically
- Emotional intelligence
- Financial literacy
- Time management
- Stress management

New York's definition explicitly supports personal and social readiness, including "the ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success." By seeing career and college readiness as part of the broader path of life readiness, schools have the opportunity to foster an interconnected set of essential skills students need to become successful and meet their goals beyond the narrow bounds of work and academics," (The K-12 Guide to College and Career Readiness, [paper.co/resources](http://paper.co/resources)).

Therefore, Sledge Institute will adopt the following instructional methods, suggested by the K-12 Guide to College and Career Readiness, to ensure that the key element of postsecondary readiness is supported in our model:

- **Embed college and career readiness practices early and often:** More and more research indicates that career-connected learning experiences in the middle grades are linked to a positive self-concept in student attitudes to their occupational prospects. "It has become increasingly clear that college and career readiness efforts can and should include middle school to have a stronger impact," states a recent study on college and career readiness initiatives for students with disabilities in the middle grades. Such future-ready skills and attitudes are not something that can or should be limited to targeted high school programs. Instead, schools should consider embedding opportunities to learn these skills across educational offerings, both within and beyond the classroom—and beginning at least in the middle grades.
- **Focus on 21st-century skills:** According to a widely cited glossary of education terms, 21st-century skills include not just knowledge and abilities, but also work habits and character traits.
- **Prioritize social-emotional and other soft skills:** As the list of 21st-century skills makes clear, social-emotional, or "soft," skills are considered critical to success academically and in the workforce. Studies consistently show that student-centered learning practices foster these skills, leading to both short-term improvement in testing and greater success in post-secondary study. There are a



wide range of ways strategies to support these skills, including:

- College application essays
- Résumés
- Cover letters
- Business letters
- Emails
- **Identify student needs.** Proactively discover areas requiring supplemental support, whether individually or collectively. Evaluate curriculum effectiveness. Understand which content areas are effective based on the kind of help most requested across sites.
- **Measure impacts.** Track who is using the service and understand how usage relates to target outcomes.
- **Equitable access to tutoring and other educational services:** Too often, students from historically marginalized communities receive social cues that engagement in continued formal education is not for them. The right school-sponsored tutoring programs counteract this messaging by providing all students with ample opportunities to engage with tutors trained both to encourage them and meet them where they are. In the past, tutoring programs have generally taken place in person and on school grounds, either during school hours or after school. While effective, these programs have proven hard to scale because of staffing, scheduling, and logistical challenges. Even when available, these programs fail to reach many students—such as socio-economically disadvantaged students who lack alternate transportation options and/or work either inside or outside the home. “Not every student can stay after school with their teachers for extra help,” says Dr. Tracy Curley, Chief Academic Officer at Fall River Public Schools in Massachusetts “Not everyone has a sibling, parent, or friend that can help them better understand their biology or pre-calculus assignment, or that can proofread a college essay.”
- **Inquiry-based learning opportunities:** “Education should prepare learners for lifelong learning through development of 21st century skills such as digital literacy, communication, collaboration, critical thinking, problem solving, decision making and creativity,” concludes a University of Hawaii study. To support lifelong learning, the inquiry-based model of learning has been shown to be particularly effective in developing the social-emotional skills required of lifelong learning, including:
  - **Metacognition:** As a Vanderbilt University reports, studies show that metacognitive practices “increase students’ abilities to transfer or adapt their learning to new contexts and tasks”—a critical skill for students preparing to enter a world of rapid change.
  - **Self-advocacy:** Self-advocacy is the ability for students to assess and identify the help they need, identify resources that can help, and speak up and communicate their needs. “Teaching self-advocacy involves helping students gain the tools to navigate their own lives,” states an article about special education and self-advocacy from Lamar University.
  - **Project-based learning.** Known as PBL, project-based learning has been shown to “increase student ownership and agency,” according to a 2018 report about evidence for student-centered learning.
  - **Modern college and career readiness initiatives:** In addition to standardized test preparation and high school career and college counseling programs, schools are more aggressively adopting



more proactive college and career readiness initiatives. “We have been reconfiguring our schools to not just be nine through 12, but seven through 12, to give us a head start on preparing students for college pathways and career exploration,” says Dr. Lindsa McIntyre, secondary superintendent at Boston Public Schools. These efforts include focusing on funding pre-AP classwork for seventh, eighth, and ninth graders, support for International Baccalaureate (IB) prep, career and technical education, and dual enrollment with local colleges. Programs designed to directly support college and career readiness include:

- **Work-based learning and mentorship opportunities.** “High-quality, work-based learning experiences are highly valuable both for students and employers,” according to a Students Can’t Wait report. Such experiences are linked to decreased dropout rates and greater success in the workforce, according to a Stanford Center for Opportunity Policy in Education brief.
- **Personal opportunity plans (POPs).** A POP is a “student-centered and student-directed process and a set of documents that maximize students’ academic, personal, college and/or career development and fosters success in school and life,” according to an Engaging Schools report. POPs offer an effective tool for closing the gap between students’ aspirations and the achievement of goals that are both challenging and realistic.
- **College-level coursework.** College-level coursework in high school—AP classes, IB coursework, and dual enrollment in secondary and postsecondary classes—“improves the likelihood of students entering postsecondary education, continuing in college, and acquiring degrees,” claims a Jobs for the Future report. In addition, underrepresented students who take an AP or IB course in high school are almost 20% more likely to persist in a four-year college, according to research from PowerSchool.
- **Career and technical education (CTE).** By combining academic work with occupational know-how, modern CTE programs provide students with structured pathways toward post-high school careers, while also preparing them for post-secondary study if they choose. According to a report by the U.S. Congressional Career and Technical Education Caucus, CTE programs don’t just provide work skills. CTE-involved students actually graduate from high school more often than their non-CTE counterparts.
- **Future-ready learning that supports college and career readiness.** As research indicates, 21st-century schools can no longer treat college and career readiness as a standalone initiative. Instead, they need to embed opportunities for students to acquire future-ready skills through a wide range of activities—and extend them beyond the classroom and regular school hours. Such opportunities can encourage students to feel confident in their abilities, support their ongoing individual development, and nurture lifelong learning.
- **College and career writing support:** Written communications are key to securing employment and/or admission to college. Teachers and college and career planning advisors can support students by offering feedback and coaching to students as they write various college and career documents, including:
  - **Insight into acquisition of future-ready learning:** Educators and administrators should continuously seek access to actionable analytics about student interactions. With such insights, educators can quickly:



**All-inclusive Wellness:** Wellness at the Sledge Institute will be an all-inclusive concept that encompasses academic, social, emotional, and physical well-being. Students will participate in advisory courses and teachers will cultivate classroom environments that promote a culture of safety and belonging. Research from Wayfinder states, “Putting SEL to work, equipping students with employability skills for the workforce and life,” suggests instructional methods that Sledge Institute instructional staff will adopt:

- Research on education and the future workforce suggests a four-pronged approach for designing curricula and activities that enhance students’ SEL skills and career readiness:

- Take an asset-based approach to support young people in identifying their strengths and analyzing the ways these strengths might serve them in different fields and professions.

- Help students develop explicit SEL skills, as these are important for employability—especially for those positions being created and transformed by the Fourth Industrial Revolution.

- Incorporate trauma-informed practices to make learning accessible to all students.

- Engage students in discussions about the real-world challenges that await them in professional fields like STEM.

“Students not only need good instruction, they need to feel like they belong,” said Tessie Bailey, director of the PROGRESS Center, a technical assistance center that helps districts provide high-quality programs for students with disabilities...Belonging is experienced when students are present, invited, welcomed, known, accepted, involved, supported, heard, befriended, and needed,” according to a resource cited by Kristin Liu, principal investigator at the TIES Center, an OSEP-funded technical assistance center located at the University of Minnesota focused on inclusive practices, (withwayfinder.com).

Q97. Will the proposed charter school serve a single-sex student population?

Yes



No

**Q101. Curriculum and Instructional Design** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



## Elementary School (Grades K-5)

The basic learning environment in the Sledge Institute Elementary Grade Span will be as follows:

- Class sizes of 12-15 students per class in grades K-2 with 25 total students per grade level
- Grades 3-5 will have 25 students per class and one class per grade level.
- Classroom environments will allow for flexibility, centers, and active learning.
- Kindergarten: Some children will be entering kindergarten having been in a preschool environment with some core academic and group social skills. Others will be joining a classroom community for the first time and may just be starting to make sense of working with letters, numbers, classmates, and teachers. Sledge Institute teachers will be skilled at creating learning experiences that reach all students.
- Our kindergarteners will flourish through:
  - Care and support. Teachers will be able to offer individualized attention, care, and support to students because we will keep our classes small with an average 12:1 student-teacher ratio.
  - An active learning approach. Students will learn in academic centers curated for hands-on learning. Integrating the concepts of active learning with place-based learning, Sledge Institute kindergarteners will take 10-15 learning excursions a year.
  - A stimulating environment. Our classrooms, learning centers, outdoor gardens, play spaces, picnic areas will be vibrant. Students will enjoy an environment designed for whole-child growth.
  - Modeling kindness. While learning about themselves, others, and the world around them, kindergarteners will learn about making good choices and caring for themselves and others.
- First through fifth grades will feature:
  - Small class sizes to allow for personalized learning, a healthy classroom community and culture.
  - Teachers work collaboratively to support students in the creation and monitoring of personalized learning plans.
  - Hands on learning and exploring curriculum content through standards and competency based aligned projects.
  - Opportunities to take the learning experiences beyond the walls of the school into the community through intentional partnerships for place-based learning.
  - Continued focus on character education, social-emotional learning, service learning, health and wellness, and leadership.
  - Begin to explore essential questions that drive project designs throughout the year.
  - Exploration of the content from self to community, from local context to global context
  - Beginning of the year diagnostic assessments, mid-year, and interim assessments (benchmarks), end of year assessments and ongoing analysis of student growth towards established learning targets.
  - Portfolios and Exhibitions of student learning and student-led conferences.

## Middle School (Grades 6-8)

The basic learning environment in the Sledge Institute Middle School Grade Span will be as follows:



- Sledge Institute will enroll 50 students per grade level in the middle school.
- The school day will include an advisory period to integrate social-emotional learning, protected time to monitor student progress towards academic and behavioral goals, character education and leadership development, and activities aligned to student interests.
- Quarterly engagement with community partners for project pitches and design sessions.
- Exploration of the content from self to community, from local context to global context
- Beginning of the year diagnostic assessments, mid-year, and interim assessments (benchmarks), end of year assessments and ongoing analysis of student growth towards established learning targets.
- Portfolios and Exhibitions of student learning and student-led conferences.
- Small class sizes to allow for personalized learning, a healthy classroom community and culture.
- Teachers work collaboratively to support students in the creation and monitoring of personalized learning plans.
- Students begin to switch classes, including an advisory class with competency-based social-emotional learning curriculum, students have more autonomy in designing their learner profile and learning targets tailored to interests and postsecondary aspirations.
- Hands on learning and exploring curriculum content through standards and competency based aligned projects.
- Opportunities to take the learning experiences beyond the walls of the school into the community through intentional partnerships for place-based learning. Increased opportunities to connect with peers across the globe through global education partnerships.
- Continued focus on character education, social-emotional learning, service learning, health and wellness, and leadership.
- Increased opportunity for students to engage in student voice and student leadership initiatives. Ex. Participation in youth conferences.

### **High School (Grades 9-12)**

The basic learning environment in the Sledge Institute High School Grade Span will be as follows:

- Sledge Institute High School will enroll 125 students per grade level.
- The school day will include an advisory period to integrate social-emotional learning, protected time to monitor student progress towards academic and behavioral goals, character education and leadership development, and activities aligned to student interests.
- Teachers facilitate learner-centered classes through six key-elements of Sledge Institute
- The school day will include an advisory period to integrate social-emotional learning, protected time to monitor student progress towards academic and behavioral goals, character education and leadership development, and activities aligned to student interests.
- Quarterly engagement with community partners for project pitches and design sessions.
- 80% of instructional design utilizes project-based instructional methods, as high schoolers will have more foundational prior knowledge.
- Exploration of the content from self to community, from local context to global context



- Beginning of the year diagnostic assessments, mid-year, and interim assessments (benchmarks), end of year assessments and ongoing analysis of student growth towards established learning targets.
- Portfolios and Exhibitions of student learning and student-led conferences twice a year.
- Small class sizes to allow for personalized learning, a healthy classroom community and culture.
- Teachers work collaboratively to support students in the creation and monitoring of personalized learning plans.
- Students switch classes between core classes and electives, including an advisory class with competency-based social-emotional learning curriculum, students have more autonomy in designing their learner profile and learning targets tailored to interests and postsecondary aspirations.
- Hands on learning and exploring curriculum content through standards and competency based aligned projects.
- Opportunities to take the learning experiences beyond the walls of the school into the community through intentional partnerships for place-based learning. Increased opportunities to connect with peers across the globe through global education partnerships.
- Continued focus on character education, social-emotional learning, service learning, health and wellness, and leadership.
- Increased opportunity for students to engage in student voice and student leadership initiatives.  
Ex. Participation in youth conferences.
- Advanced course offerings, electives, service learning, and internship opportunities.
- Intense focus on postsecondary preparedness from 9th-12th grade.
- School counseling and wrap around services provided in addition to all-inclusive wellness approach through advisory curriculum.
- Extra-curricular sports and clubs based on student interests.

**Q102. 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.**



Sledge Institute is in the process of looking at curriculum options. Though many charters that we have visited and spoken to have teacher-created curriculum, we are opting to use an established curriculum that is aligned to the NC State Standards and NC Accountability Model. We are choosing to adopt a curriculum with the rationale that the first years of operation in a new school can be overwhelming, and asking teachers to develop a curriculum that is high quality adds unnecessary pressure. We have looked at existing project-based charter schools in and outside of North Carolina and learned what curriculum they find to be a high-quality, aligned curriculum that lends itself to the project-based model. We received a high recommendation for the Great Minds curriculum company for the offerings listed below, for their alignment to state standards and accountability measures, their culturally relevant material with representation from varied groups of people, and the interdisciplinary nature of the content, which allows teachers a foundation to develop projects with other teachers and community partners. The curriculum listed below will be a great fit for all students to access learning through our six key elements: project-based learning, place-based education, global education, competency-based learning, postsecondary readiness, and all-inclusive wellness.

#### **K-8**

- For grades K-8 ELA we are planning to use Wit & Wisdom
  - o *Wit & Wisdom* presents a careful sequence of skills that lead students to mastery and independence. In addition to skills development, students will build their knowledge in areas such as science, history, the arts, math, and more. They apply their new knowledge and skills by engaging in lively discourse, writing detailed responses rich in evidence, and honing their critical-thinking skills to ultimately become successful readers, exceptional writers, and effective communicators, ([greatminds.org](http://greatminds.org)).
- K-8 Math Eureka Math2
  - o "*Eureka Math*<sup>2</sup> helps students establish a foundational understanding of mathematics (the *why*) rather than only relying on procedural skills (the *how*), to better prepare them for college and career. Teachers will see students strengthening reasoning and critical-thinking skills that students can apply to solve real-world problems and that can be applied to many real-world situations, ([greatminds.org](http://greatminds.org)). Additionally, Eureka Math 2 will drive academic improvement for all students by providing achievement descriptors, proficiency indicators. Alongside these data tools, teachers will also be able to monitor progress with the curriculum's modules and benchmark assessments. Eureka's curriculum directly aligns with the age appropriateness of the targeted student population.
- and K-5 Science: PhD Science.
  - o By examining authentic phenomena, students discover how the world around them works as they build knowledge and scientific literacy. Through meaningful, real-world connections and rich,



hands-on learning, students dig deep into science concepts as they develop a questioning spirit, investigative prowess, leadership, and communication abilities that serve them for a lifetime, (greatminds.org).

## High School

For high school courses, we are still exploring curriculum options, but are considering Summit Learning. We have visited project-based, personalized learning communities such as Research Triangle High School, a NC Charter school that uses a personalized learning model. According to Summit Learning, they support's schools through:

- Curriculum and Assessments
  - o We offer a complete standards-aligned curriculum for grades 4 – 12 in core subjects. The curriculum includes hands-on projects, teaching and learning resources, as well as assessments—all of which are customizable by educators.
- Professional Development
  - o Summit Learning educators receive professional development throughout their journey. Sessions and resources focus on teaching practices and continuous improvement of program implementation.
- Ongoing Support
  - o Every Summit Learning school receives tailored coaching from a dedicated School Success Manager on change management, instructional leadership, and implementation. Coaching is tailored to each school's needs.
- Summit Learning Platform
  - o The platform is an online tool that supports what teachers and students do in class each day. Students access their schoolwork and set goals. Teachers monitor student progress and provide individualized support (summitlearning.org).

Sledge Institute has a goal of becoming an IB World School by year 5 and will also receive consultation from IB during the application phase regarding curriculum that is aligned to both the Sledge School Mission and IB World's philosophy.

All curriculum decisions will be made to ensure the following:

- alignment to NC State Standards
- alignment to Future Ready Competencies
- alignment to Competencies for SEL (through Wayfinder) for the K-12 advisory curriculum and all-inclusive wellness component



- alignment to six key elements of our mission

**Q103. 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.**

The primary instructional strategies for teachers will be to deliver the curriculum with fidelity, implement school culture, disaggregate, and use student data to drive instruction, interventions, acceleration, and remediation, and collaborate to create projects that directly integrates the six key elements of the Sledge Institute: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness.

The teachers will use personalized learning and active learning strategies to ensure that the foundational core is established for all students in reading and math. Reading readiness skills and basic math concepts will be the springboard for future learning concepts. Utilizing the engaging lessons and progress monitoring tools will ensure students are making gains and extending their learning to real-world applications. Teachers will be able to consistently disaggregate the data to drive instruction through protected time for planning and collaboration.

As a new school, implementing a culture of all-inclusive wellness, in a project-based setting where students will regularly engage with local community partners, and peers abroad, it is essential to integrate character education, social-emotional awareness, leadership development and lifelong learning, as these characteristics are integral to the identity of the school. With PBL and social emotional awareness being the cornerstone of our school, teachers must intertwine it in the lessons, and they must model best practices at the adult level as they collaborate with one another in service of the students.

**Q104. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.**



The proposed instructional plan and graduation requirements for Sledge Institute will ensure student readiness for transition from grade to grade, graduation and college because the personalized learning model and intentional, protected time for goal setting, progress monitoring, intervention, acceleration, and remediation allow students, instructional and support staff, and families to have access to constant data regarding a student's progression towards learning targets and requirements for promotion. The model of the Sledge Institute will allow for transparency and collaboration between students and adults. One of the Sledge Institute's six key elements is postsecondary readiness, therefore curriculum choices, supportive technology to monitor progress towards attaining competencies and learning targets, and opportunities to extend curriculum learning through projects, place-based and global education experiences, along with regularly scheduled interim assessments, reflective portfolios, and exhibitions of student learning, will ensure that no student "falls through the crack". The personalized learning environment will establish a culture from grades K-12 where discussions, reflections, strategizing, and evaluating progress of student learning and progress towards goals is the norm.

**Q105. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

Sledge Institute will follow a traditional school calendar. Teachers will have 2 weeks for planning and professional development before students begin. Students will have orientation days prior to beginning the school year to acclimate students to the norms and culture of the school, give them a chance to meet teachers, experience introductory projects and participate in activities that promote our all-inclusive wellness model. The orientation session may also be a time for students to take diagnostic assessments to establish baseline data and to begin to establish academic and behavioral goals. There will be days built into the calendar for collaborative planning for projects, where students, teachers, and community partners will meet to plan for implementation of the projects. There will also be days built into the calendar for public exhibitions of learning through presentations and portfolios. The school year will be broken up into quarters and the quarters will end with student-led conferences presenting their growth and progression towards competencies. The school year will include experiential learning opportunities for place-based education, and scheduling between community partners and teachers for these meaningful experiences will be critical. The school calendar will also account for any interim assessments, such as the NWEA MAP testing and any state testing: EOGs and EOCs. The school calendar will also account for any holidays and days of non-attendance for students in which staff will participate in professional learning. Students will have one early release day each week in which staff will participate in professional learning. The calendar will satisfy the 185 day or 1025-hour requirement by North Carolina.

**Q106. 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 proposed structure of the school day and week allows for students to receive an hour of instruction in literacy and math, 45 minutes to an hour in science and social studies (45 minutes for grades K-5, 60 minutes for grades 6-12). The schedule allows for interdisciplinary lessons and time for students to work through a standards and competencies aligned project design that incorporates place-based learning and global education. The PBL blocks will also allow time for community partners to come in to work with students on projects. The schedule also allows for world languages instruction, health and wellness, and other electives at the high school level, as well as activities geared towards social-emotional learning, character education, and leadership development. Personalized learning time is also built into the schedule for students in grades K-5 to acclimate them to goal setting and monitoring their own academic progress, and for grades 6-12 to take progress through courses if evidence of readiness is sufficient. This time can also be used for any remediation, tiered interventions, and acceleration that individual students may need as evidenced by academic performance on formative assessments, interim assessments, and competency progression. The calendar will be a traditional school year calendar, with 173 days and 1038 hours of instructional time. Students will be able to arrive as early as 7:30am for breakfast and the days will begin at 8:00am with a daily community meeting or morning meeting in grades K-2 and a weekly morning meeting in grades 3-5. Students in grades 6-12 will have an advisory time built into their schedule, which can also be used for explicit community building and meeting time, activities to support postsecondary readiness, and all-inclusive wellness programming. Dismissal is at 3:00pm. After-school offerings will be determined as we continue to engage local youth development organizations and after-school programming.

**Q107. Describe a typical day for a teacher and a student in the school's first year of operation.**



Sledge Institute will open at 7:30 am for breakfast.

K-5

Mornings start with a community meeting, either whole school or within individual classes, depending on the need and what events are happening in the school. The students then have core classes in the morning: literacy, followed by mini-lesson to prep for the project-based learning activity of the day, or move into centers, followed by a morning snack, and reset activity to help them get focused for the math core class. Elementary students have a 30-minute lunch period, followed by recess. The afternoons are spent doing the specials: art or music. On alternating days, the students will have a world language, most likely Spanish. The day ends with a closing community circle, a recap of the day's learning and preview of the next day.

6-8

Middle school students start the week of with advisory using an all-inclusive, competency-based curriculum, like Wayfinder. The day continues with core classes and an elective period. After lunch students have one additional core class: math, then they move into specials classes, for example, art, music, or digital media. Following the specials, they continue with a project-based learning course, where they will engage with community partners during the project design, completion, presentation, and reflection phase. The day ends with a curriculum focused on all-inclusive wellness:

9-12

High school students begin and end their weeks with community meetings to help them check in on progress towards goals, build leadership skills, and take advantage of social-emotional support. Tuesday through Thursday mornings are spent with project teams unless a student wants to take advantage of personal learning time on Wednesday mornings. Students can use the personalized learning time to take advanced courses online or participate in remediation or interventions. The goal is to support students to manage their own learning. Core classes are taught in 120-minute blocks where the lessons can be separated by content or taught through a trans-disciplinary approach. Students then have advisory, lunch, and project-based learning time. The day ends with an elective.

Teachers

Teachers begin their day at 7:15-7:30 joining students at the conclusion of breakfast to participate and/or facilitate the community meeting times. Teachers will teach their assigned grade level or subject area, and they will have time to collaboratively plan. The calendar will include digital learning days where teachers can collaboratively plan for and monitor projects, individual student performance, and consider targeted actions to support students. Those days will be non-attendance



days for students, but they will be required to work on the digital learning platforms during those days. Teachers will also serve as advisors and help monitor/manage volunteers and community partners as they work with students in design session/project-based learning blocks.

Dismissal is at 3:00pm for students and 4:00pm for teachers.

**Q108. Will this proposed school include a high school?**

- Yes
- No

**Q109. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.**

We believe that ALL students should be prepared to go to and complete college; therefore, in addition to the intentional focus on the key element of postsecondary readiness, Sledge Institute will implement Future-Ready Core Requirements by requiring all students to complete four credits each in English, Math, and Social Studies, three credits in Science, two credits in the same World Language, and one credit in Health and Physical Education. Students must complete a minimum of six elective credits of their choosing. These minimum requirements total 24 credits for graduation. The electives, as well as the Flex period, will allow students to enroll in extra language courses, AP courses, or dual-enrollment courses. Sledge Institute will also be applying to become an IB World School. We believe that the IB program is aligned to our mission, vision, and six key elements, which would give our students access to rigorous, college prep courses.

**Q110. 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.**



Sledge Institute students will be required to earn the minimum requirements of 24 credits for graduation. The electives offered will be World Languages, Dual enrollment courses, Advance Placement Courses, and upon approval as an IB World School, students will have access to those courses as well. Students can build those courses into the regular schedule or use the Flex period time during the PBL block to take elective courses online.

Grade point averages will be calculated based on a ten-point scale:

An "A" grade will be awarded for the numeric range of 90-100, worth 4 quality points

A "B" grade will be awarded for the numeric range of 80-89, worth 3 quality points

A "C" grade will be awarded for the numeric range of 70-79, worth 2 quality points

A "D" grade will be awarded for the numeric range of 60-69, worth 1 quality point

A "F" grade will be awarded for the numeric range of 60 or below and is worth 0 quality points

A "F" grade will result in not earning credit for a course and the course must be repeated.

Honors courses will award quality points on the 4.5 scale, for example an "A" would be awarded a 4.5 rather than a 4. Advanced Placement (AP) and Dual-Enrollment (DE) courses will award quality points on the 5 scale, for example an "A" would be awarded a 5 rather than a 4. Grade Point Averages (GPAs) will be calculated by adding the number of quality points (points awarded for letter grades, i.e. 0-5) and then dividing by the number of courses attempted.

Additionally, Sledge Institute students will receive a narrative report detailing their progress towards mastery on our competency framework.

Transcripts will include a list of all courses attempted, the numeric grades earned, class ranking, and the quality points earned. They will list both weighted and unweighted GPAs. In addition, all scores from state tests like North Carolina's End-of-Course tests and national college admissions tests such as the SAT and ACT will be included.

**Q111. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).**



To truly ensure readiness for opportunities beyond graduation, Sledge Institute students will complete a rigorous and well-rounded curriculum that exposes them to the Association for Supervision and Curriculum Development's (ASCD's) Big Four: 1) Key Cognitive Strategies; 2) Key Content Knowledge; 3) Key Self- Management Skills; and 4) Key Knowledge about Post-secondary Education, ("What Makes a Student College Ready?", [www.ascd.org](http://www.ascd.org) (<http://www.ascd.org>)). Additionally, during the community meeting time and/or the advisory period, students will be using a future-focused curriculum, such as the Wayfinder curriculum, which focuses on SEL competencies that strengthen critical thinking skills, help students make meaning of the world, and hone their future-ready skills. The Wayfinder competencies are self-awareness, adaptability, empathy, collaboration, agency, and purpose. In addition to each teacher serving as an advisor, we will have a counselor and student services team that will support students and families through each step on their path to postsecondary readiness by meeting with students about personalized learning plans, reviewing postsecondary goals, hosting information sessions for families about testing requirements and other college admissions requirements, hosting representatives from universities and military branches, working with community partners as they mentor students interested in similar professional fields, providing consultations about course selection that will prepare a student for the pathway of their choice, helping students with the application process for college, trade school, or military, and monitoring students' progress towards meeting graduation requirements.

**Q112. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.**



Sledge Institute will use the Personalized Learning Plans, family communication, and Advisory systems as strategies to monitor students' progress and to identify needs for academic, social-emotional, or behavioral support. In addition to our support system, we will have a few additional school-wide systems that will be utilized to identify students who are drop-out risks.

1. Early warning indicators. We will constantly be tracking progress towards graduation and towards mastery through regular class assessments and interim assessments. Teachers will meet weekly to gauge progress, identify students who are struggling, and consider interventions, ways to differentiate the instruction, scaffolding, and other opportunities for the student to improve in their performance. A GPA of less than 2.0; two or more failures in 9th grade courses; and failure to earn on-time promotion to the 10th grade are all early warning indicators.

2. Daily attendance tracking. Students who miss school will be closely tracked and individual meetings will be held with the advisor, family, and school leadership for any student who is identified as having an attendance issue. The advisor will be in regular communication with the family and the student to ensure that s/he comes to school on time each day. Plans to improve attendance will be co-created between student, family, and the school.

3. Exhibitions of learning. The student exhibitions of learning are another method to ensure success. Students can tie the academic content to their passions, allow them to connect with mentorship in an authentic way as they are working on projects and preparing for the exhibition. In a 2021 report from Summit Learning, "Pathways to Success," (<https://summitps.org/the-summit-model/pathways-to-success>), their alumni indicated the long term impact that mentorship and exhibitions had on them during their high school years. Participants in the study shared that mentorship and connections with professionals, and aligning what they were learning in school to their passions, allowed them to see what possible beyond high school, and feel a sense of preparedness and resiliency for the challenges that they would face in the years ahead. The exhibitions are in a sense a great way to engage students in their learning, and intervention for students that may be disengaged, and a tool for a future-ready mindset.

Our safe, supportive, and inclusive culture, including the close relationship that a student has with their advisor, is perhaps the most important way to ensure that the student stays in school.

**Q113. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of 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.**

See attached.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 6



Applicant Evidence :


Appendix C 9-12 Cor...

Uploaded on **4/27/2023**  
by **Chandra Sledge**

**Q114. 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.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix B, Curricul...

Uploaded on **4/27/2023**  
by **Chandra Sledge**

**Q115. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Appendix D Yearly A...

Uploaded on **4/28/2023**  
by **Chandra Sledge**

**Q116. 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.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15



Applicant Evidence :



Appendix E Daily An...

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by **Chandra Sledge**

## 9.2. Special Populations and “At-Risk” Students

Q117. 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.



Students who require additional academic support, will receive on-going support, remediation from their instructors, and peer-mentorship or tutoring. Our daily and weekly schedule allows time for remediation or accelerated learning. We will continue to implement the following strategies and pedagogical approaches, many of which will be used with all students:

- Teachers will be monitoring student progress through class assessments and demonstrations of learning. By looking at several data sources including: student work products, interim assessment results, student progression towards growth targets, the teacher will determine if the student requires in-class interventions such as scaffolding, modeling, and time to practice. Advisors will assist students in identifying strategies for success on the student's personalized learning plan. If these strategies fail, the teacher will bring the issue to the School Counselor (SC) and Student Support Team.
- The Student Support Team will meet regularly to discuss students identified as needing extra support. Sledge Institute teachers will be expected to regularly communicate with parents regarding student progress. At the midpoint of each quarterly marking period, progress reports will be issued to students. Any student who is failing a course(s) will be given intensive support during advisory, community meeting times, and potentially project time. Specific goals and strategies for student success will be identified collaboratively with the student, family member/parent, and the Student Support Team (teacher, counselor, advisor, paraprofessionals, special education staff, social worker, and principal). The support plan will identify both strengths and areas of need, as well as suggested modifications such as additional time for learning, support from a mentor during the school day, ensuring that instructional planning addresses multiple learning modalities, monitoring student learning data continuously to assess progress. Teachers may use flex time, advisory, project-based learning time if necessary, and community time to provide interventions and remediation, as well as acceleration. Standards aligned programs such as Edmentum, allow students to work on skills personalized to their level of performance.
- If the Student Support Team determines a student needs special resources outside the school's framework, such as a referral to a specialist, the Student Support Team will notify the parents and set up a timeline for progress. Additionally, any student failing a course will conference with the Student Support Team so it can be determined what factors have contributed to the student's at-risk status. A plan will be put in place between the teacher, Student Support Team, parents, and student to address any areas of concern and enact additional academic interventions as needed. Professional development will ensure that teachers are able to provide guidance on matching children to the appropriate intervention programs.

**Q118. 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.**



Several of our Founding Board members, along with our Founder/CEO have extensive experience in K-12 schools and have worked with special populations. Our CEO, Dr. Chandra Sledge Mathias, was a middle and high school teacher as well as a principal for a number of years, she currently coaches several principals, directors, and other instructional leaders in public schools. Board Member Ashley Dundas is currently an elementary school principal and was formerly an elementary teacher, Board Member Hassan Kingsberry is a former high school teacher and principal at the elementary and high school levels. Board Member Mike Williams is a former high school teacher, and Board Member Michael Markofski is a former high school teacher and current middle school teacher. Board Member Chalis Henderson works with students from Vance County through Turning Point Community Development Corporation which operates Creating Success Education Center and multiple summer learning opportunities, serving students in Vance County Schools as well as the charter school, Henderson Collegiate. Board Member Valronica Scales worked in a charter school serving grades 7-12 before moving into Higher Education. In her role at the charter school she worked through the Development Team to manage community partners, volunteers, and corporate sponsors, as well as support students in their required internships. Finally, Board Member Dr. Wykia Macon is currently working through NC Cooperative Extension with Vance County Schools. She has both domestic and international experience building programming to support students with special needs. Most of her work abroad was with special needs students.

We are confident that with their expertise, the Founding Board will be able to hire school leaders (Principal(s), and an Exceptional Children's Director who will be able to hire highly qualified Special Education, English Language Development, and other teachers. The Board will also seek additional expertise for Special Education, EL, and teaching diverse students from community partnerships.

**Q119. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:**

- 1. Methods for identifying EL students (and avoiding misidentification).**
- 2. 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.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**



The Sledge Institute will meet the needs of English Language Learners in the following ways:

1. Because the lottery admission process is needs-blind, Sledge Institute will request ELL students (or MLs- Multilanguage Learners) to self-identify in a home language survey. The survey will be part of the completed acceptance packet. Those coming with ELL records may be assessed for continued service. Teachers with concerns about unidentified ELL students will be asked to notify the School Counselor. The School Counselor will then refer the student for testing. Students will be assessed through the WIDA ACCESS test.
2. Based on the needs of the student population, Sledge Institute may hire one or more English as a Second Language (ESL) teachers. ESL teachers will be expected to employ traditional methods such as immersion, pull-outs, additional tutoring, and translators while planning lessons to target the language learning needs of individual students and assist them in reaching full English language proficiency while covering required coursework. Until the ESL population is large enough to justify a full time ESL teacher, the School Counselor will act as the ESL coordinator and take on the duty to ensure the needs of the ESL students are met, working in collaboration with the student's Advisor. Teachers will receive professional development that will help them strengthen the skills necessary to support the ELL students.

The school will use translators to facilitate communication between the school and parents who have Limited English Proficiency (LEP). Translation assistance for LEP families will include parent-teacher conferences, IEP/504 discussions, discipline meetings and home visits.

Sledge Institute will seek to identify LEP families in the community, notify them of available language support, and the school will maintain a list of identified LEP families, reporting data as required to the State of North Carolina. Based on reported data from the National Center for Education Statistics the percentage of ELL students in Vance County is 1.1%. ELL students will continue to be monitored and evaluated through the ACCESS exam. Students will be exited from the ESL program when they receive recommendation from the ESL teacher, along with appropriate area and composite scores on the ACCESS, and a grade of C or above in Language Arts class(es.)

**Q120. Explain how the school will identify and meet the needs of gifted students, including the following:**

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



Students in Sledge Institute will not go through a process to be identified as "gifted." Understanding that intelligence is not a fixed trait, and that students can "get smarter every day" (Carol Dweck, *Mindset*, 2006) students are allowed to progress through the curriculum with the use of differentiated instruction and demonstration of mastery of competencies, at their appropriate pace and challenge level. Since our school is designed to allow for personalized learning, it will be common for different students to be doing different assignments based on need and interest, thus the gifted child will be able to progress at his or her pace naturally. In the high school, for example, a student may use the Flex time to take an Advanced Placement or Dual Enrollment course, if they have demonstrated that they are academically ready for a deeper learning experience. A student in the elementary or middle school may use the personalized learning time in advisory to work on accelerated learning opportunities through the online learning program Edmentum. The MAP testing and ongoing pre-assessments prior to teaching will guide teachers to flexibly group students based on need. Our goal is to meet the needs of the students. If a student's needs are beyond what differentiation can meet in the current classroom, the student may be cross- grade grouped, and move into another classroom for a portion of the day. Thus, students with needs for advancement, enrichment, and extensions, can receive what they need without the need for a gifted label. This model will provide the flexibility for all students to have access to challenging instruction and work alongside peers of varying ability levels, learning from each other. Teachers will receive training in differentiation practices as they relate to gifted students, as well as training in how to assure projects are differentiated for learning style, multiple intelligences, and various levels of mastery.

Gifted students, like all students, will be monitored using interim assessments. This involves nationally normed (or MAP) testing, which can pinpoint where student levels begin and how much they are growing in their learning. Students will also maintain a portfolio of their growth over the course of the school year aligned to both learning standards and a set of competencies adopted by the school.

Portfolio Assessment: In doing project-based learning, students will: obtain, comprehend, analyze, communicate, apply, synthesize, and evaluate information across core disciplines. In addition, students will demonstrate 21st century skills such as: collaborating with others, leadership, determination, presentation skills, resiliency, self-reflection, and ability to problem solve.

The skills above and other qualitative elements such as motivation and work habits are not normally tested on standardized tests. Therefore, they will be demonstrated through projects collected in a portfolio and presented during student led conferences and exhibitions of learning. Competency progression narratives will be detailed on grade reports as well as standards aligned academic growth to help students develop a comprehensive picture of their own progress.

In this way, the monitoring and evaluation of the progress of gifted students will mirror the



monitoring and evaluation and progress for all students at Sledge Institute.

### 9.3. 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.

**Q121. Identification and Records** 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.



1. As stated in the lottery procedures, "No student will be denied based on academic performance or special needs." After the lottery, students who enroll will be interviewed to see if they currently have an IEP or 504 plan, and this information will be used to help plan determine positions that need to be hired and appropriate student placement. This information will NOT be used to determine enrollment.
2. Students having learning difficulties are allowed to progress through the curriculum using differentiated instruction. EC teachers, along with the Exceptional Children's Director, Counselor, and Principal will collaborate with general education teachers to help modify instruction and curriculum to meet the needs of struggling learners. If a learner needs more support than is available through what has already been mentioned above, then the following process will be followed:
3. The EC teacher, general education teacher and teaching team collaborate to provide modification to the instruction, curriculum, or environment for the student. Data is collected, and progress is monitored.
4. If progress is not being made, the above-mentioned team will meet to determine if the student should be offered psycho-educational testing to help pinpoint areas of need. The school will contract with a local testing service or educational psychologist to conduct this testing.
5. After testing, once areas of need are identified, a decision is made by the school team and parents regarding the best educational plan for the student.
6. If deemed necessary, an IEP or 504 plan will be written to address the student's specific needs.
7. The EC Director will manage his or her own caseload of student paperwork. Time will be allotted in the EC Director's day for paperwork purposes. The School Counselor or Principal will contact students' previous schools immediately upon enrollment acceptance to request records. Records will be kept in a locked file cabinet or locked room at the school. The EC Director teacher will be responsible for record compliance. The Principal and Counselor will periodically review records for compliance.

**Q122. 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.**



Sledge Institute expects to enroll several students with existing IEPs. Following the enrollment of a student with a disability, Sledge Institute will implement the IEP, but will also reassess all students who enroll at Sledge Institute who have identified special needs with the goal of correcting misidentification and ensuring the proper support. We will follow-up with the prior school to transfer all records. Regardless of any potential future modifications to students' IEPs, Sledge Institute will comply with all mandates and provisions as developed in the prior IEPs until adjustments are made through the appropriate process. Families and teachers of students with special needs will attend a meeting led by our Exceptional Children's Director to determine appropriate services to be delivered.

It is also likely that we will enroll students who have not yet been identified as having a special need or disability. Accordingly, Sledge Institute will comply with Child-Find procedures to identify all students who may be eligible for special education services. The Principal or his/her designee, including the Exceptional Children's Director will be designated as the school Child Find coordinator, whose duties include the development and implementation of effective, ongoing Child Find efforts. Throughout the school year, Sledge Institute's frequent internal assessment program, as well as the Student Support Team process described in a previous section, provides an efficient means to identify students who are struggling academically in compliance with the Child Find requirements of IDEA. Weekly, each teacher will review the progress of his/her students based upon their performance on the various assessments outlined previously and discuss with the Grade Level Team. The Principal will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the EC Director, in consultation with the Principal, will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, Present Levels of Performance, and teachers' anecdotal data.

The EC Director will also establish partnerships with local agencies to best locate children who need special services due to the impact of an educational disability. These students will be assessed according to federal guidelines and regulations to ensure that the general education setting does not provide a Free and Appropriate Public Education and that they qualify for special education and other related services.

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or the EC Director believes a disability may exist, the student will be referred, in writing, to the EC Director for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Sledge Institute. Such referrals will (1) state the reasons for the referral and include any test results,



records, or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards, will be sent to the student's parents. The EC Director and the Principal will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Once written parental consent is obtained, the local education agency (LEA) must conduct all agreed-upon components of the evaluation and determine eligibility within sixty (60) calendar days. Sledge Institute will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the EC Director, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. After completion of the evaluation, the IEP team meets to determine whether the evaluation results indicate the existence of a disability and whether the identified disability adversely impacts the student's educational performance such that he/she needs the most intensive intervention (i.e., special education). The parent is provided a copy of the educational evaluation and the eligibility report at the time of the meeting. If the student is eligible for special education services, an IEP will be developed within 30 days. All IEPs will be evaluated and revised as needed, at least annually. All assessments and evaluations will be repeated at least once every three years. The IEP will be legally managed by the special education grade level teacher and will also be supported by the advisor.

Referral information and input from the child's team lead to the identification of specific areas to be included in the evaluation. All areas of suspected disability must be evaluated. In addition to determining the existence of a disability, the evaluation should also focus on the educational needs of the student as they relate to a continuum of services.

To avoid misidentification, the IEP team will evaluate a comprehensive portfolio of evidence collected through classroom observation, Present Levels of Performance, student conferences, and the Multi-Tiered System of Support (MTSS) process. A single test or procedure will not be the sole factor in determining that a student is eligible for special education services. Sledge Institute will organize a systematic approach to assessment and will also promote assessment through a multi-model identification process, using a variety of assessments and other evaluation tools that have been collected throughout the three tiers of intervention to provide accurate and reliable measures of student achievement. Further, over-identification of EL students will be avoided by providing culturally and linguistically sensitive assessment and instructional methods. Students will not be classified as having special needs solely based on limited English proficiency. Over-representation will be avoided as learning teams meet on a regular basis to identify patterns and to proactively address them prior to consideration for placement in special education. Sledge Institute will provide targeted and embedded professional development for teachers regarding MTSS, specifically



research-based interventions, assessments, progress monitoring, and instructional support teams. Professional development will also provide teachers with time to attain an understanding about different cultures/backgrounds and the way children learn. Prevention and early identification and intervention are designed to improve achievement and behavioral outcomes. With data-based decision making in all tiers, Sledge Institute will ensure effective and efficient use of resources.

**Q123. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**

All files will be kept in one central and secure location. The file cabinet with the records will be always locked and the room containing the files will also be locked. To receive access to the files, one must check out the key, and sign a log of entry and exit and indicate which files are being examined and the purpose for viewing them. Electronic copies for the EC Directors and Case Managers to see will be kept on ECATS are accessible to the case manager only. Due to FERPA, IDEA, and HIPPA laws, no teacher will discuss the student(s) or their disability with any party, including those who work at the school, unless that staff member works directly with the student. The EC Director will audit files as they are received by the school and will periodically review files to ensure that all documentation is in the file.

**Q124. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**



Students with disabilities will be served under the least restrictive environment possible. Sledge Institute will hire a licensed Exceptional Children's Director (ECD) to ensure student IEPs are met to ensure access to the general curriculum. The ECD will be required to attend state sponsored training and meetings and will assist teachers in implementing accommodations. Where warranted, Sledge Institute will provide a highly qualified special education teacher in co-taught settings, as well as resource settings, occupational course of study, and self-contained settings, including for students who may be on an alternate curriculum. Curriculum assistance classes should be offered as an elective to students with disabilities to take to learn organizational and specialized learning strategies, go over previous concepts, and work on assignments with a highly qualified special education teacher.

The ECD will be responsible for overseeing testing, the creation of new and implementation of existing IEPs, and teaching co-taught classes with teachers. Finally, the ECD will work with the administration to ensure teacher compliance with IEPs and 504s, as well as state and federal law.

If necessary, Sledge Institute will contract out services that the IEP team feels are essential to meet a particular student's needs. Based on the population of enrolled students with disabilities, additional Exceptional Children's specialists may be hired. Sledge Institute projects 8% of our whole school population will be students with special needs, based on the most recent data reported by Vance County Schools.

Students will not be removed from the general education setting unless they are on an alternate curriculum for academics (will still attend lunch, specials, community meetings, and advisory with their grade aged non-disabled peers) or if they need a resource setting that has been justified by the justification statement. Progress monitoring, such as curriculum-based measures, running records and formal and informal assessments will help determine if the student needs to be removed to an EC classroom to receive services, or if they can access the curriculum in the general education setting with accommodations and specially designed instruction.

Students entering Sledge Institute with existing IEPs and 504s will receive a review of services and benchmarks. IEP review meetings will be held among stakeholders: the ECD, an administrator, teachers assigned to the student, parents, and the student being reviewed. Progress reports on IEP goals will be sent home to the parent at least once a quarter (more frequently if deemed necessary by the team). The team will determine how to measure progress of all IEP goals, including but not limited to curriculum-based measures, running records, behavior logs, etc. Data and growth will be tracked daily. These will be communicated with the parents via email or conference. If the student is not meeting their goals based upon the tools that are being used to measure progress, then the team will meet to amend the goal and ensure that the parent receives at least 7-10 days' notice prior to all meetings.

The ECD will work with the classroom teachers to oversee the implementation of accommodations,



such as hard copies of notes, modifying assignments, extended time for tests, preferential seating, etc. Sledge Institute will provide professional development to staff on different types of learning strategies, how to implement visual schedules, adhering to accommodations to give students access to the general curriculum, etc. Related service providers will be contracted including but not limited to speech, occupational therapy, physical therapy, and transportation.

**Q125. 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?**



### Specific Programs and Practices

As stated above, we believe that students should have the “least restrictive environment” and that special education students should remain in the general education program when possible. Additionally, Tier 1 and Tier 2 services are available to all students, and our extensive support systems (Personalized Learning, Habits of Success and Advisory, After-School Program, and Expedition Remediation) should aid in supporting students with disabilities. Depending on the needs of our special education students, we will provide either (or both) “push-in” or “pull out” services during Personalize Learning. We will provide all services, accommodations, and modifications as necessary in student’s IEPs. Advisors will work closely with teachers and special education teachers to ensure that students have what they need to be successful.

### Continuum of Services

Special education is a service on a continuum that takes place once all interventions in the MTSS process have been deemed inadequate. On this continuum of services, special education is the highest level of intervention (Tier 3), where a student may receive interventions in one academic area as determined by eligibility and receive general education intervention for other specific areas. This is all based on student need, data, and determination of exceptional areas noted by the student’s IEP team.

A student who is receiving special education services will not be excluded from tiered interventions if the data indicate need. If a student is performing below grade level in a particular area but the student’s needs are being met with tiered interventions, the team would indicate this within the present levels of educational performance. Therefore, that area would not be marked as exceptional. Students with an IEP continue to participate in universal screenings three times a year, the same as their non-disabled peers.

We will provide high quality special education services in the least restrictive learning environment. Upon enrollment, we will convene IEP team meetings for all special education students to determine placement and services. Students will be placed in a full inclusion setting with necessary accommodations, modifications, and service hours integrated into the general education program. Pull-out or push-in services will be provided on an as-needed basis with as little classroom and schedule disruption as possible. The Principal with the EC Director will head the program and staff teachers and therapists as needed to comply with state law and support students. We will contract with an outside agency to provide occupational and physical therapy on a case-by-case basis. If we are unable to meet a student’s needs with these services, we will refer and place the student in an approved private school setting, transferring funds from the District to cover tuition in consultation and compliance with Vance County Schools policy at the time of need.

### Section 504



Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination based on disability. Sledge Institute will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any students determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment. The EC Director will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served. The process for identifying and developing plans for students with 504 plans is the same as described above for IEP students. Monitoring of the 504 plan and its implementation will be overseen by the advisor with support from the special education team. When forming advisory groups, we will disperse responsibility across all teachers for the monitoring and overseeing of a small number of students with special needs as the quality and in-depth knowledge of the students' needs increases.

**Q126. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

Students will not be removed from the general education setting unless they are on an alternate curriculum for academics (will still attend lunch, specials, community meetings, advisory, and project teams with their grade-aged non-disabled peers) or if they need a resource setting that has been justified by the justification statement. Progress monitoring, such as curriculum-based measures, running records and formal and informal assessments will help determine if the student needs to be removed to an EC classroom to receive services, or if they can access the curriculum in the general education setting with accommodations and specially designed instruction.

**Q127. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**



Students entering Sledge Institute with existing IEPs and 504s will receive a review of services and benchmarks. IEP review meetings will be held among stakeholders: the ECS, an administrator, teachers assigned to the student, parents, and the student being reviewed. Progress reports on IEP goals will be sent home to the parent at least once a quarter (more frequently if deemed necessary by the team). The team will determine how to measure progress of all IEP goals, including but not limited to curriculum-based measures, running records, behavior logs, etc. Data and growth will be tracked daily. These will be communicated with the parents via email or conference. If the student is not meeting their goals based upon the tools that are being used to measure progress, then the team will meet to amend the goal and ensure that the parent receives at least 7-10 days' notice prior to all meetings.

**Q128. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**

The EC Director will work with the classroom teachers to oversee the implementing of accommodations, such as hard copies of notes, modifying assignments, extended time for tests, preferential seating, etc. Sledge Institute will provide professional development to staff on different types of learning strategies, how to implement visual schedules, adhering to accommodations to give students access to the general curriculum, etc. Related service providers will be contracted including but not limited to speech, occupational therapy, physical therapy, and transportation.

#### **9.4. Student Performance Standards**

**Q129. Describe the student performance standards for the school as a whole.**



K-8

In Year 1, Teachers design student-centered assessments with at least two major performance assessments to include in the portfolio. Teachers analyze and students self-analyze portfolio and share with parents. Pending funding: MAP or other nationally normed testing begins On Fall and Spring interim assessments, at least 80% of students show expected growth on their nationally normed tests scores (pending funding). At least 80% of 6th grade students meet level III on the EOG test. At least 100% students show expected growth in their portfolio work. As Sledge Institute adds additional grade levels the performance standards will be adjusted to the assessments for those grade levels. Testing targets will increase 2% each year.

Sledge Institute will use MAP (Measure of Academic Progress) testing from the Northwest Evaluation Association (NWEA) or another nationally normed progressive progress test. MAP testing will be administered at least two times per year in fall and spring for all grades levels K-12 in reading, and math. Science testing will be administered in grades 5-8. These tests help teachers identify students' instructional needs, and the Descartes continuum of learning that is an outcome of MAP testing helps teachers pinpoint where students are ready to learn. It is aligned to state standards and helps translate the raw data from the assessment into actionable plans for instruction, grouping and more. MAP testing provides student growth scores. Therefore, student growth can be measured, used for instruction, and reported to parents and other constituents.

Portfolio Assessments, Project Exhibitions, and Advisory: In doing project-based learning, students will: obtain, comprehend, analyze, communicate, apply, synthesize, and evaluate information across core disciplines. In addition, students will demonstrate 21st century skills such as: collaborating with others, leadership, determination, presentation skills, resiliency, self-reflection, and ability to problem solve. The skills above and other qualitative elements such as motivation and work habits are not normally tested on standardized tests. Therefore, they will be demonstrated through projects collected in a portfolio and presented in student-led conferences. Project rubrics will include progression of competency mastery, academic growth as well as additional skills mentioned above to help students develop a comprehensive picture of their own progress.

To promote self-reflection, goal setting, and owning their own learning, students will be instrumental in selecting and analyzing pieces to keep in their portfolio. Self- evaluation is an integral part of portfolio assessment; thus, students will be taught to set goals based upon portfolio selections.

At a minimum, two comprehensive assessment or project outcomes that integrate curricular areas (from Fall/Spring) will be saved in a student's portfolio. Students and teachers will analyze the student's growth over time by reviewing the portfolio pieces.

This portfolio review will be presented to parents and community members by each student and



teacher as an accountability measure during bi-annual parent conferences.

Middle School portfolios:

Middle school students (grade 5-8) will be taught how to participate in peer review and critique circles: a group of 5 to 6 peers who provide feedback on each other's work. Prior to the critique circle, students create a "personal reflection" detailing what they have learned from that assignment and include questions as prompts for discussion during the critique circle. Monitored by teachers, students develop the ability to go deeper and provide meaningful feedback. After a critique circle, students can elect to further edit their work prior to filing it in their portfolios or decide to enter the work into their portfolio "as-is."

Eighth graders will participate in the "Eighth Grade Review" during which they showcase their culminating portfolios to teachers, community business members and parents. They defend their learning and prove they are ready to move to high school. Eighth grade portfolios require proof of learning in the 4 core subject areas, plus a successful cross-disciplinary research project.

Promotion:

To be promoted to the next class, students must show they are meeting or exceeding proficiency for the end of that grade, as determined by at least one of the following: EOG testing, MAP testing or comprehensive assessments saved in portfolios. For EC students, they must also meet the proficiency level for the end of grade, or their individual growth level as indicated by their IEP. Each EC student is unique, and the teaching and administrative team will work together to determine a promotion plan if it is determined a unique plan is needed for that student.

The same plan will be used to be promoted in the high school. Using at least one of: EOC, MAP testing or comprehensive assessments saved in the portfolio, students must show end-of grade level mastery at two points: end of first semester grade and the end of the semester.

Promotion criteria will be transparent and will communicate in the student handbook and on the website.

All graduating Seniors will have completed a longitudinal portfolio of work that will enable them to be competitive for both college admission. This portfolio will feature a capstone project. Juniors will take the ACT. This will allow all students to meet the minimum requirement of taking one college admissions exam. Results guide course planning for each student's final year of high school and future college admissions decisions. Data from the ACT will be used by the Student Support Team to guide targeted instruction by highlighting student strengths and weaknesses. Instructors will also use results from course assessments to inform Personalized Learning Plans and provide recommendations to the Student Support Team. The Sledge Institute administration will also provide monthly updates on academic assessments to the Board. Increasing goals each year to constantly ensure that Sledge Institute students' performance outcomes on NC End-of-Course (EOC)



average composite test scores will meet or exceed scores from high schools in Vance County Schools.

Assessments for 9-12:

Starting year 1, all Sophomores will take the ACT Aspire test. Data from the Aspire test will be used to improve instruction by noting areas of strength and weakness of the students. Also, completion of the career inventory will assist students in choosing courses that support their career goals.

The following Sledge Institute policies and procedures for promoting students to the next grade, including students with special needs, will be communicated to students and parents via the student handbook and the school website:

Promotion to Grade 10 requires 6 credits.

Promotion to Grade 11 requires 12 credits total.

Promotion to Grade 12 requires 18 credits total.

Students who do not achieve passing grades in required core classes will be able to earn credit recovery over the summer(s.) Graduation requires 24 credits consisting of: 4 English, 4 Math, 4 Social Studies, 3 Science, 2 Foreign Language, 1 Healthful Living, and 6 electives. The total number of required credits will be adjusted for students transferring in from other secondary institutions.

The Exceptional Children's Directors (ECD) will interface with all students who require special services, their parents, and their teachers to help them achieve success. If alternate promotion standards are necessary, a plan will be established by the ECD, the student, the student's parents, and teachers to establish appropriate promotion standards and graduation requirements. Students with Disabilities who are unable to complete core curriculum may receive a certificate of completion and stay in the program until the age of 21 if the school is an appropriate setting for the student.

Students will receive the help they need to earn a high school diploma by meeting graduation requirements. The School Counselor will analyze assessments, progress reports, and report cards to identify students encountering difficulties.

Once an issue is identified, the School Counselor will then work with the student's teachers, starting with Level I strategies, to assist the student. In addition to the graduation requirements stated above, all students are expected upon graduation to be eligible to attend a post-secondary institution.

Therefore, students will also meet the following requirements in their Senior year:

All Seniors will graduate having completed a longitudinal portfolio of work. Students will begin



developing their portfolio in their first year and will continually add to it with assistance from instructors. All Seniors will complete a capstone project in an area of the students choosing. This project will be overseen by faculty and will be included in the portfolio. Students will have the opportunity to complete an internship during their senior year. All Seniors that are considered "at-risk" will be expected to complete the longitudinal portfolio, capstone project, and participate in an internship.

**Q130. 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.**



Sledge Institute will use MAP (Measure of Academic Progress) testing from the Northwest Evaluation Association (NWEA) or another nationally normed progressive progress test. MAP testing will be administered at least two times per year in fall and spring for all grades levels K-12 in reading, and math. Science testing will be administered in grades 5-8. These tests help teachers identify students' instructional needs, and the Descartes continuum of learning that is an outcome of MAP testing helps teachers pinpoint where students are ready to learn. It is aligned to state standards and helps translate the raw data from the assessment into actionable plans for instruction, grouping and more. MAP testing provides student growth scores. Therefore, student growth can be measured, used for instruction, and reported to parents and other constituents.

Portfolio Assessments, Project Exhibitions, and Advisory: In doing project-based learning, students will: obtain, comprehend, analyze, communicate, apply, synthesize, and evaluate information across core disciplines. In addition, students will demonstrate 21st century skills such as: collaborating with others, leadership, determination, presentation skills, resiliency, self-reflection, and ability to problem solve. The skills above and other qualitative elements such as motivation and work habits are not normally tested on standardized tests. Therefore, they will be demonstrated through projects collected in a portfolio and presented in student-led conferences. Project rubrics will include progression of competency mastery, academic growth as well as additional skills mentioned above to help students develop a comprehensive picture of their own progress.

To promote self-reflection, goal setting, and owning their own learning, students will be instrumental in selecting and analyzing pieces to keep in their portfolio. Self-evaluation is an integral part of portfolio assessment; thus, students will be taught to set goals based upon portfolio selections.

At a minimum, two comprehensive assessment or project outcomes that integrate curricular areas (from Fall/Spring) will be saved in a student's portfolio. Students and teachers will analyze the student's growth over time by reviewing the portfolio pieces.

This portfolio review will be presented to parents and community members by each student and teacher as an accountability measure during bi-annual parent conferences.

Middle School portfolios:

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Eighth graders will participate in the "Eighth Grade Review" during which they showcase their culminating portfolios to teachers, community business members and parents. They defend their learning and prove they are ready to move to high school. Eighth grade portfolios require proof of learning in the 4 core subject areas, plus a successful cross-disciplinary research project.

Promotion:

To be promoted to the next class, students must show they are meeting or exceeding proficiency for the end of that grade, as determined by at least one of the following: EOG testing, MAP testing or comprehensive assessments saved in portfolios. For EC students, they must also meet the proficiency level for the end of grade, or their individual growth level as indicated by their IEP. Each EC student is unique, and the teaching and administrative team will work together to determine a promotion plan if it is determined a unique plan is needed for that student.

The same plan will be used to be promoted in the high school. Using at least one of: EOC, MAP testing or comprehensive assessments saved in the portfolio, students must show end-of grade level mastery at two points: end of first semester grade and the end of the semester.

Promotion criteria will be transparent and will communicate in the student handbook and on the website.

All graduating Seniors will have completed a longitudinal portfolio of work that will enable them to be competitive for both college admission. This portfolio will feature a capstone project. Juniors will take the ACT. This will allow all students to meet the minimum requirement of taking one college admissions exam. Results guide course planning for each student's final year of high school and future college admissions decisions. Data from the ACT will be used by the Student Support Team to guide targeted instruction by highlighting student strengths and weaknesses. Instructors will also use results from course assessments to inform Personalized Learning Plans and provide recommendations to the Student Support Team. The Sledge Institute administration will also provide monthly updates on academic assessments to the Board. Increasing goals each year to constantly ensure that Sledge Institute students' performance outcomes on NC End-of-Course (EOC) average composite test scores will meet or exceed scores from high schools in Vance County Schools.

**Q131. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**



Promotion:

To be promoted to the next class, students must show they are meeting or exceeding proficiency for the end of that grade, as determined by at least one of the following: EOG testing, MAP testing or comprehensive assessments saved in portfolios. For EC students, they must also meet the proficiency level for the end of grade, or their individual growth level as indicated by their IEP. Each EC student is unique, and the teaching and administrative team will work together to determine a promotion plan if it is determined a unique plan is needed for that student.

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**Q132. 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.**



All graduating Seniors will have completed a longitudinal portfolio of work that will enable them to be competitive for both college admission. This portfolio will feature a capstone project. Students will begin developing their portfolio in their first year and will continually add to it with assistance from instructors. All Seniors will complete a capstone project in an area of the students choosing. This project will be overseen by faculty and will be included in the portfolio. Students will have the opportunity to complete an internship during their senior year. All Seniors that are considered "at-risk" will be expected to complete the longitudinal portfolio, capstone project, and participate in an internship. Graduation requires 24 credits consisting of: 4 English, 4 Math, 4 Social Studies, 3 Science, 2 Foreign Language, 1 Healthful Living, and 6 electives. The total number of required credits will be adjusted for students transferring in from other secondary institutions.

## 9.5. School Culture and Discipline

Q133. 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.



Sledge Institute's core values: excellence, community, heart, and opportunities are the driving force behind our mission. For this safe, positive, and inclusive school community to grow and thrive, it is essential that we intentionally design practices to support this type of culture. Positive learning environments don't just happen. They are cultivated by employing a system of values driven, research-based practices. We believe that having a strong student and faculty culture is the most important ingredient of a thriving school community. While it is tempting to focus on academic achievement first, great schools invest first and foremost in school culture. Without a strong school culture, consistent long-term academic achievement is very difficult to achieve. As Peter Drucker famously said, "Culture eats change for breakfast." We plan to consistently practice strategies that will help us build and sustain the type of culture necessary for our students to succeed.

We have modeled our school culture plan after many high achieving charter schools. The following are some key components of a positive, safe, and inclusive school culture:

1. High Expectations--for academics, behavior, and Habits of Success
2. All students are known--our students will have at least one close relationship with one adult on campus, their advisor.
3. Purposeful community building-- all staff, families, students, and community partners participate in regular community building in order to form deep relationships.
4. Families and community members as partners—parents and other community members are essential for student success.

As such, we have unpacked our core values to express:

- Our school community operates in excellence at every level (students and adults), in and outside of the classroom. No matter what role we play, we embody excellence and integrity.
- We value and honor every person in our school community. We are committed to learning about ourselves and others, and our place in the local, state, national and global communities. We continuously explore and excavate our gifts to generate solutions for our ever-changing world.
- We operate with love. Our heart for the people in our school community, love of wonder, love of discovery, and a love of lifelong learning drive our daily interactions. Our school community is joyful because we honor ourselves, our creativity, and our character. We believe that education should be a joyful experience!
- We value a learning environment that is relevant and purposeful, that is not limited to the walls of the school building, that encourages meaningful collaborative experiences with partners across disciplines and industries, and where learning leads to empowering opportunities for all members of our school community.

We hope that by instilling these values throughout the school community and by living these values every day, we will stay true to our mission: We embrace, embolden, and engage the natural curiosity and gifts of learners to empower them to become responsible and just global citizens, equipped to understand, critique, influence, solve problems for, and lead an ever-changing world



Q134. 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.



We will build student culture in the following ways: **High Expectations:** all students will be held to consistently high expectations for academics and behavior/Habits of Success. All students will set goals in their personalized learning plans.

- **Purposeful** community building: during advisory, Community Meeting, and orientation/culture week, students will participate in purposeful community building which will include get to know your activities, team building and competitions.
- **Community Meetings and All-School Celebrations:** students will be recognized daily and weekly for demonstrating core values, school norms, and consistent attendance.
- **Student Culture Week/All School Orientation:** all students will participate in one week of “culture building” before school starts. This will include community building and a review of and input into or setting school norms. Students will create a product or work of art representing school culture that will be displayed in the school. Older students will play a mentoring role to new and younger students.
- **New Student Orientation:** all new students will participate in an orientation, which will include common school norms and school culture norms.
- **Consistent school culture and classroom expectations:** all students and teachers will have common classroom and school norms.
- **Habits of Success:** school norms and Habits of Success will be both explicitly taught and integrated into core academics.
- **All-inclusive wellness:** all-inclusive wellness focuses on our consistently checking in with students and community members to ensure that they are experience a sense of safety and belonging, that they are well physically, social-emotionally, and mentally. We want students to feel that they can be the best version of themselves and have the coping mechanisms to navigate the moments when they don't feel at their best.

We will have a comprehensive plan for implementing and sustaining school culture that is ongoing and includes students, teachers, staff, and families. Students and families will be exposed to Sledge Institute policies through the website, enrollment, tours, handbook, and required orientations. Advisors will also review policies with the families and students at the first community meeting. All students and parents will be given a handbook that details school policies and norms. Community Meetings (parents will be in invited) will support school culture and recognize students and staff/teachers who are exemplars of school norms and strong school culture.

We will provide grade-level appropriate team building and culture building for K-2, and 6th grade students during the first year and each subsequent year as we grow and add classes. The elementary, middle, and high schools will have their own age-appropriate expectations and procedures; however, the common thread will be the core values and mission of the Sledge Institute. Students will use the competency based Wayfinder curriculum in advisory to build future ready skills, leadership, skills, and Habits of Success.

We will build Faculty Culture in the following ways:



- **High Expectations:** all faculty will be held to consistently high standards of behavior. All faculty will set goals in their professional development plans.
- **Purposeful community building and creating a positive faculty culture:** this is established through community building in faculty orientation and meetings.
- **Creation of a High Trust and Transparent Workplace:** faculty will be encouraged to give input and feedback and to have “courageous conversations.”
- **Collaboration:** teachers will be working constantly in Grade Level teams, subject area teams, or other teams to meet school goals. We will train teachers on effectively work in groups, explore identity markers, and strengths assessments to cultivate a safe and collaborative professional environment.
- **Personal Reflection:** teachers will be given time each week to work and reflect privately on their goals.
- **Shared Decision-Making model:** faculty will give input into, or help to make all school decisions, especially those that affect students.
- **Growth Mindset and Habits of Success:** all faculty are expected to show a growth mindset and exhibit and show growth on the Habits of Success.

We will build family and community culture in the following ways:

- **Parent Handbook and Orientation:** all families will be trained on school norms during a parent orientation. The advisor will also discuss them in the PLP meetings. All families will receive a handbook.
- **Family Participation:** families will be strongly encouraged to volunteer with the school, and participate in school events such as fundraisers, dances, etc. We will create a differentiated list of family volunteer activities. Families will be invited to and encouraged to come Community Meetings and All School Celebrations. Families will be required to attend PLP meetings and end of year project presentations.
- **Family Education Programs:** we will offer a wealth of family education programs, including technology training, classes about our mission, vision, and six-key elements.
- Students who enter mid-year will attend an orientation right before school starts for the semester and will also be assigned a buddy in their advisory group to help them acclimate and acculturate (and to have someone to answer questions). It will also be the responsibility of the Principal, Dean of Students, Advisor, and the Grade Level Team to help acculturate students.

Q135. 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:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with



disabilities in regard to these actions that may or must lead to suspension and expulsion.

4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



The school will use an SEL curriculum as part of our all-inclusive wellness approach, such as the Responsive Classroom model or Wayfinder to promote positive behavior and effective behavior management. These are proactive, positive discipline models which clearly establishes routines, procedures, and incentives for behaving well. It also helps build community and relationships, thus assisting in a positive learning environment. While these models have procedures and policies for dealing with negative behavior, it primarily accentuates and celebrates positive behavior.

Upon acceptance of entry to Sledge Institute, students will be provided with a student handbook, and will sign to establish that they are committing to the cultural norms in the enrollment packet. Students will be expected to adhere to the values, norms, and the rules and policies of the school. All rules will be based on mutual respect of self, others, and the environment. While the school promotes free and respectful exchanges between staff and students, inconsiderate, disruptive, or offensive conduct will not be tolerated. Instructors and other staff will review the use of positive behavior in the classroom and a list of best practices for effective classroom management.

The Sledge Institute disciplinary process consists of four levels:

Level 1: Minor infractions that can be handled by the teacher. The teacher corrects the behavior and reminds students that proper behavior is expected. If the inappropriate behavior continues, or is serious, the teacher will document the incident and notify the parents. Examples of Level 1 behavior include disrespect and disruptive behavior, failure to abide by school dress code, or having hand-held technology in non-approved use during class.

Level 2: More serious infractions are referred to the Dean of Students and parents will be notified. Examples of Level 2 offenses include violation of the school's tobacco policy, bullying or cyber-bullying, cheating or plagiarism, failure to be in class during assigned class times, and leaving school grounds without permission.

Level 3: Extremely serious infractions, or Level 2 infractions that persist when corrective action plans fail. The Principal will meet with parents and the student. A corrective action may include an out of school suspension. Examples of Level 3 behavior are continuation of Level 2 infractions, fighting, possession of drugs or alcohol, repeated disobedience of school personnel, and destruction of property.

Level 4: Unlawful or harmful infractions, and/or repeated or escalated Level 3 infractions. The Principal will escalate to the CEO who may recommend a long-term suspension or expulsion. Examples of Level 4 behavior include making threats to others, sexual assault, distribution or sale of illegal drugs, assault of a school employee, bomb threats, and possession of a weapon.

All incidents, regardless of the level of offense, may be evaluated on a case-by-case basis.

When considering disciplinary actions for students with special needs, the Principal and the



student's IEP team will create a Behavior Intervention Plan (BIP.) This will occur as soon as negative patterns of behavior are observed, and the BIP will be reviewed every 3 to 6 weeks, as necessary. If the behavior continues, the IEP team and the Head of School will hold a manifestation determination meeting, where a psychologist/ psychiatrist will also be present. The purpose of this meeting is to determine whether the behavior is a manifestation of the disability. If it is determined to be a manifestation, and all modifications and accommodations have been put into place, then a change in placement may be deemed necessary.

#### Appeals Process

In the event of a level four offense that results in a student being expelled from Sledge Institute, the parent(s) of the students may file a formal written appeal with the Board of Directors within 14 days after the expulsion is issued. The appeal will be presented to the BOD for discussion, and the BOD will respond in writing within 5 days. The students will not be able to return to Sledge Institute unless the appeal is resolved in favor of the student returning to school.

## 9.6. Certify

Q136. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

#### Applicant Comments :

Sledge Institute has cited several sources in this document pertaining to research conducted on the six key elements of our model: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness. Source material is cited in the text and a Works Cited of all source material is attached within the application.

Q137. **Explanation (optional):**



## 10. Governance and Capacity

### 10.1. School Governing Body

Q138. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

2495 US 1/158 HWY, HENDERSON, NC 27537

### 10.2. 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.

Q139. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

#### Resources



Initial Members of t...

#### Applicant Evidence :



Sledge Institute Initi...

Uploaded on **4/26/2023**  
by **Chandra Sledge**

Q140. 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 Sledge Institute Governing Board will support the mission, vision, and education plan for our charter school by (1) providing oversight, (2) overseeing finances, (3) setting policies, (4) being accountable for student and school performance, and (5) raising funds to ensure the sustainability of the school. Sledge Institute Governing Board is grounding its governance practices according to what Charter Board Partners, offers in their paper *Governing Best Practices For Highly Effective Charter School Boards*,"...A board's legal and fiduciary responsibilities are just the beginning. A charter school board cannot be truly effective and meet all Charter Board Partners' standards unless it has also focused on exemplary governance practices. These practices, when combined, create a core foundation and synergy that allow the board to advance on mission and ensure high student achievement. A high performing charter school board focuses on student achievement, acts strategically, recruits an exceptional school leader, raises, and uses resources wisely, and fulfills all compliance expectations, but it only *manages* two things: the school leader, and itself. Charter school boards must manage themselves by investing in proven governance best practices regarding board composition, committee structure, meetings, and dynamics," (Governing Best Practices For Highly Effective Charter School Boards, Charter Board Partners). The Sledge Institute Board commits to ongoing board development, engaging community, and partners to obtain resources for the school, fiscal responsibility, establishing strategic priorities for the creation, operation, and sustained success of the school, hiring, management, and evaluation of CEO.

The Sledge Institute's Founder will serve as the Founding CEO, functioning as a superintendent. The CEO will hire and provide coaching and subsequent support and development for the school principal, as well as conduct the evaluation of the school principal. The Board will adopt the 360-evaluation approach, as that method of evaluation is aligned to the collaborative culture of the school and allows for equity of voice from stakeholders in the evaluation, as it is a community-centered approach. The data collected from the 360 evaluations can also be used in strategic planning for school improvement, professional growth plans, and to strengthen school culture and climate by valuing the voice and perspectives of multiple stakeholders. ASCD's "The Power of 360 Feedback" states, "Known also as multirater feedback, multisource feedback, upward feedback, 360-degree feedback assessment, and full-circle evaluation, 360-degree feedback allows leaders to gather data about themselves from multiple sources in their circles of influence. The fundamental premise is that data gathered from multiple perspectives are more comprehensive and objective than data gathered from only one source. In an educational setting, the raters are usually superiors, peers, subordinates, parents, community members, and students. Raters can also include family, friends, and acquaintances. The individuals who are being rated also rate themselves, providing important data that should not be overlooked. Educational leaders, like leaders in most organizations, get less and less realistic feedback as they move up in the hierarchy. Because of the limited opportunities for feedback, they tend to build on or enjoy perceived successes of the past. As a result, leaders may not recognize a need to change their behavior. The role of 360-degree feedback is to allow leaders to compare their own views of themselves with the views that others



have of them. This comparison has the potential for leading them through an "unfreezing" process, where leaders are motivated to rethink their behavior and its impact on others (McCauley & Moxley, 1996)."

**Q141. Describe the size, current and desired composition, powers, and duties of the governing board.**



The Sledge Institute Board is currently composed of 7 members with a diverse range of expertise who are committed to and passionate about advancing the school's mission. Collectively, the Board possesses the expertise, skills, and experience to effectively execute their roles and ensure that the school will be an educational and operational success. The composition of the Board currently includes a President, Vice President, and Secretary. The Board will in due time appoint a Treasurer. Our desired composition per our bylaws is to increase to up to, but no more than 11 members.

The areas of expertise represented among current board members includes educational leadership: administration and supervision (directors, a former high school principal, and a current elementary school principal), a current middle school teacher, course and curriculum development in a project-based learning environment, assessment design and data analysis, experience with various learning management platforms and systems, non-profit leadership, individuals with deep connections to the community we wish to serve, individuals with expertise in project-based learning, place-based learning, and global education, social-emotional wellness and health and well-being, higher education expertise, law, K-12 education across traditional public schools, charter schools, and private schools, experience supporting diverse learners and gifted students, experience with commercial real estate, business management, organizational leadership and transformation, development, fundraising, and community and corporate partnerships. Our board also includes parents who are committed to enrolling their children in Sledge Institute if we are granted authorization.

We have been in conversations with 3 additional potential board members who are committed to supporting our mission but had not yet been voted onto the board at the time this proposal was submitted. Their areas of expertise are (1) commercial real estate law and contracts, (2) North Carolina public school and district-level finance and operations, and (3) charter school development and fundraising. Additionally, we will recruit a final (11th) board member with expertise in special education. We have multiple board members with professional experience with special education and gifted children, but we hope to add a board member with expertise and credentials in special education.

The Sledge Institute Governing Board duties are to support the mission, vision, and education plan for our charter school by (1) providing oversight, (2) overseeing finances, (3) setting policies, (4) being accountable for student and school performance, and (5) raising funds to ensure the sustainability of the school, (6) hiring and oversight of the CEO. The Board will engage in ongoing professional development to deepen learning about quality governance, and school visits to deepen understanding of the six key elements of the Sledge Institute model.

**Q142. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school**



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leadership, administration, and governance; curriculum, instruction, and assessment;  
performance management; and parent/community engagement.



The Board President, Dr. Wykia Macon, has expertise in International and Multicultural Education and has lived and worked in several countries including: Kenya, Ethiopia, and Cambodia. She has developed programming and/or worked with education institutions in international schools specifically around developing programming and supporting children with disabilities and special needs. She currently works with the North Carolina Cooperative Extension program serving students in Vance County Schools and is a product of Vance County and Vance County Schools. She has deep connections with several foundations and community organizations and is passionate about helping Sledge Institute design its project-based learning, place-based learning and global education elements. She is also committed to ensuring that Sledge Institute's educational design has the systems in place to be an equitable learning environment for all students, particularly those with diverse learning needs, and that families in Vance County and surrounding areas are active participants in the school community.

The Board Vice President, Dr. Valronica Scales, has expertise in higher education and is committed to ensuring that our educational design allows students to explore postsecondary pathways and be prepared to pursue the postsecondary pathway of their choice. Dr. Scales is from a rural community in North Carolina, and she is passionate about ensuring equity in opportunities for students, particularly around postsecondary pathways and global education. Her experience working in higher education: University of Maryland at College Park, Northwestern University, and Washington University in St. Louis, gives her the insight to lend to the Sledge Institute as we build out our key element of postsecondary readiness. She also has experience working with charter schools and forging partnerships between schools and corporate sponsors and partners. In the past she served as part of the development team of a charter school, in which she managed the community partnerships and internship experience for high school students. Dr. Scales currently works as Senior Consultant for Human Capital and Organization Transformation with Deloitte. Her experiences will help Sledge Institute implement strong systems for performance management, obtaining partnerships and obtaining resources to bring our model to life.

The Board Secretary, Chalis Henderson, is committed to seeing rural communities thrive. She is the Executive Director of Turning Point Community Development Corporation of NC, based in Vance County, NC. She is also one of the Pastors of Oasis of Hope Ministries also located in Vance County, NC. Additionally, Chalis is a parent of three sons. She is committed to enrolling her sons in Sledge Institute once we are granted a charter. Chalis has been instrumental in helping Sledge Institute share its mission, vision, key elements and proposal with residents, organizations, and other institutions within Vance County and other counties in the Kerr Tar region. She has also been an invaluable member of the design team allowing Sledge Institute to lean into her network to host focus groups with students, families, community foundations and other organizations. Her involvement in the community has allowed Sledge Institute to access stakeholders and gain insight into their perceptions of the existing schools in the area, the perceived gaps that exist, and reactions to Sledge Institute's model as a means of closing those gaps. Chalis' background is also in higher



education in student affairs. She has worked for community colleges and universities and has done significant work with bridging the gap between under-resourced communities and the universities. She also has qualifications to operate early childhood centers in the state of NC. Turning Point CDC is in the process of opening an early childhood center under Turning Point's Education Pillar, that would become a feeder school for Sledge Institute's Kindergarten. Turning Point already operates an after-school program that will be an option for Sledge Institute students who need access to quality after school programming. Turning Point also operates a robust summer learning program geared towards high school students, focused on work-force development and leadership skills. Sledge Institute hosted focus groups with these students to gain insight as we design programming for the key elements of our design, especially postsecondary readiness and all-inclusive wellness. Finally, Chalis has expertise in commercial real-estate acquisition.

Board Member, Ashley Dundas, is from Warren County and also personal connections to Vance and surrounding counties. Ashley is currently principal at Thales Academy in Glen Allen, VA, serving grades K-4. She has been a Reading Specialist and elementary teacher in Warren and Franklin Counties. Ashley's contributions to our educational design have been tremendous, particularly around ensuring that our future elementary students have the essential foundational knowledge that will serve as the building blocks to their educational journey, teachers have strong curricular resources, and a robust professional development program. She also is passionate about designing an intentional approach to assessments: formative, summative, interim assessments/benchmarks, and assessing students' learning progression through competency-based education.

Board Member, Hassan Kingsberry, grew up between Warren and Vance counties. He currently serves as Town Attorney for the Town of Wake Forest, and was formerly County Attorney for Warren County, NC. In addition to operating his own law practice and his career as Town Attorney, Hassan is also a former teacher and principal. He has experience in administration across the K-12 grade spans. He is also Pastor of a church in Youngsville, NC. Hassan's experience and legal knowledge has been critical to the formation of the Sledge Institute as a non-profit organization, and ensuring that the Board operates in accordance to the bylaws. His commitment to serving the people of Vance County and surrounding counties in the Kerr Tar region, along with his commitment to providing a high-quality school option that embodies our Core Values: Excellence, Community, Heart, and Opportunity, and commitment to the successful implementation of the Sledge Institute model have been crucial in our organizational development.

Board Member, Michael Markofski, is the current Digital Media Department Chair of a charter school in the Piedmont region of North Carolina. He was Digital Media teacher at Warren New Tech High School (a project-based learning high school in Warren County that is currently being phased out as a standalone high school, to be consolidated into the county high school as a program) for three years building out the Digital Media program from basic keyboarding and use of powerpoint to a full range of multimedia and film learning experiences, before teaching abroad in Japan for 2



years. Michael is passionate about supporting teachers in curriculum design in project-based settings. He combines his love for project-based learning, place-based education, and global education to create exciting experiences for students. He values collaborative school cultures where life-long learning is the norm and students work alongside their teachers in inquiry-based experiences. He values joyful educational environments. He provides instructional coaching for project-based learning strategies and will help build out the instructional design for Sledge Institute teaches. He also has an extensive international network and is committed to assisting Sledge Institute to build out its global education program across K-12, culminating in high school students taking study visits to partner schools abroad. Michael is also skilled in grant writing and has received several grant awards during this teaching career. He is committed to assisting Sledge Institute in raising funds and resources to support our programming for the six key elements.

Board Member Michael “Mike” Williams is the Director of Education Programs at the National Humanities Center. He has deep personal and professional ties to the Kerr Tar region, especially Warren and Vance Counties. He came to education as a career-changer from a profession in law, and became known as a “rockstar teacher”, winning several awards including multiple years as Teacher of the Year for his district. Mike’s teaching methodology was firmly rooted in project-based learning and place-based education. He regularly integrated to rich history of the region into his projects with his individual classes, interdisciplinary projects, and school-wide projects. His exploration into the local context, led to a project with Ancestry.com that led him on a global journey spanning three countries. Mike’s work as an educator with Ancestry.com allowed him to form authentic connections with peers across the globe. His classes have done projects with students in Scotland, Denmark, and Ghana. He is committed to ensuring that the six key-elements are brought to life at Sledge Institute. He is also very passionate about school culture and the all-inclusive wellness component, as well as the postsecondary readiness component. Mike is an asset to the Sledge Institute in that he is seen as a well-respected leader in the community. He brings to the team broad connections the region, knowledge of the law and governance policies, curriculum expertise, access to opportunities and resources that support the mission, vision, and six-key elements of our model.

The Board is currently comprised of seven diverse individuals who are committed to and passionate about advancing the school’s mission. Collectively, the Board possesses the expertise, skills, and experience to effectively execute their roles and ensure that the school will be an educational and operational success.

**Q143. Explain how this governance structure and composition will help ensure that**

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including**



## parents.

### **Success of the School**

The success of the Sledge Institute will be evaluated by measuring against the academic and performance goals that are outlined in the Educational Plan section of this application. During every meeting, the Board will be updated about the school's progress towards these goals by the Chief Executive Officer (CEO) or his/her designee.

### **Success of the CEO**

The Governing Board will be tasked with completing an annual evaluation of the CEO. The Board will utilize the 360-degree feedback approach to establish annual personal performance goals, student and school-wide academic goals, and operational and financial goals collaboratively with the CEO—all of which will be aligned to the school's mission. The Board will continuously monitor the progress made towards such goals as the year unfolds. The CEO's leadership ability will be evaluated across the following six categories:

- Supporting the school's mission and vision
- Cultivating a diverse and inclusive learning community and climate
- Implementing rigorous academic programs
- Developing faculty and improving teaching
- Establishing and maintaining rich relationships with stakeholder groups
- Leading with integrity and professionalism

As stated above, the evaluation of the CEO will occur throughout the entirety of the school year. The Board will also interview faculty members, community partners, family members, and other stakeholders, and distribute surveys throughout the year to better inform the annual evaluation. Upon completion, the Board will determine action concerning the CEO's employment status.

### **Success of the Governing Board**

Annually, the Board will evaluate its own performance through a self-assessment. The Board will schedule a time for the assessment to occur. The review is a two-prong approach: review of The Board as a whole and review of self. First, the Board will determine its collective effectiveness and success by analyzing the academic, operational, and financial performance of the school. Secondly, each Board member will evaluate him/herself against the following criteria:

- Knowledge of Sledge Institute's mission and vision
- Attendance at Board and Committee meetings
- Contribution to Board discussions and decision-making
- Role in responsible financial decisions and oversight
- Involvement in strategic decisions
- Understanding of student performance data
- Level of support given to the CEO and members of the leadership team



Q144. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



The Founder and CEO, Dr. Chandra Sledge Mathias had been asked many times over the years by families, community member, and educators along her career journey, as far back as 2009, to start a charter school. In 2020 she began putting ideas to paper and in April 2022 incorporated the Sledge Institute as a nonprofit organization. The main priority for the Founding Board was for it to consist of individuals who understood the dynamics, complexities, culture, needs, and opportunities of the communities within the Kerr-Tar region, specifically Vance and Warren Counties. She began to share her vision with individuals who deeply understood the communities in that region, and who would be committed to serving the families in that area. Dr. Sledge Mathias had worked in start-up charter schools as a founding teacher and as a founding principal. She understood the demand that would place on the Founding Board and that a charter school board is a “working board”, especially in the start-up phase. She reached out to people who had the understood the dynamics of the area, who also had a range of expertise and experiences that they would commit to using to bring the school to life. She began to engage the individuals she had in mind, but also sought out Founding Board members who had a spirit of entrepreneurship and adventure, and most importantly, those who had the time and stamina for the level of commitment and the consistency necessary to build a charter school from an idea to an operating school community. She started sharing the vision with individuals who she was confident met all the criteria, and individuals who knew her work, her level of commitment, and passion for high-quality, engaging, human-centered school communities. She talked with individuals who understood her philosophy and approach to education and leadership. She vetted candidates over the course of a year. The Board currently has 7 committed members with a diversity of experiences, areas of expertise, but with a common goal, common understanding of the charge placed on them. The Board had a working session which started with analysis of data in the area, trends, and personal experiences, and outlined what would become the Core Values of Sledge Institute, the mission, and the vision, including the six key elements: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness. The Board continues to utilize resources from NCDPI and Public Schools of North Carolina on Charter School Board Governance Best Practices, they seek counsel from established charter school boards and founders and have committed to ongoing professional development.

The Board is currently engaging three new potential members with expertise in areas that the Board felt it needed to strengthen. Those individuals have expertise in public school finance and operations, development, fundraising, and charter school leadership, and commercial real estate law and contracts. The Board seeks to fill these positions by the Summer of 2023, but will extend that timeline if necessary to find the right individuals. The Board is also planning to add a member with expertise in special education. The school website has a contact link for individuals interested in joining the Board. There was also a question on a community survey about the school for individuals interested in helping the Board/design team fulfill its mission.



**Q145. Describe the group’s ties to and/or knowledge of the target community.**

The 7 Founding Board Members are from rural communities in North Carolina. Five are from the Kerr-Tar region. Six have connections to Vance County and neighboring Warren County. The Founding Board President is a Vance County native and a graduate of Vance County Schools. Six of the Board members work or have worked in the region. Two are Pastors of churches in the community. Two have practiced law in the community. Five have been educators in multiple counties in the region. Four have children or are caretakers of children in the local schools. All are committed to serving Vance County and the surrounding area.

**Q146. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

The Board will meet monthly after opening. The Board will meet a minimum of monthly and likely more in startup phase.

Upcoming Meetings

*All meetings are virtual unless otherwise stated. Retreats/Work Sessions are held at Turning Point Community Development Corporation in Henderson, NC*

Tuesday, May 16, 2023            6:30-7:30pm

Tuesday, June 13, 2023        6:30-7:30pm

*Summer Work Session/Retreat: July or August Date To Be Determined*

Tuesday, Sept 19, 2023        6:30-7:30pm

Tuesday, Oct 17, 2023        6:30-7:30pm

Tuesday, Nov 14, 2023        6:30-7:30pm

Tuesday, Dec 12, 2023        6:30-7:30pm

*2024 dates to be determined.*

**Q147. 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.**



To ensure new members, receive the support they need fulfill Board responsibilities and execute required duties, the Governing Board will provide new members with an orientation that covers the following. This orientation should take place within the first month that a new member joins the Board.

- Core Values, Mission, Vision
- Overview and hands on training for the six key elements of the Sledge Institute model: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness
- Overview of pertinent school policies
- Key design elements and principles
- Student demographic and enrollment data
- Overview of the approved charter application (once approved)
- Role of the Board of Directors
- Functions of Board Committees
- Overview of Board policies

Further, binders housing the above information, key policy manuals and handbooks such those that pertain to the Board, personnel, students, and families include:

- Strategic planning
- Charter law and trends
- Training offered by NCDPI Office of Charter Schools
- Readings and recommended training by mentor schools
- Overview of any external partnerships that the school may enter to fulfill the mission.

Meeting minutes will be given to new members for their reference. The Governing Board will participate in ongoing development offered by NCDPI, the State Board of Education, the Office of Charter Schools, and other organizations and associations centered on best practices of charter school boards.

**Q148. 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.**



If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 491 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

At the present time, there is one existing relationship that poses a perceived conflict. One of the board members is a relative of the Founder/CEO. The board member has stated this conflict and the full board is aware. The board member has not and will not participate in any discussion, votes, or decision-making regarding the Founder/CEO salary and benefits, nor will that board member participate in the evaluation of the Founder/CEO. The board has agreed to this course of action. No dilemmas have been presented as of this point regarding this conflict.

**Q149. Explain the decision-making processes the board will use to develop school policies.**

The Board will use a majority vote decision making process. Decisions can be modified via discussion prior to a vote. The Board, when it deems it necessary, may seek out the counsel and opinion of qualified professionals in making its decisions. In the event of a serious grievance or disagreement, the Board President will appoint a committee that includes teacher representatives, parent representatives and Board Members to research the issue and recommend a solution. This recommendation will be put before the Governing Board for a final determination.

**Q150. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

The advisory board will consist of individuals interested in helping the school in an advisory capacity. The advisory board will provide advice to the Governing Board on a request basis, and are not considered Governing Board members, thus do not have voting power on the board. The advisory board is not required to attend board meetings. Children of advisory board members are not guaranteed enrollment in the school and must use the school's application process if they wish to enroll. The Advisory Board enhances the Sledge Institute's Governing Board's ability to make informed decisions regarding the school by providing expertise and advice in particular special areas. Advisory Board members are not liable for Governing Board decisions.

**Q151. Discuss the school's grievance process for parents and staff members.**



The Governing Board is ultimately responsible for the success of the school. However, as previously stated, the Board believes that the CEO must have autonomy to effectively manage the school’s operations. Thus, formal complaints must first be filed directly with the CEO, who will respond to the complaint in a reasonable amount of time. If the CEO’s response is deemed unsatisfactory, then the complaint may be escalated, in written form, to the Governing Board. Upon escalation, the Board will review and respond to the complaint within 30 days. The Board’s response to a complaint is final unless it details a violation of the law or the school’s charter, and the complainant is still unsatisfied with the response. In such case, a written complaint may be filed with the school’s authorizer.

**Q152. Attach as 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

**Applicant Evidence :**


Appendix G Sledge I...

Uploaded on **4/26/2023**  
by **Chandra Sledge**

**Q153. Attach as 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

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

**Resources**


Charter School Boar...



Applicant Evidence :

	
Appendix H Board M...	Appendix H Board M...

Uploaded on **4/28/2023** by **Chandra Sledge**      Uploaded on **4/28/2023** by **Chandra Sledge**

**Q154. Attach Appendix I For Each Board Member**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

Upload Required    File Type: pdf, image, excel, word, text    Max File Size: 30

Total Files Count: 50

Resources


Charter School Boar...

Applicant Evidence :


Appendix I Backgrou...

Uploaded on **4/28/2023**  
by **Chandra Sledge**

**Q155. Attach as 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3

Applicant Evidence :



Uploaded on **4/27/2023**  
by **Chandra Sledge**

Q156. **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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/25/2023**  
by **Chandra Sledge**

### 10.3. Staffing Plans, Hiring, and Management

Q157. **Projected Staff** 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.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10



### Resources



Staffing Chart Templ...

### Applicant Evidence :



Sledge Institute Staff...

Uploaded on **4/28/2023**  
by **Chandra Sledge**

**Q158. Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



The Board of Directors and CEO of Sledge Institute are excited to create a dynamic team of teachers that is ready to provide an incredible experience to our future students through the implementation of our model. Teaching positions will be advertised on our school website and social media accounts, as well as in the North Carolina Public Charter School Association, K12 Job Spot, Ed Week, through LinkedIn, and on job boards that primarily work with project-based and innovative schools: New Tech Network, XQ Institute, Big Picture Learning, High Tech High Network, Expeditionary Learning, and others. We will also recruit at the job fairs hosted by Schools of Education at universities. We will also host job fairs. We have already begun to get interest from teachers interested in working at our school. The CEO will oversee the searches and the interviewing processes for the principal, all directors, and support staff, and will co-lead the hiring process with the principal during the first 2 years that the school is in operation. Where needed, the Board and the CEO may elect to appoint a committee and/or advisory members to aid in the searches for teaching staff.

All applicants selected for an interview(s) will also be required to provide a minimum of three references, which will be thoroughly checked and teach a demonstration lesson. The candidates selected by the CEO for positions will be recommended for employment to the Board, who will make final recommendations. Sledge Institute will strive to offer all teachers a competitive salary and benefits package.

Throughout the year, all teachers will be observed and evaluated quarterly by the principal or other mentors as assigned. Teachers will also participate in regular professional development and coaching geared towards the six key elements of our school. Twice per year, teachers will be asked to complete a working conditions survey. The responses will be compiled by the CEO and reported to the BOD. Both the CEO and the BOD will evaluate the responses and discuss whether changes need to be made.

**Q159.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.**



Dr. Chandra Sledge Mathias has worked in the field of education for 23 years. Since moving into school leadership in 2009, she has held several leadership positions including: co-principal, principal, founding principal, Director of Curriculum and Instruction, Multiregional Network Manager, and now as Partner at Fulcrum Education Solutions, she coaches and consults principals in the Chicagoland area and other states in the Midwest. Chandra has a passion for developing and support leaders and her doctoral research was focused on the effects of principal preparation programs and subsequent professional development for novice school leaders.

As a school leader, she has led mostly project-based charter schools, and the district school that she led in North Carolina, was also a project-based school in the New Tech Network. Chandra's most recent principalship was as Founding Principal of Crosstown High in Memphis, TN, one of the XQ Super Schools, a network of highly innovative high schools that are rethinking public education. That experience prepared her for founding the Sledge Institute, in that when she arrived in Memphis, Crosstown High consisted of ideas on paper. The building was a construction site. The challenge of taking a thought and bringing it to life is very exciting for Chandra and motivating. The XQ School Design process provides a framework, and serving as Founding Principal of Crosstown High was "on the job training" for in leading a startup. She is grateful for that opportunity to work in a living, breathing design thinking challenge! And she is using that experience and the XQ framework in the Sledge Institute design process.

It's thrilling for her to take on the challenge of designing, launching, and managing the Sledge Institute, which will be a high-performing charter school. She believes in this model and has seen it work and has experience in leading high performing project-based charter schools. Throughout her career she has been afforded the opportunity to visit schools all over the world, from the beginning of her career as a North Carolina Teaching Fellow to now, she has traveled to and worked with schools in several states in the United States and has had the opportunity to partner with schools in several different countries. She LIVES the six key elements of the Sledge Institute, deeply believing in the importance of each of them and their ability to transform lives. She considers herself proof that this model can work as her entire career (and personal life) has been molded by her educational experiences.

Most importantly, she is a human-centered leader. She sees students as young people, not as products, not as statistics, and not as test scores. She has high expectations for students but doesn't equate high expectations to punitive harsh measures. She believes that schools should not feel like prisons, but more like playgrounds. She leads with boldness, has an entrepreneurial spirit, and a sense of adventure, all qualities that a school founder needs to embody. She is a highly collaborative, community-focused individual and has been celebrated for her ability to form and lead strong, effective teams, as well as her intentional focus on cultivating caring, joyful, cultures. She understands all too well that the work of educators is challenging and that our students experience challenges as well. She is a reflective practitioner and understands that for the school community to thrive, every individual must be developed and allowed to utilize their gifts. Her goal is for the school to be an "oasis" in the community. She strives for teachers and staff to actually enjoy coming to work every day, for parents and community members to



feel like they are welcomed and can authentically engage with the school, and for students to feel SEEN, VALUED, and SUPPORTED as they are learning about themselves and the world, and are being prepared as future leaders in a challenging and joyful learning community.

**Q160. Attach in Appendix O the School Leader’s Resume If the school leader has been identified, include the school leader’s one-page resume in Appendix O.**

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Sledge Institute, App...

Uploaded on **4/24/2023**  
by **Chandra Sledge**

**Q161. Provide a description of the relationship that will exist between the charter school employees and the school’s board of directors.**

All Sledge Institute employees work for Sledge Institute which is governed by the Governing Board. The Board will work directly with the CEO. The Principals, Director of Development, and Director of Finance and Operations will report to the Principals. All other employees will report directly to either the Principals or the Director of Finance and Operations, although all employees have the right to communicate directly with the Board if desired. Further detail is provided in the organizational chart.

**Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



Criminal background checks of all personnel are required by law and will be conducted on all applicants for board, faculty, staff, administrative, and volunteer positions.

Hiring procedures:

1. Resume, cover letter and writing sample screened using rubric.
2. Phone interview screened using rubric.
3. Additional submissions screened using rubric. (Example: teachers submit an outline of an integrated, project-based unit and a lesson plan)
4. In person interview, school tour and meeting the team. 15 mini demo lesson with debrief.

Dismissing school personnel:

#### EMPLOYMENT AT WILL

Employment with Sledge Institute is voluntary, and the employee is free to resign at will at any time, with or without cause. Similarly, Sledge Institute may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. However, employees are requested to give a minimum of two (2) weeks' notice. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the School:

1. Verbal warning
2. Written warning
3. Final warning and/or probation
4. Suspension without pay
5. Termination

The School retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other three forms of disciplines listed above is warranted. Further, if an employee's conduct, performance, work habits, attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of the School, including based on violations of any School policies, rules, guidelines, regulations, or rules of conduct, employees will be subject to disciplinary action up to and including termination.

The school will use a fair performance evaluation system upon which teachers can comment. If performance is in question, clear growth goals will be set and fair time given to attain them, prior to dismissal.

### Q163. Outline the school's proposed salary range and employment benefits for all levels of employment.



The Sledge Institute Board at the writing of this application, is considering offering the State Health Plan and the State Retirement Plan to all full-time employees. Details of the employment benefits will be listed in the employee handbook. At the time of this submission the board is still considering options for the salary and benefits packages and plan to finalize their decision in the coming months. Options include the following:

- Health Insurance
- Supplemental Insurance
- Section 125 plan
- Retirement
- Workers Compensation
- 10-11 paid holidays
- 10 annual leave vacation days (not accumulated year to year)
- Jury/witness duty leave
- Bereavement leave.
- Family Medical Leave (including maternity/paternity leave)
- Leaves of absence (at discretion of the board)
- Personal and sick leave (10 days, or 80 hours per year, not accumulated year to year)
- Military Leave
- Educational Leave
- Compensatory Leave
- Incentive pay for extra duties

Salary Ranges: (Proposed, Not Finalized)

- CEO: 150,000 (12 month)
  - Principal: 72,000-80,000 (12 month)
  - Director of Finance & Operations: \$65,000-70,000 (12 month)
  - Director of Development: \$65,000-70,000 per year (12 month)
  - EC Director: \$50,000-53,000 per year, 11-month salary
  - Teachers, technology Specialist, counsellor, nurse: Average of \$43,000-65,000 per year (plus or minus) depending on years of experience and level of education earned.
- Paraprofessionals: \$30,000 depending on experience  
Administrative Assistant/Clerk: \$35,000-\$45,000 depending on expertise.

Once again, these salaries are only proposed. The Sledge Institute Board will finalize its decision in the coming months.

**Q164. Provide the procedures for handling employee grievances and/or termination.**



Any person with a grievance about employment or dismissal should provide a written complaint to the CEO within 15 days of the grievance. The written complaint must, at a minimum, contain the following information:

1. The name of the individual(s) filing the complaint;
2. A description of the complaint, and any unconsidered evidence
3. The signature(s) of the individual(s) filing the complaint;

The person(s) making the complaint should have either directly experienced or observed the incident, person or even the grievance is about.

They may approach any staff member to help them bring their complaint to the CEO.

The CEO will:

1. Verify that the complaint is properly filed.
2. Forward the grievance to the board within 5 business days.
3. Inform the person(s) making the complaint of:

1. the process by which the complaint will be investigated and the confidential nature of that process.
2. If possible, the CEO, Principal, and one school member (grievance committee) will evaluate the complaint.

c. A resolution may be reached. If not, the grievance and the result of the grievance committee's work will be submitted to the Board for a final decision.

**Q165. Identify any positions that will have dual responsibilities and the funding source for each position.**

Currently, the Sledge Institute Board of Directors has not identified any positions that meet this criterion. Part of the idea of hiring a CEO and a Director of Finance and Operations is to keep those responsibilities separate, while still encouraging communication and teamwork. Funding for all positions is expected to come from local LEAs, the state of North Carolina, and the Federal Government, grants, and philanthropic gifts.

**Q166. 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.**



As described in the Exceptional Children's section of this application, The Sledge Institute plans to use differentiated instruction, small class size, and personalized supports to serve the needs of all students, including EC, ELL, and gifted learners. The school also plans to have 1 EC teacher on staff in year 1, and to add EC teachers as needed to serve students who have needs that cannot be met with differentiation alone, and whose IEP plans require pull out, small group or one-on-one instruction. The school plans to contract for speech, Occupational Therapy and Physical Therapy services if needed. The school plans to hire a part or full ELL teacher if a need is determined by language surveys collected at enrollment. Gifted students will be served in the general-ed classroom through differentiated instruction, small class size and a multi-age environment allowing students to be challenged at their own level.

**Q167. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**



The Principal(s) and Director of Finance and Operations will supervise all school employees and will ensure the school is complying with all state and federal laws, SBE policies, and testing requirements. The Principal will oversee all education-related matters at the school, including but not limited to curriculum development, professional development, teacher evaluation, teacher support, student discipline, facilitating and overseeing parent communication with teachers, and preparing all necessary reports as required for the operation of a charter school.

The Principal will work collaboratively with the CEO and Board, the Director of Operations, school employees, and students to achieve school goals and fulfill the Sledge Institute mission. The Principal must have a minimum of a Master's Degree, and hold either SP II Licensure, Board Certification, or an Administrator's License, and will have significant experience in school leadership, preferably at the elementary and/or middle school level for Years 1 and 2 and Middle and/or High school levels for years 3-5, as we build up to grades K-12 we will hire principals to head each grade span.

The Director of Finance and Operations will be responsible for managing all aspects of the day-to-day operations of the school, including but not limited to student enrollment, facilities, summer programs, outside vendors, and will oversee payroll, preparing of invoices, and providing monthly financial reports. The DFO will have a minimum of a bachelor's degree, and three to five years of experience.

The Development Director will be responsible for marketing, fundraising, community outreach, facilities, summer programs, outside vendors, website, and social media. The Development Director will work closely with the CEO, CFO, Principal(s), and Board to ensure that fundraising and marketing efforts are successful and aligned to the educational programming for Sledge Institute.

Classroom teachers will be responsible for teaching subject matter, maintaining safe and orderly classrooms, maintaining accurate records, communicating with parents, and working collaboratively with students, teachers, parents, and the administration to meet the school's mission. Teachers must demonstrate understanding of assigned subject matter and meet the requirements for highly qualified teachers in North Carolina. Non-licensed teachers who wish to become licensed will receive guidance and support from the Principal to help oversee the process.

The School Counselor (SC) will be tasked with supporting students in meeting the various requirements of school, and state assessments. The SC will also be tasked with assisting students in the selection of courses, academic planning, college entrance preparation, college admissions, and procuring college scholarships. The SC will oversee student assessment data and will collaborate with the Principal, support staff, and teachers to assist students needing academic intervention. The SC will be supervised by the Principal.

The Exceptional Children's Director and ESL teacher(s) will identify and serve the need of students



with special needs and those that cover a wide spectrum including English language learning. The ECD and ESL teachers will provide continuing instruction and ongoing evaluation of SD and ELL students. The ECS and ESL teachers will work collaboratively with subject teachers and the school administration to ensure all special education and ELL needs are met. They will also ensure Sledge Institute compliance with all state and federal laws. The ECD and ESL teachers will be supervised by the Principal. Qualifications include a licensure in an exceptional children's area or English language learning and holding a NC teacher's license. Highly qualified teachers with master's degrees will be given priority consideration for employment. If the student population for an ESL teacher does not warrant full-time staff, Sledge Institute may contract this role out on a year-to-year basis, and task the ECD with supervising the contractor.

Visiting instructors, along with Sledge Institute employees, will be leading our bi-annual intersessions. These expert instructors will consist of area business leaders, teachers, college professors and other professionals, and all will have completed criminal background checks.

The Clerk will manage PowerSchool for all students. The Clerk will also maintain student records and attendance and generate transcripts and report cards in PowerSchool. The Clerk will also coordinate the testing schedule(s) for all state tests, SAT, ACT, EOCs, etc.

The Office Manager/Receptionist will assist the CEO, Principal, and DFO, Development, and Clerk, and all other school personnel in serving the mission of the school. Tasks include but are not limited to representing the face of the school and greeting guests, parents, and visitors, handling photocopying requests, ordering lunch, and managing day-to-day administrative tasks. Qualifications for the Office Manager and the Data Manager/Testing Coordinator include a bachelor's degree, applicable experience, and demonstrable interest in the Sledge Institute mission.

#### 10.4. Staff Evaluations and Professional Development

##### Q168. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Principal will ensure that the school meets or exceeds the 50% licensure, and that teachers receive professional development to enhance their instructional practices with knowledge of "student-centered" teaching and learning.

##### Q169. 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. The 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.



At Sledge Institute, the Principal, with support from the CEO & Administrative Assistant, will coordinate mentoring and working to retain and evaluate staff.

Although the law allows flexibility to charter schools in hiring licensed teachers, Sledge Institute will strive to maintain more than 50% licensed teachers at all times. Teachers with SP I Licensure will be evaluated through the Beginning Teacher Support Plan, as outlined by the North Carolina State Board of Education. SP I teachers and unlicensed teachers will be assigned experienced mentors. Formal teacher observations will be conducted once a quarter. Informal teacher observations such as classroom walk-throughs will also occur frequently, and assessment data will be provided to the teachers through a rubric to be developed by the CEO. New teacher mentors will also observe and provide feedback. Sledge Institute will mentor all staff by pairing staff together, more with less experienced staff, and building professional learning community teams of staff who collaborate together. The Principal will regularly visit classrooms and provide formative feedback to all staff members, and plan and implement staff development based on staff needs and the school's mission. The Principal will also co-teach, demonstrate, teach and help plan lessons with staff who need additional mentoring, building the potential for all staff to teach exceptionally when coached in effective teaching methods. Our rigorous hiring process will help us bring in staff who match our school's vision and teaching philosophy, and we want to invest in those people to make our school the best it can be.

All teachers will receive support either through sectional meetings or individual meetings with administration. Additional measures may be put in place by the Principal.

The retention of teachers and staff will be handled in several ways. A biannual survey of working conditions will be submitted to Sledge Institute, with the survey results reported by the CEO to the Board. The Board can then take action on recommendations from the CEO. Employees will be invited to join the Parent Teacher Organization (PTO) and serve on committees that can make further recommendations for action to the Board. All full-time employees, pending evaluations, will receive a 2% raise each year. Teachers will be supported in excessively challenging situations involving students and parents. The Sledge Institute Board also believes that all staff should have the opportunity to propose and lead extra-curricular activities such as clubs and field trips.

Staff will be evaluated using either the NC teacher evaluation tool or another tool more aligned with our school's mission. Initially licensed teachers will be evaluated using the NC teacher evaluation tool, in order to assure their initial licenses can become professional licenses. The board retains the right to use another tool for any professionally licensed staff member. The board will be reviewing project-based learning and student portfolios as a part of evaluating the school's education program as a whole. Staff will be expected to conduct a minimum of 2 projects the first year, and collect student artifacts and assessment items in a portfolio. The six key elements of our vision: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness will also be a part of the staff's evaluation.



Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The CEO, principal, curriculum director, and designated senior staff members will formally appraise all teachers at least twice per year; first year and ILT teachers will be appraised at least three times a year. This will include establishing criteria against which performance is measured, communicating with teachers about their performance, and establishing goals for the next year. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the appraisals were discussed. All appraisals will be kept in employee files. Personnel assigned to Mentor/Mentee relationships will be responsible for procedures, records, and other materials.

Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. School-wide performance evaluations (for non-teaching and non-Director positions) are scheduled annually. Sledge Institute may award merit-based adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process and the School's financial standing.

**Q170. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**



The core components of the professional development plan include will be aligned to developing and strengthening practices that allow the Sledge Institute staff to implement our model effectively:

1. Differentiation: Differentiation training for teachers will help teachers serve students at various progressions toward competencies and abilities while focusing on students' strengths. Differentiation strategies will prepare teachers to work in a multi-age environment, designing appropriate experiences for each level of learner. Differentiated instruction will provide teachers with strategies for designing projects that include all levels of students.
2. Responsive Classroom or Wayfinder: Bringing teachers into the Responsive Classroom or Wayfinder models at the onset of the school will help strengthen the school's community atmosphere and move forward towards achieving its character building, all-inclusive wellness, and postsecondary readiness goals. At a minimum, teachers will learn the basics of the classroom morning meetings and restorative circles.
3. Project based learning: One of the school's key elements is on using project- based learning with an emphasis on place-based learning and global education. Teachers will regularly engage in professional development and collaborative opportunities with colleagues and community partners.
4. MAP testing and using MAP scores: using data to inform instructional practices helps students progress along their own learning continuum. MAP testing provides results that show where students need to learn along the Descartes Continuum of Learning to reach their optimal challenge level. This training will aid teachers in interpreting and using this data to increase student learning.
5. Common core and literacy training: Our school will use the Common Core Standards. Teachers will need to be more than familiar with these Standards to develop integrated projects that address each one.
6. Competency-based learning training: teachers, students, and families will receive ongoing training about competency-based education and how we will use competency frameworks to assess student's 21st skills, mindsets, and dispositions.

**Q171. Provide a schedule and explanation of professional development that will take place prior to the 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.**



Sledge Institute will hold two weeks of teacher training prior to school, which will consist of orientation to school equipment, protocol, safety, employment, and student-care policies as well as reinforcing techniques of "Student-Centered" education and teaching (for those teachers new to these innovative techniques.) Where necessary, outside experts will be brought in to teach the entire staff to meet techniques, goals, or requirements.

The proposed professional development prior to school opening, may consist of the following, which is subject to change:

- Day 1: Team building, Mission, Goals, Expectations, Overview of the six key elements
- Day 2: Deep dive into Project-based learning, place-based education, global education, Meeting with Mentors, Professional Learning Teams
- Day 3: Staff Handbook & Employment Benefits, Deep dive into Competency-based education, postsecondary readiness, and all-inclusive wellness
- Day 4: Interdisciplinary planning, planning with community partners.
- Day 5: Exceptional Children Expectations & Procedures
- Day 6: Team Building, Evaluations, Testing, Grading, Competency-based assessments
- Day 7: School Policy and Charter School Law
- Day 8: Individual Planning and Preparation
- Day 9: Health & Safety Training (First Aid/CPR/AED), Planning
- Day 10: Final Meeting, Planning

**Q172. 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 Sledge Institute Yearly calendar has 20 days reserved for professional development throughout the school year. The daily calendar will allow teachers to collaborate throughout the day and conduct peer observations if they would like to observe another teacher. The schedule is set up to encourage interdisciplinary planning and teaching to facilitate projects tied to the curriculum content.

## 10.5. Marketing, Recruitment, and Enrollment



Reaching the full capacity for enrollment will be critical to obtaining 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.

**Q173. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

The Sledge Institute's Marketing Plan will include:

- Public meetings in or near various neighborhoods.
- Advertising via website, Facebook, Instagram, and LinkedIn
- Advertising via print materials
- Outreach at community events
- Outreach at meetings in local organizations, including places of worship
- Outreach hosting in person and virtual focus groups
- Outreach via newspaper articles and advertising
- Open houses and tours (once facility is acquired and ready)
- Fund-raising community events
- Features in organizational newsletters and text-blasts

**Q174. Describe how parents and other members of the community will be informed about the school.**

We are committed to encouraging parental and community involvement. We will host "lifelong learning" sessions for parents so that they can gain a deeper understanding of the key elements of our model and get involved. We will utilize our social media pages and website to keep parents informed of happenings. We will use any apps that may come with learning platforms that we purchase so that parents can have on demand access to their child's performance. Parents and family members are invited to participate in various ways in order to maximize the Sledge Institute's success by using their time or expertise to help the school and/or students. Our website survey lists the various ways in which parents are invited to volunteer their time. We already have many families ready to help.



**Q175. 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.**

Open Houses: As the school continues to develop and the building is purchased and renovated, we will maintain an open-door policy and allow families and the public to tour and view the school at work. Scheduled visits by prospective families will be facilitated at least 2 times per quarter. We will continue to have focus groups where prospective students can come in and have mini-projects or design-thinking challenges, so that they can experience what learning will be like at the Sledge Institute.

We will continue to grow our social media following and post notices of events so that the community can share the word. We will begin to vlog/blog on our website detailing the progress of the school.

Fundraising Community Events: Sledge Institute will hold at least one fund-raising event where the community is invited to participate. Examples of this kind of event include galas, fun runs, and other opportunities for community members to make philanthropic gifts to the school. During these events the public will be welcomed to attend and enjoy festivities. In this way the school will be making a positive impact on the community and developing positive relationships.

Meet and Greet. New families entering the school will be invited to meet the teachers and staff to help them begin to integrate into the school "family."

**Q176. 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.**

A significant portion of the Vance County area and surrounding counties are considered under-resourced communities. In recruiting students, we want to ensure that we stay true to our mission and that we push ourselves to think creatively about how to reach all students in the area and engage families in non-traditional ways, in order to avoid creating barriers that might prevent students from under-resourced circumstances, or students who have struggled academically, or any at-risk student from attending Sledge Institute. This is a tremendous opportunity to partner with the existing Community Development Corporations that have a mission aligned with ours, so that we can help each other serve the families in the Kerr-Tar region.



**Q177. What established community organizations would you target for marketing and recruitment?**

Turning Point Community Development Corporation, Gateway Community Center, 4-H, local churches, the local libraries, local chapters of fraternities and sororities, local youth-facing organizations and foundations.

## 10.6. Parent and Community Involvement

**Q178. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

Meet and Greet. New families entering the school will be invited to meet the teachers and staff to help them begin to integrate into the school "family."

Open Houses: As the school continues to develop and the building is purchased and renovated, we will maintain an open-door policy and allow families and the public to tour and view the school at work. Scheduled visits by prospective families will be facilitated at least 2 times per quarter. We will continue to have focus groups where prospective students can come in and have mini-projects or design-thinking challenges, so that they can experience what learning will be like at the Sledge Institute.

We will host one-on-one meetings with families or small group meetings with families and the CEO and Principal so we can start to learn the families and also share the vision for the school. We can also start collecting baseline data from students so that we can start to build the personalized learning plans and design the orientation experience.

**Q179. 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.**

We will host "Parent Camp" so that parents can learn alongside their children, experience our model and approach to learning, build deep long-lasting relationships and community building. We want parents to know that we are partners with them in supporting students to learn.

**Q180. 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.**



We have a partnership with Creating Success After School and we will encourage families who need after school care and extended learning experiences to attend that program. They are piloting our approach now and the students and family are enjoying the project-based learning environment. We will seek to build that relationship as the Sledge Institute develops. We are also talking to the IB Program to learn more about the process to become an IB World School as well as UNC World View at UNC Chapel Hill. We are in the process of learning how we can partner with World View and offer programming to support our global education element. These two potential partnerships will bring enrichment opportunities to families and more ways to get involved in the life of the school.

## 10.7. Admissions Policy

**Q181. Weighted Lottery** Does your school plan to use a weighted lottery? 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.

Yes

No

**Q185. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:**

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final



approval from the SBE.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.

3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

5. Clear policies and procedures for student withdrawals and transfers.



At Sledge Institute, any child who is qualified under the laws of the State for admission to a public school is qualified for admission to a charter school. As per Charter Law, Sledge Institute shall not discriminate against any student based on ethnicity, national origin, gender, sexual orientation, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, Sledge Institute may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

The school will open the application submission window, in January 2025, and will close it by the end of February 2025, or in line with other charter school enrollment dates. If necessary, an open, public lottery will be held in March 2025. Notices of the application period will be published, posted, and advertised as per NCGS 143-318.12. The lottery will be conducted in a public forum. Currently, the school's goal is to limit the class size to 12-25 students.

Each student must complete an application to be placed in the admissions lottery. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of domicile, e-mail address, parents name and address, birthday, present school, grade attending.

#### Process for Admission:

Completion and submission of student application form by parent or legal guardian by due date which will be reviewed for completeness. Lottery cards will be assigned to each applicant. The lottery will be conducted by a contracted service unaffiliated with the school or board. Applicants will receive confirmation of being in the lottery, the date, time, and place. The lottery will be run electronically. Openings will be filled in each grade and class in the order drawn. A numbered waiting list for each grade level will be established to fill slots that become available later during the academic year.

Children of current teachers, the CEO, and Principal are exempt from the lottery, provided their number does not exceed the number of available seats in each grade. Children of the founding Board of Directors the first year only are exempt from the lottery, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission to Sledge Institute and a lottery is needed under G.S.

115C-238.29F(g)(6), Sledge Institute shall enter one surname into the lottery to represent all the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all the multiple birth siblings shall be admitted.



Process for withdrawals or transfers:

Students/families requesting transfer to another educational institution will be processed immediately upon written request to the Principal and records will be sent by the Office Manager to the transferring institution as soon as possible and/or within 48 hours.

Students who withdraw must go through the same enrollment procedures as any other applicant. There are no pre-admission activities, but students who enroll will be asked to attend summer orientation sessions when students will be observed and assessed to place them in classes.

## 10.8. Certify

Q186. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

### Applicant Comments :

Some of the legal language (for example, the lottery policy, was copied in order to be consistent with the law and other charter schools. We will need to revise some of what we entered as our Board makes more decisions and is further in the development process.

Q187. **Explanation (optional):**



## 11. Operations

### 11.1. Transportation Plan

**Q188. 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:**

- 1. 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.**
- 2. Describe how the school will transport students with special transportation needs and how that will impact your budget.**
- 3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services**

Sledge Institute will not offer buses in our first two years of operation , but we do not want transportation to become a barrier for any student who is accepted to Sledge Institute. We will purchase 5 vehicles (vans)in order to provide carpool/pickup/dropoff services. As we continue to assess our student body's needs we will adjust our plan accordingly for the following school year. If we see that we will need to transport students in the vans, we will need to hire drivers. If the need is evident, the school will set aside a portion of its annual budget yearly, to build capacity to purchase buses and pay drivers for bus transportation, or otherwise assist in transportation of students. While the savings accrues, the school will diligently work to organize carpools and ride-sharing among school families. Our CFO will handle the oversight for these processes: the purchase of the vehicles and the oversight of the driver, and all associated insurance costs. The CFO will ensure that we are in compliance with all state and federal laws and regulations, with consultation from the Board, CEO, and Board Attorney if necessary. Students who require transportation as part of their IEP will have transportation provided. Sledge Institute will assist families in setting up carpool options.

### 11.2. School Lunch Plan

**Q189. 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:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. 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.

At the time this application was submitted, Sledge Institute is participating in the National School Lunch Program. We are currently researching other options and may opt out if we are granted a charter and as we are closer to opening. If we remain with this option, the DFO will have oversight over Food Services and will ensure that we comply with all local, state, and federal guidelines and regulations regarding food and nutrition services. We do not want food to be barrier to any student and the area that we serve, Vance County, and surrounding counties is considered to be a "food desert". "Food deserts are geographic areas where residents have few to no convenient options for securing affordable and healthy foods — especially fresh fruits and vegetables. Disproportionately found in high-poverty areas, food deserts create extra, everyday hurdles that can make it harder for kids, families and communities to grow healthy and strong," <https://www.aecf.org/blog/exploring-americas-food-deserts> (<https://www.aecf.org/blog/exploring-americas-food-deserts>). We will include collecting free and reduced lunch information from families as part of our onboarding process for students admitted through the lottery. We will also partner with local organizations committed to ensuring that local students have access to healthy meal options, like the organization, Working Landscapes, an organization committed to bringing sustainable livelihood to neighboring Warren County.

### 11.3. 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:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

**Q190. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

**Resources**


Insurance Coverage ...

**Applicant Evidence :**


Sledge Institute Insu...

Uploaded on **4/28/2023**  
by **Chandra Sledge**

**Q191. 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :



Appendix L Sledge In...

Uploaded on **4/28/2023**  
by **Chandra Sledge**

### 11.4. 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.

Q192. We, the Board members 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. **The Board Chair must sign this question.**

Signature

### 11.5. Start-Up Plan

Q193. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Category	Task/Activity	Person/People Responsible	Timeline
Community Engagement and Recruitment	Hold monthly parent and community meetings	Board chair, CEO, Principal	Ongoing
Community Engagement and Recruitment	Develop marketing materials	Board chair, CEO, Principal	Ongoing
Community Engagement and Recruitment	Launch student recruitment campaign	Board chair, CEO, Principal	3/24- 1/25
Community Engagement and Recruitment	Accept and acknowledge student applications	Board chair, CEO, Principal	1/25-3/25
Community Engagement and Recruitment	Hold open houses for prospective students and parents	Board chair, CEO, Principal	3/24- 3/25
Community Engagement and Recruitment	Hold enrollment lottery	Board chair, CEO, Principal	3/25
Community Engagement and Recruitment	Notify parents of admission status	Board chair, CEO, Principal	4/25
Community Engagement and Recruitment	Register students	Board chair, CEO, Principal	5/25-8/25



Community Engagement and Recruitment	Hold student and parent orientation	Board chair, CEO, Principal	7/25-8/25
Governance	Develop Board Orientation Handbook	Board secretary	5/23-1/24
Governance	Orient New Board Members	Board Chair, Secretary, Governance Committee	5/23-1/24
Governance	Finalize and Adopt Policies	Board Chair, Secretary, Governance Committee	5/23-5/24
Governance	Establish Board committees and select committee chairs	Board Chair	5/23-9/23
Governance	Hold monthly board meetings	Board Chair	Ongoing
Human Resources	Finalize and Adopt Policies- personnel and procedures	Board Chair, CEO	5/23-5/24
Human Resources	Coordinate Benefits	Board Chair, Board Treasurer	5/23-5/24
Human Resources	Recruit Principal	CEO	Ongoing



Human Resources	Recruit Directors and Dean	CEO	Ongoing
Human Resources	Recruit office staff, teachers, support staff	CEO and CFO	3/24-5/25
Fiscal Management	Develop and implement interim fiscal management policies and procedures	Board Treasure	5/23-1/24
Fiscal Management	Hire auditor	Board Treasurer	5/23-1/24
Fiscal Management	Secure non-employee insurance	Board Treasurer	3/24-5/25
Fiscal Management	Launch fundraising campaign	Board Chair	Ongoing
Operations and Administration	Develop safety plan and manual	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Finalize student handbook	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Create internal compliance calendar	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Develop school-wide policies	CEO, Principal, CFO	1/25-3/25



Operations and Administration	Set up SIS	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Coordinate food services	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Research vendors: furniture etc	CEO, Principal, CFO	3/24-3/25
Academics	Standards and competencies analysis	Principal, Teachers	3/25-7/25
Academics	Select curriculum, collaborative planning	Principal, Teachers	3/25-7/25
Academics	Begin to build assessments	Principal, Teachers	3/25-7/25
Academics	Engage with partners on project design	Principal, Teachers	3/25-7/25
Academics	Purchase curriculum materials	CEO, teachers	3/25-7/25
Facilities	Select a permanent facility	Board Chair, CEO, CFO, Treasurer	ongoing
Facilities	Negotiate acquisition	Board Chair, CEO, CFO, Treasurer	3/24-6/24



Facilities	Negotiate financing	Board Chair, CEO, CFO, Treasurer	3/24-6/24
Facilities	Inspections	Board Chair, CEO, CFO, Treasurer	3/24-6/24
Facilities	Secure certificate of occupancy	Board Chair, CEO, CFO, Treasurer	8/24

**Applicant Evidence :**



SI Start up plan .docx

Uploaded on **4/28/2023**  
by **Chandra Sledge**

Q194. 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 Sledge Institute's Founder and Board appreciates the challenges, hard work, thoughtfulness, and adaptability that go into designing, starting, and operating a high-performing high school. Most importantly, we recognize and understand the significant responsibility that comes with creating an organization that will shape the lives (academically and personally) of youth.

Like all entrepreneurial endeavors, several moving and intersecting parts must come together in a coherent manner to enable the organization to deliver great outcomes. We have identified several challenges that we must address in the startup phase:

- **Recruiting, training, and retaining talented educators:** Sledge Institute is endeavoring to implement an innovative model with a strong emphasis on project-based, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness. To be successful, the school must not only find and keep professionals who are highly skilled educators, but who also possess the desire, creativity, and problem-solving capability to implement (and iterate on) the unique academic model at Sledge Institute. Sledge Institute will work diligently to recruit and attract regionally and nationally. The school will also thoughtfully implement a well-designed professional development program to continue developing its leaders and teachers. Though a lot of time and energy has gone into thinking about how to recruit and retain high-performing educators, Sledge Institute will be a new school with no track record (in a competitive education labor market) and is seeking to execute on a relatively difficult-to-implement model. The Board and founding staff will need to have an unwavering focus on having the right skill sets and experience in the building. In the startup year, Sledge Institute has budgeted to hire the CEO 12 months ahead of school opening and the Principal (instructional leader) 6 months ahead of school opening. Both individuals will have full responsibility for teacher hiring. We have also budgeted \$5K in the planning year for teacher and staff recruitment efforts. The Kerr-Tar region is a small, rural region and it has historically been hard to recruit teachers who do not have ties to the community. Sledge Institute will seek to offer incentives to teachers, make the work environment joyful, and support adult SEL and trauma informed support as well as for students.
- **Developing strong financial and operational systems** – In addition to Sledge Institute's primary responsibility of providing a high-quality education to all its students, the organization must develop strong financial and operational systems as stewards of taxpayers' dollars. Many charter school organizations have failed due to financial and operational issues, rather than academics. Sledge Institute will have a laser-like focus on developing financial and operational systems that are efficient and effective, enable the organization to manage its resources prudently, and maximize the funding that goes directly into the classroom. Beginning in the Startup Year, Sledge Institute will hire a Director of Finance & Operations (6 months to a year ahead of school opening) to begin establishing systems help the school with all aspects of financial management.

## 11.6. 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.

**Q195. 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.**

Sledge Institute will continue to use the assistance of area realtors to search for a facility.

**Q196. 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.**

Desiring to open the school with around 125 students in grades K-2 and 6, and desiring to grow to 800 students across grades K-12, Sledge Institute is searching for a large space of at minimum 105,000 sf. The space will need to accommodate our project-based model, large open concept spaces for meetings and presentations, makers space, labs, cafeteria, specialists' rooms for electives, large space for physical activity or gym or multipurpose room, an office suite, smaller quiet spaces for individualized work or testing, and potentially 50+ classroom/learning spaces for elementary, middle, and high school students. The Sledge Institute board is also exploring the use of modular classrooms for the school.

The building will be handicap accessible. The building will be inspected for any health and safety hazards prior to signing a lease to assure the facility will be safe for children.



**Q197. 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, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

The school facility will need to accommodate our project-based model, large open concept spaces for meetings and presentations, makers space, labs, cafeteria, specialists' rooms for electives, large space for physical activity or gym or multipurpose room, an office suite, smaller quiet spaces for individualized work or testing, and potentially 50+ classroom/learning spaces for elementary, middle, and high school students.

**Q198. 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.**

Not Applicable. We do not have a proposed facility at this time.

**Q199. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.**

If the commercial space the Board has chosen is not ready in time for the school's opening, the Board will work with a professional real estate service to rent temporary commercial space month to month until the leased space is available, or we will need to look at smaller facilities with the understanding that we will need to relocate as we outgrow the building.

**Q200. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

Two of our board members have experience purchasing commercial real-estate and have formed a subcommittee to lead this work. They are Chalis Henderson and Mike Williams. The board is also in the process of interviewing a potential new member who's expertise is commercial real estate law and contracts.

## 11.7. Certify

**Q201. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**



- Yes
- No

Q202.Explanation (optional):



## 12. Financial Plan

### 12.1. 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.

**Q203.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.**

Not Applicable

**Q204.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment\)](https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment)**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/28/2023**  
by **Chandra Sledge**

### 12.2. Budget Narrative



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

**Q205. How was the student enrollment number projected?**

Assumptions were the administration would be heavy in the early years, but would level out over time. Also assuming that most teachers will be more novice than experienced. Assuming that we will get grant funding and can operate off of a "bare bones" budget with fundraising & grants supplementing some of the start up costs.

**Q206. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.**

There was support for the project based school that was previously in a neighboring school district. That school is being phased out into a program and absorbed back into the traditional high school. This model will be a unique option from the other schools.

**Q207. Provide the break-even point of student enrollment.**

Not applicable.

**Q208. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

If revenue is less than expected the CEO and board will aggressively pursue other funding sources. We will also try to operate on a "bare bones" budget as much as possible.

**Q209. 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.**



This budget currently does not rely on other sources.

**Q210. Provide the student to teacher ratio that the budget is built on.**

The budget is built on a 16:1 teacher to student ratio

**Q211. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**

We have board members that manage budgets in their respective organizations but see this expertise as a gap on our team. We are currently speaking with a potential new board member who has expertise in public school finance.

**Q212. 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.**

If we have unanticipated costs due to a high needs student, we will adjust as necessary so that the student is supported and will not feel the impact. We will look to other funding sources to supplement other needs in order to support the student.

**Q213. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

The board would meet with vendors, and select a vendor that is values aligned, best serves the needs that our board has and that reasonably fits within our budget.

**Q214. 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 board would meet with vendors, and select a vendor that is values aligned, best serves the needs that our board has and that reasonably fits within our budget.

**Q215. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**

Our budget will prioritize offering staff a respectful salary that aligns to their experience and expertise, as well as covering the costs associated with our programs and curricular needs.



**Q216. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

Our board is still in the early phases of exploring budget forecasts. We will be able to better answer this at a later date.

**Q217. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

Not applicable

**Q218. 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.**

No other assets have been acquired at this time.

### 12.3. Financial Compliance

**Q219. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**

Our board chair, CEO, and CFO will develop a system for internal controls and also work with auditors to review our processes for compliance.

**Q220. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

Not applicable at this time.

**Q221. 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.**

We have investigated Faith Bynum, CPA.

5800 Farnngdon Pl, Raleigh, NC 27609

### 12.4. Certify



Q222. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q223. Explanation (optional):



## 13. Other Forms

Q224. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources



Charter School Requ...

### Applicant Evidence :



Other Forms.pdf

Uploaded on **4/28/2023**  
by **Chandra Sledge**



## 14. Third-party Application Preparation

Q225. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No



## 15. 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 **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Q228.\*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT 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 the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307**

I understand

### Applicant Comments :

Payment submitted on April 15, 2023 via USPS. Tracking indicated that it was received on April 17, 2023.

### Resources



2023 Payment Form ...



## 16. Signature page

Q229. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources


Signature Page.docx

### Applicant Evidence :


Sledge Institute Sign...

Uploaded on **4/28/2023**  
by **Chandra Sledge**

Q230. Please digitally sign your application here  
Signature



Final Status



Reject  Approve

**Approver Comments**

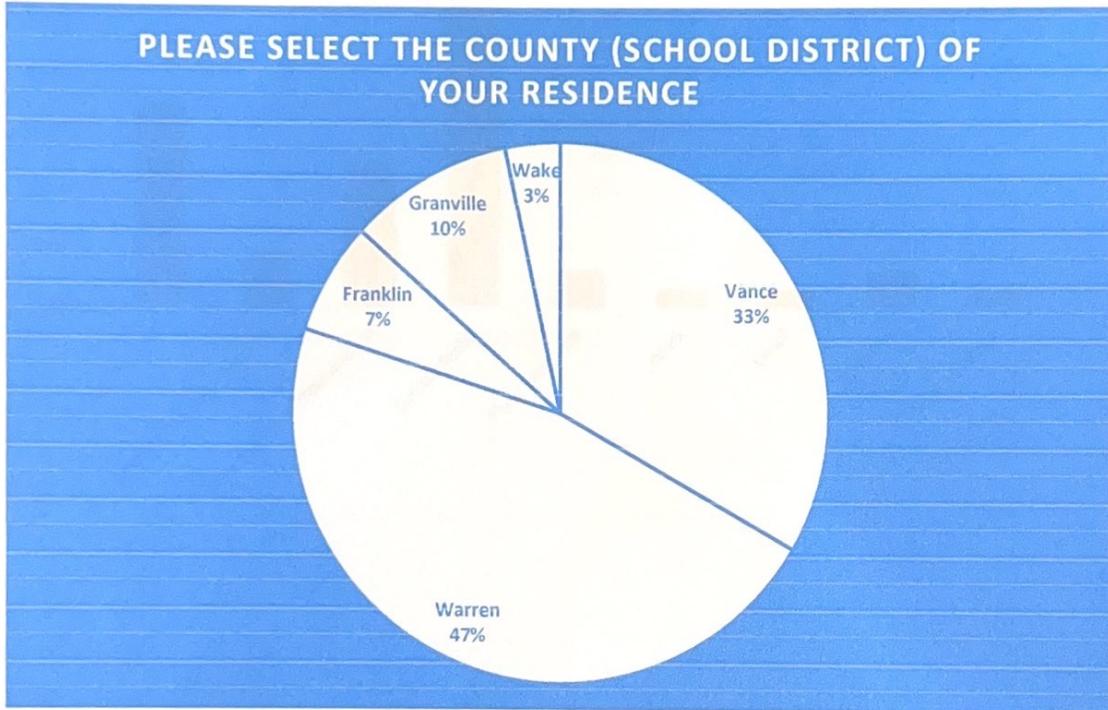
School Name: Sledge Institute  
Appendix A: Evidence of Community/Parent Support

## Interest Survey Results for the Sledge Institute, a K-12 Charter School

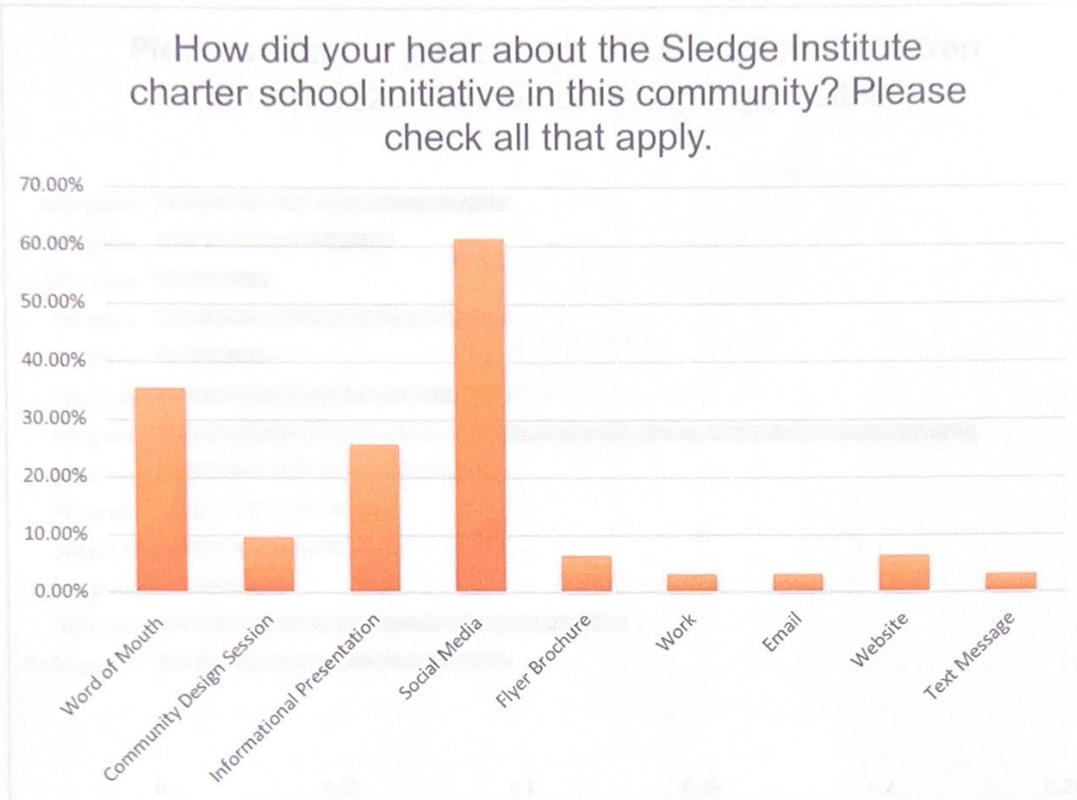
This survey has been created to determine the interests in opening a new K-12 charter school option in Vance County, NC, serving students in the Kerr-Tar region. Our core values are Excellence, Community, Heart, and Opportunity. These values are the foundation of our mission: We embrace, embolden, and engage the natural curiosity and gifts of learners to empower them to become responsible and just global citizens, equipped to understand, critique, influence, solve problems for, and lead an ever-changing world. We will bring our mission to life by implementing the following approaches to teaching and learning: project-based learning, place-based education, global education, competency-based education, postsecondary readiness, and all-inclusive wellness.

Your feedback is very much appreciated. Please note that the survey is anonymous unless you elect to provide contact information.

1.

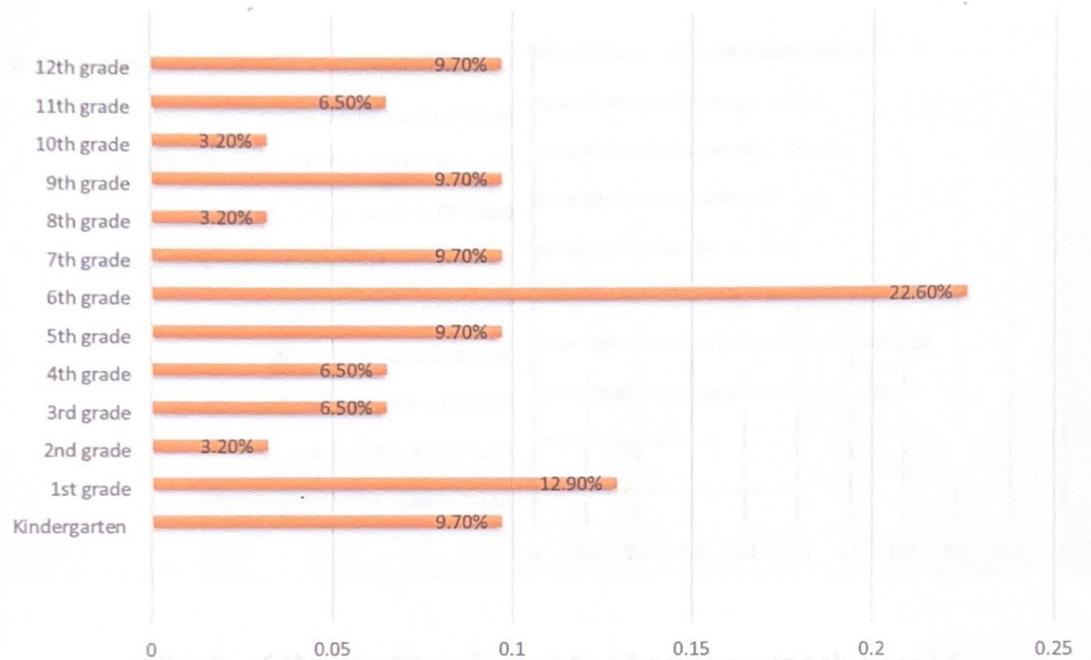


2.



3.

Please select the grade levels of EACH of your children for the 2025-2026 school year, if applicable.

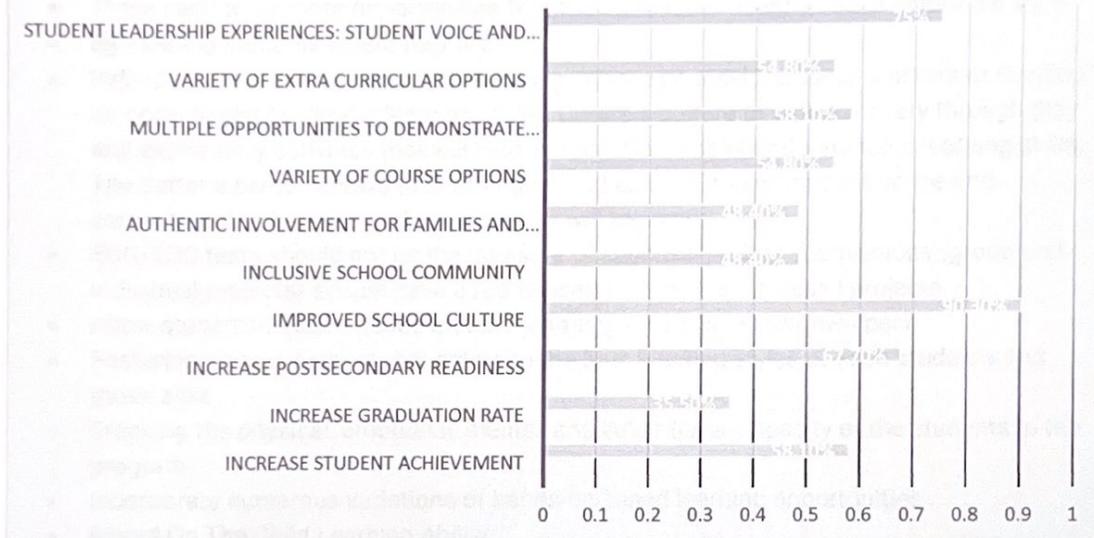


Which of the six key elements of our approach would you like to learn more about? Check all that apply.

- All six key elements
- Student-centered learning
- Supportive environment
- Quality instruction
- High-level expectations
- Positive relationships

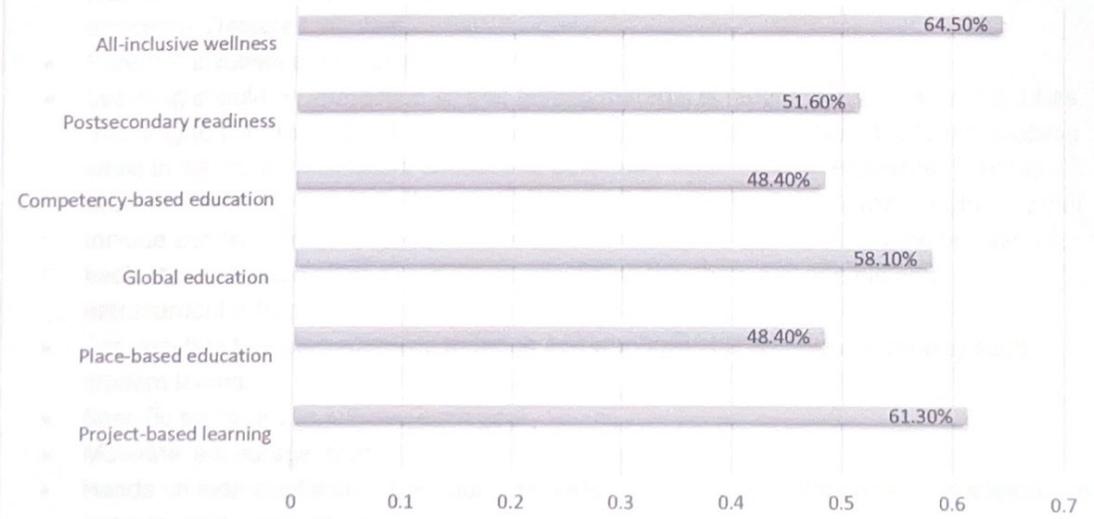
4.

**What do you consider to be the most pressing needs and opportunities for growth that the new charter school option should address? Check all that apply.**



5.

**Which of the six key elements of our approach would you like to learn more about? Check all that apply.**



6. How should schools set high learning goals for all students, create pathways for students to succeed, and assess student success in elementary, middle, high school and beyond? (Responses below)

- Believe in the kids, expose them to opportunities, challenge and support
- Inclusive education for all learners
- There need to be more opportunities for student to learn healthy social emotional skills
- By meeting students where they are
- Individualized learning plans with school guidance counselors/social workers or develop co-horts based on similar learning styles. Create a culture of self-discovery through play and exploratory activities that will help develop their social and emotional learning skills. The better a person knows their strengths and abilities, the more confidence and commitment to learning and growing they will become.
- EOG/EOC tests should not be the measure of success, project submissions (group and individual projects) should have a rubric used to measure success | projects.
- Allow students to learn based on their learning style and at their own pace
- Fostering an environment that caters to the best learning styles of each student and those alike
- Tracking the physical, emotional, mental, and educational capacity of the students in the program.
- Incorporate numerous variations of hands-on based learning opportunities.
- Based On The Child Learning Ability
- Involving students and their families is essential for ultimate success. While many will say that "all students can learn," it is not evidenced in modern educational best practices. Authentic differentiated education must be at the forefront of all systemic educational foundations if we stand a chance successfully cultivating successful and competitive learners in our society that has shifted from a more network/familial approach to an egocentric/isolated mindset.
- Parent's involvement requirements
- Learning should be interactive so that testing material is taught in such a way that it has meaning to the students. All students must have resources to ensure academic success while in school and for future endeavors. Determine State testing requirements for all students; Implement various learning pathways for students that are meaningful and will include academic requirements; Create an academic plan that will chart the progress for each student - Each student will be successful on the chosen academic and extracurricular track.
- Get qualified teachers who love to teach and who love children. Teach the way each student learns.
- Specific pathways to achieve each goal
- Motivate, encourage, study
- Hands on individual instruction. Quick opportunity for implementation of what's learned in order to retain instruction.
- Quit testing the students so much and do more hands on so students can understand what they are being taught. It creates anxiety for students.

- Different modes of learning for all students
- Accountability and making sure students are employable. Their philosophy should be education is a privilege not a right
- Be more creative in teaching styles and make learning meaningful. Assess students on a quarterly basis and implement ways that students understand their progress/needs.
- Knowing each student individually and helping them set personal goals, helping them realize strengths and pushing them past the fear of achieving the unknown possibilities. Cultivating an educational experience that's personalized and not expecting each student to learn via the same methods.
- Clear goals. Achievable steps, parent involvement mandatory. Strong standards with appropriate but mandatory behavioral rules that are enforced.
- Schools should incorporate a mission that pushes children to get through college and that teaches them to be resilient. It takes resilience and determination to get through college with all the difficult courses you will have, which is often times the cause of children dropping out of college along with other factors.
- Schools can set their students on these paths by setting a solid foundation of ideas that are taught and acted upon, which will allow further growth and development within the students themselves to occur.
- There should be diversity in learning to accommodate all student learning, tools should be used every grading period to monitor progress and parents should be well informed of student progress. Teachers should do everything possible to bring learning to life.
- They should have all types of learning for all students who need all types of help
- Students should have the chance to get hands on experience with their interests. Maybe through internships or site visits

7. How can schools cultivate consistent, productive, respectful relationships and an inclusive, supportive community among students, teachers, parents, community partners, and others?

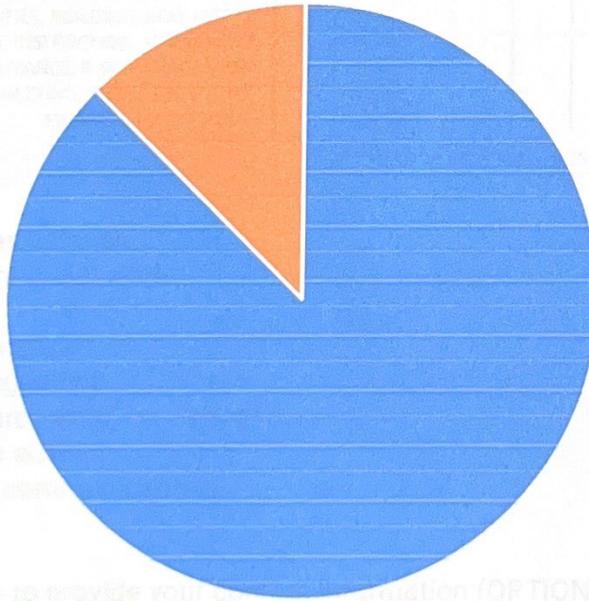
- Be willing to partner and listen. Invite all groups to the table.
- Push the narrative that it takes a village
- Positive relationships with with parents with the objective to listen to parental feedback and concerns
- Through consistency
- Clear expectations for the culture of the school that are modeled through the staff relationships with community. Train and influence your frontline that has those points of contact with families with authentic relationship building skills. Develop a brand and then build trust by capitalizing on opportunities that you can share the mission and vision for collective impact.
- Provide parents opportunities to support with their own talents that maybe useful in a specific learning path. Keep parents and students in the know on what's going on. Set clear boundaries.
- Competent school board with history in education.

- Developing tactical strategies that allow students and those implementing to see the real outcome such as
- Consistently engaging the community with activities involving students. Reaching out to those in the community who has the respect of the community to buy into the ultimate goal of the school.
- Introduce students to EVERY opportunity available. Require parental participation even if incentives are included for all.
- Keep Everyone On The Same Page
- By building each other up and supporting each other
- Understanding the mindset and being culturally aware of other people will serve this purpose to an extent.
- Set expectations from the start. Strong discipline community involvement.
- Quality involvement with numerous and continuous opportunities for all stakeholders to collaborate. Parent/Teacher/Student conferences with all three parties required to attend. High visibility of teachers/staff during arrival and departure should be required. Award ceremonies to recognize effort and progress. Open-door Policy to allow the public to view and understand what is taking place at the school. Social media updates.
- Get the community involved from the inception and keep them involved with school activities.
- Parent sessions, Town Hall Meetings, Very defined roles for each stakeholder, clear discipline guidelines...
- Involve them all
- Value volunteers and include them in all processes.
- School events and rules and expectations
- Involve as many as possible in all things school and learning
- Students whenever possible should have hands on work experience. Include
- Have an open-door policy and have a team that includes all partners.
- Listening to feedback and implementing change when necessary
- Communication from the school is constant. Parent involvement.
- In order to have an environment where students and teachers have a mutual respect for student, schools should have students that are easily approachable but also know the content that they are assigned to teach. Students are at school for around 7-8 hours a day meaning they spend more time at school on the weekdays so they should have teachers who are approachable and able to help them with any mental, emotional or physical issues that may come up.
- Schools are able to cultivate these ideas by having a school that has "available" teachers, that are not only there to teach the class, but also to facilitate student-teacher relationships in order to ensure that the mental standings of everyone in the school is good. Along with this students also should be able to feel comfortable in their space. So with a good teaching staff, all of these possibilities are good.
- Keep parents well informed thru news letters, conferences, social media and having an open door policy.
- You could be respectful to everybody even if they aren't respectful to you

- Some purposeful work around culture and customer service. Don't just hire warm bodies. Train students and staff on relationship skills, de-escalation, etc.
8. What would you like the Sledge Institute to offer that is currently NOT offered by the existing local school options?
- diversity in staff and students, foreign language, healthy food, low cost
  - Social development and Early college opportunities
  - Tele health mental health options
  - Therapeutic spaces for children and adults to process difficult emotions/situations throughout the school day.
  - More elective classes in upper grades such as dance, art (in Warren County it's only an art appreciation class), music (Warren County it's only music appreciation)
  - Safe environment!

9.

I would enroll my child in the Sledge Institute.



■ Yes ■ No

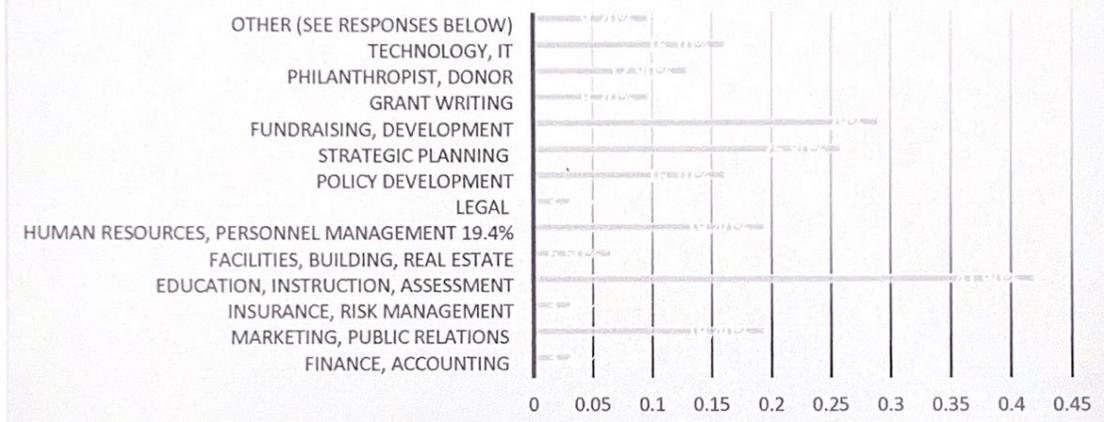
11. If you would like to provide your contact information (OPTIONAL) please do so below. (responses not included in this document to protect privacy)

12. Please feel free to share any other concerns, questions, or comments you have. If you would like a personal response please be sure to include your contact information in Question 11. (These will also be used to create a Frequently Asked Questions section on our website.)

- Will there be a certain criteria for admission to this charter school?
- Cyber bullying is a concern. I want my children to feel safe.

10. If you are interested in getting involved with the planning of the Sledge Institute, please indicate your area of expertise where you could provide the most support. Select all that apply. Please make sure that you provide your contact information in Question 11.

**If you are interested in getting involved with the planning of the Sledge Institute, please indicate your area of expertise where you could provide the most support.**



Other responses:

- Any clerical assistance
- Mental health/social work
- Employment
- Nutrition education
- Project management
- Medical requirements, i.e. School nurse
- Mental health advisor
- Social media communications
- Partnerships

11. If you would like to provide your contact information (OPTIONAL) please do so below. (responses not included in this document to protect privacy)

12. Please feel free to share any other concerns, questions, or comments you have. If you would like a personal response please be sure to include your contact information in Question 11. (These will also be used to create a Frequently Asked Questions section on our website.)

- Will there be a certain criteria for admission to this charter school?
- Cyber bullying is a concern. I want my children to feel safe.

- Awesome job to create other opportunities and choices for our community.
- I am excited about this education option for the students in our communities.
- Why another school? Why not use the many existing schools to make changes?
- This type school is needed in our area. Thank you for undertaking this task to help others.

April 10, 2023

To Whom It May Concern:

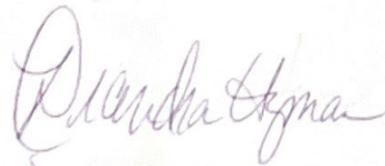
My name is Diandra Hyman and I am a resident of Warren County. I have worked, banked and attended a place of worship in Vance County since 2015. I have four children who have attended private, charter and public schools in both Warren and Vance Counties since 2009. There is a personal need for a charter school in the area that offers an appropriate education for ALL children regardless of their learning styles or physical limitations. I am writing this letter in support of the authorization of Sledge Institute as a charter school option in Vance County. I do so with the understanding that though Vance County Schools and the existing charter schools are working diligently to serve the families of this under-resourced community, the existing options do not address the needs of all students.

The addition of Sledge Institute will offer a model that is distinctive from the existing models in Vance County, providing the opportunity for all students in grades K-12 to experience a highly personalized learning environment through a competency-based approach, the opportunity to collaborate directly with their peers and industry experts from multiple fields through large-scale multidisciplinary projects that allow the students to explore and apply content standards in ways that answer the questions, "Why do we need to learn this? And "When will we use this in the real world?" The Sledge Institute will be deeply grounded in a holistic approach to social-emotional learning, discipline, and behavior management with its commitment to all-inclusive wellness, with a focus on intentional personalized support rather than punitive measures. Finally, the Sledge Institute will allow students to explore and make connections between the curriculum content and the unique local context of Vance County and the Kerr-Tar region through place-based education, as well as gain perspective as a global citizen by exploring their roles in the international community through the school's partnerships with organizations and schools abroad. The Sledge Institute students will be able to interact with their peers around the world through student voice and leadership opportunities as well as collaborative global projects.

As your committee reviews applications for new charter schools, I urge you to closely examine the data presented in Sledge Institute's proposal that demonstrates the tremendous need of our community, and the many opportunities for increasing improved academic outcomes through our model. The Henderson-Vance County area deserves a school that takes an approach to educate the total child; seeing to it that they are well-cultured through meaningful educational experiences while providing an environment that is conducive to learning without disciplinary distractions.

Again, I encourage you to approve the Sledge Institute proposal. By doing so you will change the lives of many deserving students and ultimately change the way the community thinks about schooling, approaches schooling, and engages with the school. By approving the Sledge Institute, you will expand our communities' perception of what is possible in the field of education. Thank you for reading my letter and I look forward to following the status of Sledge Institute's charter application.

Sincerely,

  
Diandra Hyman

April 24, 2023

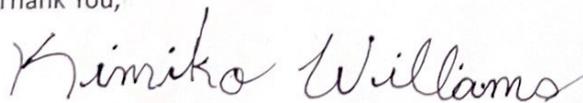
To Whom It May Concern:

My name is Kimiko Williams, and I am a resident of Warren County. I am a parent of a child who once attended public school in Vance County but was moved to a charter school. The reason why I made that decision is that I experienced firsthand, how staff/teachers were not receiving the necessary support from administrators as well as families to ensure that children were successful in school. The teachers were not given the necessary tools/resources to educate the students, it was more of teaching for the "test". In addition, the parents were not giving enough support to the schools. I am writing this letter in support of the authorization of Sledge Institute as a charter school option in Vance County. I do so with the understanding that though Vance County Schools and the existing charter schools are working diligently to serve the families of this under-resourced community, the existing options do not address the needs of all the students.

I attended an information session about Sledge Institute, and I was glad to hear that the model they are proposing is really focused on including real-world experiences into what the students will be learning. As a community member, I would be willing to volunteer at this school, especially if they are interested in a career field like mine. The model of the school plans to include the local community as a resource and learning tool, and that can be powerful. Most of what we hear about this community is negative, but the Sledge Institute wants to tap into the history, culture, and people in the community to help bring the curriculum to life. That type of school partnership will benefit the students as well as the community members. I am excited to see how this evolves.

As your committee reviews applicants, please consider the Sledge Institute. This model will be unique to Vance County and surrounding counties. Our students deserve an educational option that puts people before the test. Our children need and require more opportunities to have experiences outside their immediate community to help them realize and reach their full potential, and I believe the Sledge Institute will do just that!

Thank You,



Kimiko Williams

April 12, 2023

To Whom It May Concern:

My name is Jerry Edmonds, Ed.D. My family moved to Vance County in the early 1990's and I have been a resident of Vance County since 2012. I am a former corporate executive with IBM and Johnson & Johnson and I am currently employed as a higher education vice president. I also serve as the President of the Edmonds Tennis and Education Foundation, a position that I have held since 2018. It is in the capacity of President of the Edmonds Tennis and Education Foundation that I write this letter in support of the authorization of the Sledge Institute as a charter school option in Vance County. I do so with understanding and appreciation of the Vance County Public School System and existing charter schools in meeting the educational needs of youth in a Tier 1, under-resourced county. However, it is my assertion that the existing options do not fully address the needs of all students. Increasingly, fewer Vance County K-12 educational models offer accessibility and academic excellence for all students within one educational model.

As your committee reviews applications for new charter schools, I urge you to closely examine the data presented in Sledge Institute's proposal that demonstrates the tremendous need of our community, and the many opportunities for increasing improved academic outcomes through its innovative and inclusive model.

In my role as President of the Edmonds Tennis & Education Foundation, I have the honor of awarding academic scholarships to college-bound graduating high school students from a variety of high schools within Vance County. I also have the opportunity to provide tennis lessons to a variety of middle-school students throughout the county. What I observe are stark contrasts between school facilities, faculty and staff engagement and student achievement dependent upon the school. Therefore, I am confident that if given the opportunity, the Sledge Institute will exemplify excellence in all facets of the educational process.

As such, I encourage you to approve the Sledge Institute proposal. By doing so you will change the lives of many deserving students and ultimately change the way the community thinks about schooling, approaches schooling, and engages with the school. By approving the Sledge Institute, you will expand our communities' perception of what is possible in the field of education. Thank you for reading my letter and I look forward to following the status of Sledge Institute's charter application.

Sincerely,

Jerry Edmonds, Ed.D.

Jerry Edmonds  
President  
Edmonds Tennis and Education Foundation



PERFECTING PRAISE  
ministries  
We LOVE We PREPARE We EMPOWER

## Perfecting Praise Ministries, Incorporated

1216 US Hwy 158 Business West  
Norlina, North Carolina 27563

Bishop J. Terrell Alston  
*Senior Pastor/Founder*

To Whom It May Concern:

My name is Bishop James Terrell Alston, and I am a resident of Vance County. Although my ministry is in Warren County, I have been a Vance County resident since 2018, and since this time, my wife and I have had a difficult time finding the right school for our sons. We tried another public charter that wasn't the right fit for our family, and researched the local public schools, but due to our work schedules and due to working out of the county, we thought it would be easier to apply to a neighboring school district. I am writing this letter in support of the authorization of Sledge Institute as a charter school option in Vance County. I do so with the understanding that though Vance County Schools and the existing charter schools are working diligently to serve the families of this under-resourced community, the existing options do not address the needs of all students.

The addition of Sledge Institute will offer a model that is distinctive from the existing models in Vance County, providing the opportunity for all students in grades K-12 to experience a highly personalized learning environment through a competency-based approach, the opportunity to collaborate directly with their peers and industry experts from multiple fields. The Sledge Institute's disciplined instructional environment, along with a profound focus on increasing retention and graduation rates, will be a benefit to our whole community. Students graduating with hands-on experience and critical thinking skills will go on to find employment and, more importantly, build careers in their chosen field. Growing a workforce who is prepared, educated and skilled in the jobs available in this community is a tremendous step forward in building industry centers and retaining our youth.

As your committee reviews applications for new charter schools, I urge you to closely examine the data presented in Sledge Institute's proposal that demonstrates the tremendous need of our community, and the many opportunities for increasing improved academic outcomes through their model. My oldest son has had a lot of educational challenges in the past and has needed a different approach to learning on his level, to get him to where he desires to be. Knowing the founder and her approach to learning, I feel it will benefit students like my son, who need new methods and approaches to their academic experience.

Again, I encourage you to approve the Sledge Institute proposal. By doing so you will change the lives of many deserving students like my son and ultimately change the way the community thinks about schooling, approaches schooling, and engages with the school. By approving the Sledge Institute, you will expand our communities' perception of what is possible in the field of education. Thank you for reading my letter and I look forward to following the status of Sledge Institute's charter application.

Respectfully,

+JTA

**Bishop J. Terrell Alston**  
Perfecting Praise Ministries  
Senior Pastor/Founder



**Tower Road Leadership Academy  
Home School, Norlina, NC  
NC School ID # 195986**

**Angelena Kearney-Dunlap, Teacher/Chief Administrator**

RE: Sledge Institute

To Whom It May Concern:

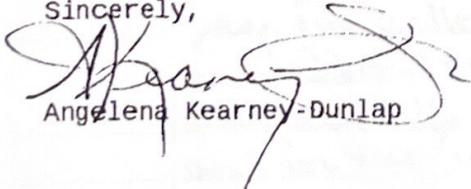
Please consider this a 'letter of support' from a grandparent for the approval of The Sledge Institute's application.

As a grandparent responsible for the home education of a fourth grader, the potential for him to enter 6th grade at the Sledge Institute is very promising. Being an active member of the Warren County community, as a 26+ year retiree from local county government and serving now on local county committees researching how to retain and attract enterprise, I find that one of the main attractive features for any community is a well educated, well rounded population.

The concern for my grandson's preparation for the future is not to be taken lightly. As an individual that falls on the Artistic Spectrum, it is paramount that he receive all the opportunity available to him. We find the local public school system falls short in many areas. A personalized-hands on approach is needed for him and many others in his situation.

I anticipate the Middle School opportunity for him and others to be an exciting, eye-opening time for learning, growing and achieving full potential to fulfill full life purpose and influence their world in a positive way.

Sincerely,

  
Angelena Kearney-Dunlap

4/25/23

To Whom It May Concern,

I'm excited about learning that the Sledge Institute desires to be established in Vance County possibly accepting/available to ~~counties~~ <sup>students</sup> in the surrounding area such as Warren, Vance and Granville.

I am a retired North Carolina Central University (NCCU) student Accounting director who understands the need for students to be prepared for higher education and for their future. I live in Warren County and I am the grandmother of three school age students.

Over the years it has been difficult finding a school that I believe can educate, motivate, prep for college and mirror the character and attitudes that can prepare students successfully for adulthood, the workforce and for the world at large.

I believe that the Sledge Institute will meet these goals by preparing our students for life. I believe that the Sledge Institute will employ those that will motivate our students to expect excellence not only in the school but in themselves and their peers. Employ teachers who love to teach and know

difference in the lives of our youth. Those that will stay the course. Those that will lead with a caring heart and a desire to positively impact and change lives for the better.

I look forward to the establishment of the Sledge Institute and the positive impact it will have on our communities.

Sincerely,

Wilma Fran

4/23/2023

To whom it may concern:

I am Sybil Riollano, resident of Warren County, mother of 2 sons (the younger is still of school age), 19-year employee of the Federal Bureau of Prisons and a citizen concerned about the educational opportunities afforded to the children of our local and surrounding communities. My oldest son graduated from the Warren County School System but currently it has declined to the degree that I cannot confidently send my 9-year-old. We have chosen to home school him for the past 3 years due to major concerns with the available school choices.

To have the Sledge Institute as an option would benefit our community because the founders are vested in the area. They have been actively involved in the lives of children within the local community and have roots in the area. This benefits the confidence and trust parents would place in the founders and faculty of the Institute.

My son was enrolled for 2 years at another charter school in Vance County, and it was devastating for me as his mom to have been called on several occasions with reports of bullying, threats and violence happening to my then 6 year old son. When I reached out to the school for solutions to what they had made me aware of I felt unheard and dismissed. My son was having nightmares and anxiety because he no longer felt safe while at school. I would love to be able to send him back to a more traditional school environment and feel that The Sledge Institute would be an excellent choice for our family.

To have educators teach children on an individual level, not expecting them to all "march to the same beat" is an excellent strategy for learning. It gives children individuality, helps them think independently, embrace the different ideas of others and builds confidence in knowing that it's ok to not have the same ideas as others.

The sledge Institute would incorporate all-inclusive wellness, encouraging growth and not punitive measures...this is much needed in our community. To be able to turn the tide of violence in our area, children need to see compassion when mistakes are made. If a child only has harsh consequence when they make a mistake, they in turn give that same energy to peers in the community.

The Sledge Institute is willing to go the extra mile for our community and I fully support their application and would hope that they are granted charter in order to begin the work of excellence within the Kerr-Tar area!

Supportive parent,

Sybil Riollano

April 23, 2023

To Whom It May Concern:

My name is Tremanisha Taylor and I have been a resident of Vance County for close to 30 years. I am writing this letter in support of the Sledge Institute being authorized as a charter school option in Vance County. Alongside existing Vance County public and charter schools, I trust that the Sledge Institute will work diligently to serve families of this community by expanding options for students that can adequately address their needs.

As a proud product of Vance County Public Schools I can attest to the many positive experiences gained through my primary and secondary education. I have also witnessed first-hand the lack of preparation for post-secondary studies and understanding of how systems at large operate in our society due to being under-staffed and under-resourced.

There are some stereotypes about the level of intelligence in rural areas. It is unfair that the potential of a child can often be dictated by their zip code or tax bracket. Educational institutions should incorporate limited, specific and measurable goals that promote team skills, problem-solving, and a pro-activeness that can be nurtured. The Sledge Institute plans to provide these types of opportunities to collaborate directly with their peers and industry experts with a personalized learning environment through a competency-based approach and completing large-scale multidisciplinary projects that will allow students to explore and apply content standards in ways that can be applicable to the real-world.

Every child deserves the equal opportunity to reach their full potential regardless of demographics and family background. As you closely examine the Sledge Institute's proposal as a new charter school, I am confident that your committee will review how well this application presents the data around the various needs of our community, and clearly demonstrates the many opportunities for increasing improved academic outcomes through their model.

Again, I support the approval of Sledge Institute to serve students in our community. I value the mission and approach of this school and would be pleased to see this school of choice in Vance County and the Kerr Tar area. Thank you for reading my letter and I look forward to following the status of Sledge Institute's charter application.

Sincerely,

*Tremanisha Taylor*

Tremanisha Taylor

Date: 4/18/23

To Whom It May Concern:

My name is Clara V Wright-Thorpe and I am a resident of Vance County. I was born and raised in Vance County until my senior year of high school. Once I received my diploma I returned back to Vance County... Definitely was not happy took some classes, met my husband and Granville county is where I've been. I will never forget where I come from. I actually love Henderson, "Vance County" Family. But Vance County staff, employees, County Manager, The Boards, whether democratic or republic do not fight enough for the city, county, people, grounds, so do you really think they are trying to fight for the children?? They should. They are too worried about what each other are riding around in, living in. Only what Dabney Drive looks like. I could write a book but it's not gonna change a thing. As I said... Born and raised in Vance County. My mother built her home and we moved into it on my 1<sup>st</sup> birthday. I'm almost 45, Charles St. looks a mess now. Reasons I took my so out of Vance County Schools my when was in Middle School. I worked for Vance County Schools at that time. He was an A+ student, but came home everyday unhappy. Kids picking, wanting him to join gangs, he even got jumped and nothing was done about it. Things totally changed when I moved him. The city is only concerned about a few things regardless of who speaks and kids aren't one of them. It's sad. I am writing this letter in support of the authorization of Sledge Institute as a charter school option in Vance County. I do so with the understanding that though Vance County Schools and the existing charter schools are working diligently to serve the families of this under-resourced community, the existing options do not address the needs of all students.

The addition of Sledge Institute will offer a model that is distinctive from the existing models in Vance County, providing the opportunity for all students in grades K-12 to experience a highly personalized learning environment through a competency-based approach, the opportunity to collaborate directly with their peers and industry experts from multiple fields through large-scale multidisciplinary projects that allow the students to explore and apply content standards in ways that answer the questions, "Why do we need to learn this? And when will we use this in the real world?" The Sledge Institute will be deeply grounded in a holistic approach to social-emotional learning, discipline, and behavior management with its commitment to all-inclusive wellness, with a focus on intentional personalized support rather than punitive measures. Finally, the Sledge Institute will allow students to explore and make connections between the curriculum content and the unique local context of Vance County and the Kerr-Tar region through place-based education, as well as gain perspective as a global citizen by exploring their roles in the international community through the school's partnerships with organizations and schools abroad. The Sledge Institute students will be able to interact with their peers around the world through student voice and leadership opportunities as well as collaborative global projects.

As your committee reviews applications for new charter schools, I urge you to closely examine the data presented in Sledge Institute's proposal that demonstrates the tremendous need of our community, and the many opportunities for increasing improved academic outcomes through our model. As I would get to this part with all that's going on in schools and the world. I understand schools are for learning but the same way we as adults get tired, bored etc., students do as well. We have to show out students that we are here just to sit and get a check. Teach them! Explore! Show them you love them as well. Make it interesting for them. Make them want to be ready to get to school for a positive reason! To look ready to move forward to graduate and graduate some more... excell!!! Some of these kids have NO ONE showing them love. We must encourage these kids. I worked the school for 19 years and I can promise I've seen numerous of children and heard them say they felt so much more love in school. From me because of who you are PLEASE DO IT!!! I know the kids will succeed and become some amazing individuals!

Again, I encourage you to approve the Sledge Institute proposal. By doing so you will change the lives of many deserving students and ultimately change the way the community thinks about schooling, approaches schooling, and engages with the school. By approving the Sledge Institute, you will expand our communities' perception of what is possible in the field of education. Thank you for reading my letter and I look forward to following the status of Sledge Institute's charter application.

Sincerely,

Clara V. Wright-Thorpe

Sign Name

Clara V. Wright-Thorpe

Print Name

Clara V. Wright-Thorpe

April 10, 2023

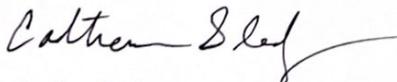
To Whom It May Concern:

My name is Catherine Sledge, and I am a resident of Warren County. I am the Senior Pastor of Oasis of Hope Ministries in Henderson, NC, and the proud grandmother of two students enrolled at Henderson Collegiate Charter School. Even though I have always lived in Warren County, and I am a retired teacher from Warren County Schools, I believe that my best current option for the education of my grandchildren is Henderson Collegiate. I spend most of my time in Vance County because of the church and my ties and commitment to Turning Point Community Development Corporation. I help operate the Creating Success Education Center in Vance County. I have a strong passion for quality education and believe that the Sledge Institute will offer an option that will afford many innovative, positive, and life-changing opportunities for students. I truly believe that the Sledge Institute will adhere to the goals and mission of the school, and this is what I've been wishing for and eagerly wait. Allowing students to be creative and actively engaged in their learning is a component I believe needs to be developed in the school where my grandchildren are currently enrolled. I know the Sledge Institute will give my family the option that will allow the students freedom to enjoy learning through projects and community placed experiences. I am writing this letter in support of the authorization of the Sledge Institute as a charter school option in Vance County. I do so with the understanding that though Vance County Schools and the existing charter schools are working diligently to serve the families of this community and surrounding areas, the existing options do not address the needs of all students.

The Sledge Institute model works. I am currently piloting projects for the students enrolled in Creating Success Education Center and our students are loving them. They are joyful, while they are learning. The academic components are rigorous, but students have been able to use their gifts to create products that they have so much pride in. When parents, community partners, and guests come to the Education Center, the students are confident and proud of their projects. Some of our parents have already expressed that they plan to enroll their children in the Sledge Institute if it is approved. Learning can be fun and project-based learning develops so many skills in the students while they are engaged in the projects.

As your committee reviews applications for new charter schools, I urge you to closely examine the data presented in the Sledge Institute's proposal that demonstrates the tremendous need of our community, and the many opportunities for increasing improved academic outcomes through their model. As a retired schoolteacher, I know the importance of students having a passion to attend school because the students are allowed space to be engaged, enjoy hands-on experiences, and make a connection to what is being taught. The option that the Sledge Institute is offering would bring learning to life for the students and parents. When a student loves the learning environment and finds it to be inviting, learning increases. Again, I encourage you to consider the Sledge Institute proposal for authorization.

Sincerely,



Catherine Sledge

April 20, 2023

Dear Sledge Institute,

As a student in Vance County the lack of student hunger for knowledge and increase in violence in the public schools is frustrating to me. There are a lot of fights going on in the public schools due to bullying and other factors that have to do with unresolved issues with students. If there were more counselors for students who are able to communicate their needs to and resolve issues with other students, there could be a decrease in altercations. I'm excited for a well-rounded project-based school that meets the needs of students in all capacities and all subjects. Vance County needs a school that provides education where students have multiple ways to implement their knowledge that they learned in the classroom on projects and assignments. As a student the Sledge Institute is implementing important values and style of learning I am looking for in a school with project-based learning that also meets students' socio-emotional support.

Sincerely,

Courtney-Ann Dennis  
NCSSM 2025

School Name: Sledge Institute  
Appendix B: Curriculum Outline Per Grade Span  
(One sample curriculum outline per grade span for one core subject:  
K-5 Math, 6-8 Math, 9-12 English)



**Year-Long Curriculum Overview: Level 6—Algebra I**

		STORY OF RATIOS			STORY OF FUNCTIONS	
		Level 6 Ratios and Rates	Level 7 Ratios and Proportionality	Level 8 Ratios and Linearity	Algebra I Modeling with Functions	
Quarter 1 Trimester 1	Module 1: Ratios, Rates, and Percents 5 Topics   26 Lessons	Module 1: Ratios and Proportional Relationships 3 Topics   20 Lessons	Module 1: Ratios and Proportional Relationships 3 Topics   20 Lessons	Module 1: Scientific Notation, Exponents, and Irrational Numbers 5 Topics   24 Lessons	Module 1: Expressions, Equations, and Inequalities in One Variable 4 Topics   23 Lessons	
	Module 2: Operations with Fractions and Multi-Digit Numbers 6 Topics   24 Lessons					
	Module 3: Rational Numbers 4 Topics   17 Lessons	Module 3: Expressions, Equations, and Inequalities 4 Topics   23 Lessons	Module 3: Dilations and Similar Figures 4 Topics   17 Lessons	Module 3: Functions and Their Representations 4 Topics   23 Lessons		
Quarter 2 Trimester 2	Module 4: Expressions and One-Step Equations 5 Topics   25 Lessons	Module 4: Geometry 5 Topics   26 Lessons	Module 4: Linear Equations in One and Two Variables 6 Topics   27 Lessons	Module 4: Quadratic Functions 4 Topics   27 Lessons		
	Module 5: Area, Surface Area, and Volume 4 Topics   19 Lessons	Module 5: Percent and Applications of Percent 5 Topics   24 Lessons	Module 5: Systems of Linear Equations 3 Topics   14 Lessons	Module 5: Linear and Exponential Functions 4 Topics   24 Lessons		
Quarter 3 Trimester 3	Module 6: Statistics 4 Topics   22 Lessons	Module 6: Probability and Populations 4 Topics   19 Lessons	Module 6: Functions and Bivariate Statistics 5 Topics   25 Lessons	Module 6: Modeling with Functions 2 Topics   7 Lessons		
<b>TOTAL:</b> 28 Topics   133 Lessons		<b>TOTAL:</b> 26 Topics   138 Lessons	<b>TOTAL:</b> 27 Topics   129 Lessons	<b>TOTAL:</b> 22 Topics   128 Lessons		

Trimester and quarter indicators are provided as a guide for pacing. A few optional lessons in each grade level/course are included in the total number of lessons. About thirty additional days are allotted at each level for assessment and responsive teaching.

English 9 Year Long Curriculum Overview: Summit Learning Project Based Curriculum  
Summitlearning.org

*Throughout the year, students engage in multi-week projects, culminating in final products that are scored on Cognitive Skills.*

7 Projects
(2024) Defining Self
(2024) Fact or Fiction: A Textual Analysis Project
(2024) In Search of Justice with Lord of the Flies
(2024) In Search of Justice with A Lesson Before Dying
(2024) Poetry and the People
(2024) Speaking Out
(2024) What Would Do ?

25 Focus Area
14% Power Focus Areas
2% Additional Focus Areas
4% Challenge Focus Areas
80% Projects

17 Cognitive Skills (How many times assessed)
Explanation of Evidence (4)
Theme/Central Idea (3)
Selection of Evidence (3)
Organization (Transitions, Cohesion, Structure) (3)
Contributing to Evidence-Based Discussion (3)
Communicating Accurately and Precisely (6)
Norms/Active Listening (3)
Multimedia Communication (1)
Oral Presentation (3)
Development (2)
Structure (1)
Theme/Central Idea (3)
Selecting Relevant Sources (2)

53 Common Core Standards for ELA & Literacy addressed across 7 projects
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School Name: Sledge Institute  
Appendix C: 9-12 Core Content Electives

**Sledge Institute Core Content and Electives  
(Grades 9-12, 24 total credits)**

*(DRAFT: This will be revised as needed. If we become an IB World School, it will be adjusted to incorporate the IB MYP and Diploma Years frameworks.)*

Grade	9	10	11	12
English	English I	English II	English III or AP Language & Composition	English IV, AP Literature, or a college class
Math	NC Math 1	NC Math 2	NC Math 3	*A Fourth Math course aligned with student's postsecondary plans
Science	A Physical Science	Biology	An Earth/Environmental Science Course	½ credit Elective
Social Studies	Civics	Economics & Personal Finance	US History	World History
Health & Physical Education	Healthful Living/PE & Required CPR training	½ credit Elective	½ credit Elective	½ credit Elective
Electives	CTE, Art, World Languages, Dual Enrollment, AP courses)	CTE, Art, World Languages, Dual Enrollment, AP courses)	CTE, Art, World Languages, Dual Enrollment, AP courses)	CTE, Art, World Languages, Dual Enrollment, AP courses)
Advisory (.5 credit each year, totaling 2 credits)	All Inclusive Wellness: Social-Emotional Skills, Academic Study Skills, Extensive Community Building, Leadership Development	All Inclusive Wellness: Social-Emotional Skills, Academic Study Skills, Extensive Community Building, Leadership Development	All Inclusive Wellness: Social-Emotional Skills, Academic Study Skills, Extensive Community Building, Leadership Development	All Inclusive Wellness: Social-Emotional Skills, Academic Study Skills, Extensive Community Building, Leadership Development

School Name: Sledge Institute  
Appendix D: Yearly Academic Calendar (1056 hours)

DRAFT

Sledge Institute Academic Calendar

2025 to 2026

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

First & Last Day of School Holidays Professional Development Days for Staff Fall, Winter, & Spring Breaks End of Qtr

School Name: Sledge Institute  
Appendix E: Daily and Weekly Schedule

Sledge Institute: Sample Daily Schedule for K-2

MONDAY	
8:00-8:30	Arrival, Routines, Morning Meeting
8:30-9:30	ELA/Literacy
9:30-9:45	Morning Mini-Lesson/Preview & Prep for Project-based learning
9:45-10:30	Morning PBL/Exploration/Centers (incorporates choice)
10:30-10:45	SNACK/Morning Reflection
10:45-11:45	MATH
11:45-12:45	LUNCH/RECESS
12:45-1:45	World Languages/Art/Music
1:45-2:30	Afternoon circles/All-inclusive wellness activities: SEL, Reflection, Yoga/Reflection
2:30-3:00	Recap the day, Preview tomorrow, Prep for dismissal

Sledge Institute: Sample Daily Schedule for 3-5

MONDAY	
8:00-8:30	Monday Meeting: Set intention for the week, preview what's ahead, all-inclusive wellness activities.
8:30-9:30	ELA/Literacy
9:30-10:15	Social Studies/STEM
10:15-11:00	World Languages/Art/Music
11:15-11:30	Wellness Break/Morning Reflection/Reset
11:30-12:30	Math
12:30-1:30	Lunch/Recess
1:30-2:30	PBL/Exploration/Centers (incorporates choice)
2:30-3:00	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal

### Sledge Institute: Sample Daily Schedule for 6-8

MONDAY	
8:00-8:30	Monday Meeting: Set intention for the week, preview what's ahead, all-inclusive wellness activities.
8:30-9:30	ELA/Literacy
9:30-10:15	Social Studies/STEM
10:15-11:00	World Languages/Art/Music
11:15-11:30	Wellness Break/Morning Reflection/Reset
11:30-12:30	Math
12:30-1:30	Lunch/Recess
1:30-2:30	PBL/Exploration/Centers (incorporates choice)
2:30-3:00	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal

### Sledge Institute: Sample Daily Schedule for 9-12

MONDAY	
8:00-8:45	Community Meeting: All-inclusive wellness, set personalized learning plan goals, community building
8:45-10:45	Math/Science/STEM
10:45-11:40	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals
11:40-12:10	Lunch
12:10- 2:10	ELA/Social Studies
2:10-3:00	Healthy Living

**Sledge Institute K-2 Weekly School Schedule**  
**(DRAFT)**

*\*students can arrive for breakfast as early as 7:30am  
School Year 173 days, 1038 hours of instruction*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	Arrival, Routines, Morning Meeting				
8:30-9:30	ELA/Literacy	ELA/Literacy	ELA/Literacy	ELA/Literacy	ELA/Literacy
9:30-9:45	Morning Mini-Lesson/Preview & Prep for Project-based learning				
9:45-10:30	Morning PBL/Exploration/Centers (incorporates choice)				
10:30-10:45	SNACK/Morning Reflection				
10:45-11:45	MATH	MATH	MATH	MATH	MATH
11:45-12:45	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
12:45-1:45	World Languages/Art/Music	STEM/Social Studies	World Languages/Art/Music	STEM/Social Studies	World Languages/Art/Music
1:45-2:30	Afternoon circles/All-inclusive wellness activities: SEL, Reflection, Yoga/Reflection				
2:30-3:00	Recap the day, Preview tomorrow, Prep for dismissal	Recap the day, Preview tomorrow, Prep for dismissal	Recap the day, Preview tomorrow, Prep for dismissal	Recap the day, Preview tomorrow, Prep for dismissal	Recap the day, Preview tomorrow, Prep for dismissal

**Sledge Institute 3-5 Weekly School Schedule  
(DRAFT)**

*\*students can arrive for breakfast as early as 7:30am  
School Year 173 days, 1038 hours of instruction*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	Monday Meeting: Set intention for the week, preview what's ahead, all-inclusive wellness activities.	Mini- Lesson: Prep work for PBL, personalized learning, reteaching	Mini- Lesson: Prep work for PBL, personalized learning, reteaching	Mini- Lesson: Prep work for PBL, personalized learning, reteaching	Mini- Lesson: Prep work for PBL, personalized learning, reteaching
8:30-9:30	ELA/Literacy	ELA/Literacy	ELA/Literacy	ELA/Literacy	ELA/Literacy
9:30-10:15	Social Studies/STEM				
10:15-11:00	World Languages/Art/Music				
11:15-11:30	Wellness Break/Morning Reflection/Reset				
11:30-12:30	Math	Math	Math	Math	Math
12:30-1:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:30-2:30	PBL/Exploration/Centers (incorporates choice)				
2:30-3:00	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal	Afternoon circles/Recap the day/preview tomorrow/all-inclusive wellness activities: SEL, Reflection, Yoga/Reflection /prep for dismissal

**Sledge Institute 6-8 Weekly School Schedule**  
**(DRAFT)**

*\*students can arrive for breakfast as early as 7:30am  
School Year 173 days, 1038 hours of instruction*

*Block classes allow for integrated project-based lessons (60 min per content area)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Community Meeting: All-inclusive wellness, set personalized learning plan goals, community building	PBL Groups Meet with advisor and community partners	PBL Groups Meet with advisor and community partners	PBL Groups Meet with advisor and community partners	Community Meeting: All-inclusive wellness, set personalized learning plan goals, community building
8:45-10:45	Math/Science/STEM	Math/Science/STEM	Math/Science/STEM	Math/Science/STEM	Math/Science/STEM
10:45-11:40	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals
11:40-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10- 2:10	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies
2:10-3:00	Healthy Living/	Elective: World Language, Music, Art, Digital Media	Healthy Living	Elective: World Language, Music, Art, Digital Media	Healthy Living

**Sledge Institute 9-12 Weekly School Schedule**  
**(DRAFT)**

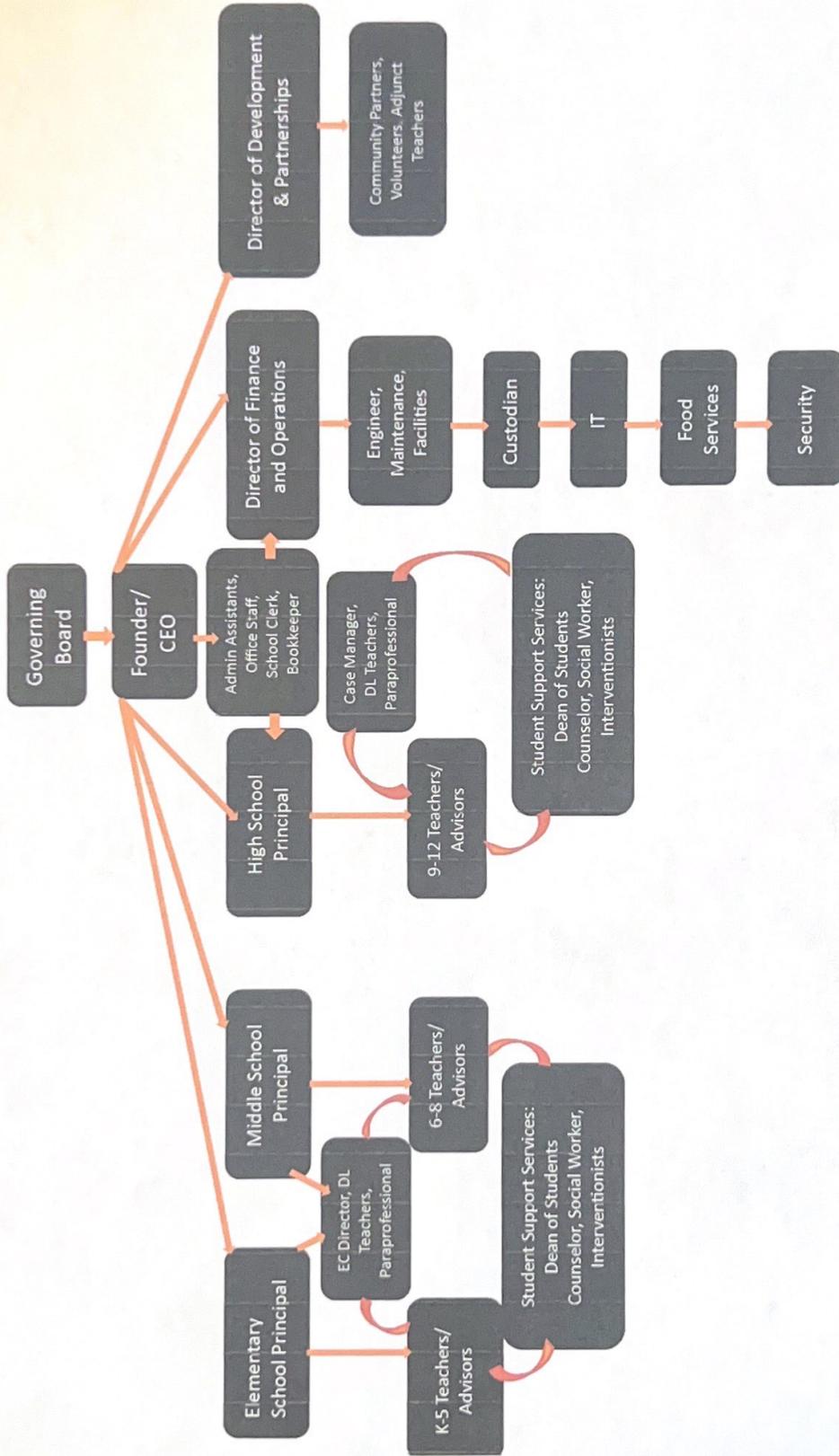
*\*students can arrive for breakfast as early as 7:30am  
School Year 173 days, 1038 hours of instruction*

*Block classes allow for integrated project-based lessons (60 min per content area)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Community Meeting: All-inclusive wellness, set personalized learning plan goals, community building	PBL Groups Meet with advisor and community partners	PBL Groups Meet with advisor and community partners OR <i>Flex time (if a student is taking a self-paced class online they can use this time for personalized learning time, it can also be used as time for intervention, acceleration, or remediation.)</i>	PBL Groups Meet with advisor and community partners	Community Meeting: All-inclusive wellness, set personalized learning plan goals, community building
8:45-10:45	Math/Science/STEM	Math/Science/STEM	Math/Science/STEM	Math/Science/STEM	Math/Science/STEM
10:45-11:40	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals	Advisory: SEL, postsecondary readiness, character ed, progress monitoring personalized goals
11:40-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10- 2:10	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies
2:10-3:00	Healthy Living/	Elective: World Language, Music, Art, Digital Media	Healthy Living	Elective: World Language, Music, Art, Digital Media	Healthy Living

School Name: Sledge Institute  
Appendix G: Organizational Chart

**Sledge Institute Organizational Chart (at capacity)**



# WYKIA MALOON

## Early Summary

Ph.D. student in Health, Behavior and Society and a professor of Health and Behavior, University of Michigan, Ann Arbor, MI. Co-director and co-founder of the Center for Communications Programs (CCP) at the University of Michigan. Co-director of the Center for Communications Programs (CCP) at the University of Michigan, Ann Arbor, MI. Co-director of the Center for Communications Programs (CCP) at the University of Michigan, Ann Arbor, MI.

## Education

- Ph.D. in Health, Behavior and Society, Florida State University, 2018
- M.S. in Health, Behavior and Society, Florida State University, 2014
- M.A. in Communication Studies, University of South Carolina at Chapel Hill, 2009

## Experience

### North Carolina Cooperative Extension

#### 2012-2016, Durham County, Durham, NC, 2012-present

Design and implement programs in Durham County and surrounding areas. Focus on Science Technology Engineering and Mathematics (STEM), health and safety, financial management, leadership, mindfulness and stress management, professional development, and best practices in learning and fitness. Design and lead state-wide 4-H program for youth of all backgrounds, opportunities for teens in low-income communities, supported by NC A&T State University.

### World Bank

#### 2015-2017, Screening Tool Team, Addis Ababa, Ethiopia, Africa 2015

Reviewed needs, requirements, and best practices on the criteria for different models to support inclusion of children with disabilities and special needs in mainstream schools in Ethiopia. Reviewed screening tools and reviewed the appropriate tool and approach for the purpose of school and target groups in various educational resource centers (ERCs). Supported Ministry of Education's effort in capacity building of experts at different levels in developing best practices and using the screening in relation to application of inclusive pedagogies and screening tool for use in the field in ERCS. Developed options for monitoring and evaluation tool.

### 2018 International

#### 2018-2019, Addis Ababa, Ethiopia, Africa 2018

Collaborated with local school teachers and developed material to develop contextually appropriate screening tools and implement training leading to the training of over 100 teachers on the newly developed screening tool. Collaborated with local school teachers to design a program and training material in screening tool for use in schools. Collaborated the design and development of screening tool and training material and support to the development of screening tool for use in schools. Collaborated with local school teachers and developed material to develop contextually appropriate screening tools and implement training leading to the training of over 100 teachers on the newly developed screening tool.

# WYKIA MACON

## Skills Summary

Wykia Macon is a dynamic and innovative professional who is passionate about serving and empowering people to help them improve their lives. Collaboration and community engagement are high priority, ensuring that voices are heard and included in designing and implementing programs and projects domestically and internationally.

## Education

- PhD, International and Multicultural Education, Florida State University, 2018.
- MA, Sociocultural and International Development Education Studies, Florida State University, 2014.
- BA, Communication Studies, University of North Carolina at Chapel Hill, 2009.

## Experience

### **North Carolina Cooperative Extension**

#### 4-H Youth Development Agent, Henderson, NC 2020- present

Design and implement programs for youth ages 5-18 years old in Vance County and surrounding areas. Work closely with staff at North Carolina State University and North Carolina Agriculture & Technical State University to acquire grants for local programs to support middle and high school students. Youth programs focus on Science Technology Engineering and Mathematics (STEM), health and nutrition, financial management, leadership, mindfulness and stress management, professional development, social and emotional learning, and fitness. Design and lead state wide 4-H program focusing on STEM leadership opportunities for teens in low-resource communities, sponsored by NC A&T State University.

### **World Bank**

#### Assistive Technology Screening Short Term Consultant, Ethiopia, Africa 2020

Provided advice, recommendations, and best practices on the options for different models to support inclusion of children with disabilities and special needs in mainstream schools in Ethiopia. Reviewed available screening tools and recommend the appropriate tools and approach for the purpose, context and target group in Inclusive Education Resource Centers (IERCs). Supported Ministry of Education's effort for capacity building of experts at different levels in developing their own strategy and taking their decision in relation to application of assistive technologies and screening tools for vision and hearing in IERCs. Developed options for monitoring and evaluation tools.

### **RTI International**

#### Inclusive Education Advisor, Cambodia, Asia, 2018- 2020

Collaborated with local service providers and conducted research to develop contextually appropriate screening tools and referral mechanisms, assisting in the training of over 100 teachers on the newly developed screening tools and referral mechanism. Designed a program and training to assist in educating early grade students who are deaf. Co-facilitated the training and professional development sessions for program facilitators. Led the development of sign language teaching and learning materials and supported the development of 68 video stories in Cambodian Sign Language. Advocated for the inclusion of all students in local classrooms.

### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### **Background**

1. Name of charter school on whose Board of Directors you intend to serve:

Sledge Institute

2. Full name: Wykia Macon

Home Address: 110 Maluli Drive Oxford, NC 27565

Business Name and Address: NC Cooperative Extension, 305 Young Street Henderson, NC 27536

Telephone No.: 252-438-8188

E-mail address: [wsmacon@ncsu.edu](mailto:wsmacon@ncsu.edu)

3. Brief educational and employment history.

PhD in International and Multicultural Education from Florida State University in 2018. MA in Sociocultural and International Development Education Studies from Florida State University in 2014. BA in Communication Studies from University of North Carolina at Chapel Hill in 2009. I have worked in international development from 2011 to 2019 and youth development domestically from 2020 to the present.

4. Have you previously served on a board of a school district, another charter school, a non public school or any not-for-profit corporation?

No

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by one of the other board members. We work together on a variety of programs for youth focusing on STEM, leadership development, workforce development, and healthy living. I wish to serve on the board of the proposed charter school because I truly believe in the mission and vision. As someone who is naturally curious, I appreciate that this idea is at the heart of this school. I currently work in some of the public schools in the county and I believe that the current approach to education in our community can do a better job of nurturing and supporting the curiosity of young minds. Furthermore, I believe that being global-minded and approaching the ever-changing world from a problem solving perspective is critical for our students to thrive today. Connecting problem solving to project-based learning will be a great addition to the students and the community at large. Finally, all-inclusive wellness is a gap in our current education system that needs to be addressed. I am looking forward to having a school in the area that promotes the positive development of physical and mental wellness because it is an area of concern in the community.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member may include but is not limited to ensuring that: the school is operating in accordance with its original purpose and doing so in a responsible manner; legal and fiduciary responsibilities are handled properly; student achievement is a priority; exceptional school leaders are selected; resources are raised and used wisely.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve on the board of a local community center.

8. Describe the specific knowledge and experience that you would bring to the board.

I was born and raised in Henderson, NC, the area where the Sledge Institute will operate. I have the local knowledge of the area and global knowledge from my career experiences, that allows

me to contribute to multiple parts of the mission, such as creating responsible and just global citizens. I also have experience in working with youth of various ages and abilities, and a focus on inclusive education.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Sledge Institute's mission addresses the needs of the present and future. The focus on empowering students by emboldening their curiosity is critical in creating individuals who positively contribute to their communities and society at large. Students who have an understanding of the world around them and how to positively influence their world will be the leaders we need in the future.

2. What is your understanding of the school's proposed educational program?

Sledge Institute will include project-based learning, incorporating hands on, problem solving activities and service projects in the school and community with curriculum content. The proposed educational program will also include a global education component, teaching students how to understand the complexities of the systems of the world through a critical lens and with an open mind. Furthermore, there will be a focus on inclusive wellness, focusing on academic, social, emotional and physical well-being. All of these components will be delivered in a manner that includes and accommodates all students, creating a holistic approach to education to ensure that students are mastering the necessary skills and ready for life beyond school.

3. What do you believe to be the characteristics of a successful school?

A successful school should focus on nurturing and building the whole child, seeing education beyond test scores. The school should incorporate important life skills that will help graduates of the school thrive individually and collectively. A successful school should represent the needs of the community, thus it should be intentional about including the voices of community members.

4. How will you know that the school is succeeding (or not) in its mission?

Beyond successful test scores, a school is succeeding when the students and staff are reflecting the mission and vision of the school. Successful schools

have students who are excited about learning and have an overall positive demeanor about learning and growing in various ways. These students are lights in their community, bringing positivity and new ideas for general improvement in the area. A successful school will also have staff and administrators who are committed to the education of their students and who want to continue working at the school.

### Governance

1. Describe the role that the board will play in the school's operation.

In the Sledge Institute's operation, the board will help ensure that the school is functioning as it is intended to do so. Initially, the board will help acquire funding and ensure that the funding are properly distributed. The board will also develop committees and identify individuals who can serve on these committees to help with the school's daily operations.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year, we will know if the school is successful if the school is operating in alignment with the systems in place. The first year is one of learning and growing and success includes identifying and addressing any challenges that may arise to ensure that the next school year runs smoother.

3. How will you know at the end of five years of the schools is successful?

In addition to the answer above (aligning with systems and addressing challenges through evaluation and reforming ) a successful school after five years will have a steadily growing student population who are performing well in and out of school. The school should have a strong positive presence in the community at the end of five years. The staff and administration in a successful school will be engaged, supportive of the mission and vision, and have the desire to return for years to come.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will select a high quality leadership team to help guide the school in the way that it is intended to go. The board will help identify strong curriculum that will make sure that students are reaching their full potential in and out of the classroom. Identifying a school structure in a location that is accessible to a diverse population is also helpful for a board to think about. Finally, ensuring that proper evaluation measures are in place to identify where the school is performing well and where the school may need additional support is critical

for the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would make sure that I have substantial and concrete evidence that this is the case and then I would follow the outlined procedures in the bylaws to bring the situation to the attention of necessary parties in order to make a collective decision on how to proceed.

\*Please include the following with your Information Form

• a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

**Certification**

I, Nykia Malon, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Sledge Institute Charter School is true and correct in every respect.

Signature

Date 4/24/23

# Valronica M. Scales, Ed.D.

314-749-9527 · valronica.scales@gmail.com

## SUMMARY OF QUALIFICATIONS

- Strategic, data-driven, and detail-oriented manager proficient in leading and managing a high-volume of projects and priorities in a fast-paced environment including supervision, daily operations, and process and event planning
- Demonstrated ability to apply a diversity, equity & inclusion lens in all aspects of work and effectively communicate with diverse constituents across a multitude of levels
- Skilled at engaging, establishing rapport, building relationships, and facilitating effective team interaction
- Experienced in planning and presenting training, workshops, and events to small and large audiences
- Possesses work ethic to set vision for others, motivate, and support thriving teams
- Versed in handling and resolving conflicts

## EDUCATION

### Doctor of Education (5/2022)

Adult and Higher Education  
Northern Illinois University

### Master of Education (05/2009)

Higher Education  
Loyola University Chicago

### Bachelor of Arts (05/2007)

Psychology, Health Education  
Elon University

## PROFESSIONAL DEVELOPMENT, CERTIFICATIONS & HONORS

### Burns B. Crookston Doctoral Research Award

ACPA- College Student Educators  
International

### Diversity, Equity and Inclusion in the Workplace Certificate

Corporate Training Education, Muma  
College of Business, University of South  
Florida

### Post Crisis Leadership Certificate

Corporate Training Education, Muma  
College of Business, University of South  
Florida

### Instructor Identity Literacy: An Introduction to Cultural Competence in a Diverse World

Washington University in St. Louis

### The LeaderShape® Institute

Cluster Facilitator

### Presidential Commission on the Status of Women

Outstanding Women & Gender  
Advocacy Student Award Spring  
2021

### Northern Illinois Univ Phyllis

Cunningham Social Justice  
Student Award Spring 2021

## PROFESSIONAL EXPERIENCE

**Deloitte Consulting, LLC**, Senior Consultant, Human Capital, Organization Transformation, 11/2021-present

**University of Maryland College Park**, Director, Dept of Resident Life, 08/2019- 11/2021

**Northwestern University**, Director, Office of Residential Life, 08/2017-08/2019

**Washington University in St. Louis**, Office of Residential Life, *Associate Director*,  
07/2014-08/2017; *Assistant Director*, 06/2012-06/2014; *Residential College Director*,  
07/2010-05/2012

## Leadership, Administration & Strategic Change Management

- Establish, revise and implement institutional wide policies
- Served in consulting and advisory roles related to DEI at various institutions
- Create a cross-functional network to plan and implement strategic goals
- Identify and develop relationships with internal and external partners
- Lead comprehensive strategic planning efforts, administer and implement the housing strategic master plan to manage renovations, new construction, rate evaluations, housing market studies/benchmarking, program reviews, and housing trends
- Demonstrate a high level of political acumen in interactions with diverse levels of leadership & constituents
- Develop and manage teams of up to 92 direct and indirect reports and oversight of 600+ front-line employees (in person and remotely)
- Define and execute leadership strategy for a campus of 12,000 students
- Create clear performance expectations for employees and comprehensive professional development plans utilizing leadership competencies
- Implement professional development plans and complete HR Performance Management conversations with employees annually coaching them to generate and achieve goals and providing developmental feedback and evaluation
- Create and implement performance management responsibilities for employees including time approval, corrective action processes, flexible work arrangements

## Project Management

- Manage 10+ concurrent departmental projects including timelines encompassing multiple years and phases, logistics, budget and technology needs
- Manage a \$18.8 million budget and all revenue-generating functions, totaling \$75 million
- Create a cross-functional network to plan and implement strategic goals
- Develop project plans specifying milestones, staffing, and scheduling; coordinate status meetings to achieve administrative, maintenance, and strategic goals
- Lead project teams of 10+ people; coordinate and supervise work assignments, influence accountability, track status to drive project timelines and objectives
- Coordinate schedules, meals, room reservations, technology needs, and electronic and printed materials for over 100 staff for annual two-week training

## Training, Learning & Organizational Alignment

- Advance inclusivity by creating supportive environments for staff of all identities through the strategic three-year Diversity and Inclusion Action Plan
- 10+ years of designing, implementing & facilitation of Diversity, Equity & Inclusion trainings, experiences and programs for both specific identity-based groups and broad audiences
- Design and facilitate a variety of training and learning programs for audiences of 150+ participants on topics including: Compliance, Team Development, Group Dynamics, Conflict Management, Myers-Briggs Type Indicator® (MBTI), Supervision & Leadership, Time Management, Fiscal Responsibility, Diversity, Equity, & Inclusion
- Create, collaboratively deliver, and track completion of 50+ training and development sessions for 100+ employees annually via virtual, online, instructor-led and self-paced learning solutions

## Charter School Board Member Information Form

**Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: Sledge Institute

2. Full name: Valronica Marie Scales

Home Address: 7308 Wood Pond Circle, Lanham, MD 20706

Business Name and Address: Deloitte Consulting, LLP, 7900 Tysons One Place, Ste 800, McLean, Va 22102

Telephone No.: 314-749-9527

E-mail address: valronica.scales@gmail.com

3. Brief educational and employment history.

Elon University, B.A. 2007; Loyola University, M.Ed. 2009; Northern Illinois University, Ed.D. 2022

Young Women's Charter School; 2009-2010

Washington University in St. Louis; 2010-2017

Northwestern University; 2017-2019

University of Maryland College Park; 2019-2021

Deloitte Consulting, LLP; 2021-present

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:  Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Chandra Sledge, Ph.D. to join the Board of Directors. I have dedicated my professional career to supporting learning and growth of young children, adolescents and young adults. Having grown up in a rural town in North Carolina, I know how important having access to a well-rounded educational, equitable and affordable experience, can be.

6. What is your understanding of the appropriate role of a public charter school board member?

The board will establish a strategic plan with specific, measurable goals aligned to the mission and vision of the school and the six key elements of the school design. The board will meet monthly to monitor progress towards goals. The board will also gather qualitative and quantitative evidence of meeting the goals, including surveys and input from students, families, community members, and other stakeholders.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the National [Thyroid Cancer Survivors Association](#) Board of Directors. I have also worked in K-12 and Higher Education during my career. I have my Masters and Doctorate in Education and believe my experiences and commitment to equitable, accessible education is relevant to serving as the Vice President on the Sledge Institute School Board.

8. Describe the specific knowledge and experience that you would bring to the board.

I have my Masters and Doctorate in Education and believe that 16 years of experiences and commitment to equitable, accessible education is relevant to serving as the Vice President on the Sledge Institute School Board.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

#### **Vision**

At our best, Sledge Institute will be guided by four core values: Excellence, Community, Heart, and Opportunity. Those values will be evident in every aspect of our daily school experience, as they are the foundation of our mission. Our K-12 community, based in rural Vance County, North Carolina, within the Kerr-Tar region, will serve as an exemplar of our six key elements:

1. Project-based learning: "Project-based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." (Buck Institute for Education, PBL Works, [pblworks.org](#))

2. Place-based education: “Place-based education (PBE) immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community.” (“What is PBE?”, Promise of Place, [promiseofplace.org](http://promiseofplace.org))

3. Global education: “Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; (2) Seek to understand how their actions affect both local and global communities, and (3) Address the world’s most pressing and enduring issues collaboratively and equitably (Center for Teaching Innovation, Global Learning, AAC&U, 2014, [teaching.cornell.edu](http://teaching.cornell.edu)).

4. Competency-based learning: “The term competency-based education, as defined by CompetencyWorks, refers to a systems model in which (1) teaching and learning are designed to ensure students are becoming proficient by advancing on demonstrated mastery and (2) schools are organized to provide timely and differentiated support to ensure equity. A competency-based structure enables personalized learning to provide flexibility and supports to ensure mastery of the highest standards possible. With clear and calibrated understanding of proficiency, learning can be tailored to each student’s strengths, needs, and interests and enable student voice and choice in what, how, when, and where they learn.” (PBWorks 2020 via CompetencyWorks: An Initiative of the Aurora Institute, [competencyworks.pbworks.com](http://competencyworks.pbworks.com))

5. Postsecondary readiness: “The knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace through their careers, so that they are capable of adapting to unpredictable changes and new economic conditions and opportunities.” (“What is Readiness”, Career Vision, via Inflexion, 2023, [careervision.org](http://careervision.org))

6. All-inclusive wellness: “...all-inclusive concept that encompasses academic, social, emotional, and physical well-being.” ([thinkglobalschool.org](http://thinkglobalschool.org))

We will intentionally live out our motto: Inspired by possibility, powered by community, as we authentically engage families, community partners, industry experts, and higher education officials to offer our students a richly relevant and deep learning experience. Our students will graduate well-equipped to enter their postsecondary pathway of choice, having met all the graduation requirements for the State of North Carolina, in addition to demonstrated mastery of the competencies and learning outcomes that all students must know and be able to do to thrive in life beyond high school.

2. What is your understanding of the school’s proposed educational program?

Sledge Institute’s educational program will be designed to foster a personalized learning environment. The competency-based system as well as the project-based learning approach will allow all students to engage with material, where they are. Sledge Institute instructional and support staff will also conduct diagnostic assessments to help students

understand where they are in terms of proficiency, to establish personalized and realistic learning targets, and to identify the need for acceleration, remediation, or intervention. Using regular formative assessments, interim assessments, student projects, presentations, and demonstrations of learning, and mastery towards a set of established competencies, students at Sledge Institute, whether considered “at-risk” or “gifted” will be able to monitor progress and work collaboratively with instructional and support staff to meet their academic goals. Counselors, advisors, and mentors will also support students through self-advocacy strategies, study skills, growth mindset development, and other social-emotional aspects that research tells us impacts student learning outcomes. Resilient Educator states that, “Social Emotional Learning programs are shown to increase academic achievement and positive social interactions and decrease negative outcomes later in life. SEL helps individuals develop competencies that last a lifetime”, (resilienteducator.com).

3. What do you believe to be the characteristics of a successful school?

As a new school, implementing a culture of all-inclusive wellness, in a project-based setting where students will regularly engage with local community partners, and peers abroad, it is essential to integrate character education, social-emotional awareness, leadership development and lifelong learning, as these characteristics are integral to the identity of the school. With PBL and social emotional awareness being the cornerstone of our school, teachers must intertwine it in the lessons, and they must model best practices at the adult level as they collaborate with one another in service of the students.

4. How will you know that the school is succeeding (or not) in its mission?

Annually, the Board will evaluate its own performance through a self-assessment. The Board will schedule a time for the assessment to occur. The review is a two-prong approach: review of The Board as a whole and review of self. First, the Board will determine its collective effectiveness and success by analyzing the academic, operational, and financial performance of the school. Secondly, each Board member will evaluate him/herself against the following criteria:

- Knowledge of Sledge Institute’s mission and vision
- Attendance at Board and Committee meetings
- Contribution to Board discussions and decision-making
- Role in responsible financial decisions and oversight
- Involvement in strategic decisions
- Understanding of student performance data
- Level of support given to the CEO and members of the leadership team

## Governance

1. Describe the role that the board will play in the school's operation.

### Governance Goals

- Years 1-5
  - The Board will be responsible for ensuring that NC State laws governing Charter Schools are followed.
  - The Board will engage in ongoing training and development concerning roles and responsibilities, issues of compliance, policies, and best practices of Charter School Governance.
  - The Board may be expanded to 11 members. Board meetings will be held monthly and will be held in accordance with the Open Meetings Law.
  - The Board will establish clear role accountabilities for the CEO, support the ongoing development and training of the CEO and will conduct the performance review process for the CEO.

2. How will you know if the school is successful at the end of the first year of operation?  
The Board will issue an annual report to the community detailing the overview of the school year and the accomplishment of the goals related to the Sledge Institute's mission, and the six key elements outlined in the vision.

The success of the Sledge Institute will be evaluated by measuring against the academic and performance goals that are outlined in the Educational Plan section of this application. During every meeting, the Board will be updated about the school's progress towards these goals by the Chief Executive Officer (CEO) or his/her designee.

3. How will you know at the end of five years of the schools is successful?  
The Board in collaboration with the CEO, School Leaders, Finance & Operations Director, and Development personnel will create a long term strategic plan aligned to the Sledge Institute's mission, vision and six key elements that will outline the intended outcomes, performance indicators, and measures of success for years 2-7.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Sledge Institute Board is currently composed of 7 members with a diverse range of expertise who are committed to and passionate about advancing the school's mission. Collectively, the Board possesses the expertise, skills, and experience to effectively execute their roles and ensure that the school will be an educational and operational success. The composition of the Board currently includes a President, Vice President, and Secretary. The Board will in due time appoint a Treasurer. Our desired composition per our bylaws is to increase to up to, but no more than 11 members.

The areas of expertise represented among current board members includes educational leadership: administration and supervision (directors, a former high school principal, and a current elementary school principal), a current middle school teacher, course and

curriculum development in a project-based learning environment, assessment design and data analysis, experience with various learning management platforms and systems, non-profit leadership, individuals with deep connections to the community we wish to serve, individuals with expertise in project-based learning, place-based learning, and global education, social-emotional wellness and health and well-being, higher education expertise, law, K-12 education across traditional public schools, charter schools, and private schools, experience supporting diverse learners and gifted students, experience with commercial real estate, business management, organizational leadership and transformation, development, fundraising, and community and corporate partnerships.

Our board also includes parents who are committed to enrolling their children in Sledge Institute if we are granted authorization.

We have been in conversations with 3 additional potential board members who are committed to supporting our mission but had not yet been voted onto the board at the time this proposal was submitted. Their areas of expertise are (1) commercial real estate law and contracts, (2) North Carolina public school and district-level finance and operations, and (3) charter school development and fundraising. Additionally, we will recruit a final (11th) board member with expertise in special education. We have multiple board members with professional experience with special education and gifted children, but we hope to add a board member with expertise and credentials in special education. The Sledge Institute Governing Board duties are to support the mission, vision, and education plan for our charter school by (1) providing oversight, (2) overseeing finances, (3) setting policies, (4) being accountable for student and school performance, and (5) raising funds to ensure the sustainability of the school, (6) hiring and oversight of the CEO. The Board will engage in ongoing professional development to deepen learning about quality governance, and school visits to deepen understanding of the six key elements of the Sledge Institute model.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 491 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

At the present time, there is one existing relationship that poses a perceived conflict. One of the board members is a relative of the Founder/CEO. The board member has stated this conflict and the full board is aware. The board member has not and will not participate in any discussion, votes, or decision-making regarding the Founder/CEO salary and benefits, nor will that board member participate in the evaluation of the Founder/CEO. The board has agreed to this course of action. No dilemmas have been presented as of this point regarding this conflict.

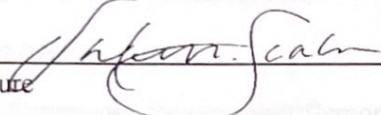
\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

**Certification**

I, Valronica M. Scales, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for the Sledge Institute Charter School is true and correct in every respect.

Signature 

4/25/2023  
Date

## Chalis Sledge Henderson

Phone: 252.915.2683 Email: [chenderson@turningpointcdc.org](mailto:chenderson@turningpointcdc.org)

### Education

Master of Arts, Student Affairs Administration August 2013  
Michigan State University

Study Abroad, John Felice Rome Center Summer 2012  
Loyola University Chicago, Rome, Italy Course: *Cultural Dimensions of Leadership*

Bachelor of Arts, Communication Studies May 2011  
University of North Carolina at Charlotte, Organizational Communications, Cum Laude

### Professional Experiences

*Oasis of Hope Ministries, Henderson, NC*  
Pastor Nov. 2021 - Present  
Church Administrator July 2018 - Present

*Turning Point Community Development Corporation*  
Executive Director July 2018 - Present

*Chalis S. Henderson Scholarship Foundation*  
Founder Aug. 2011 - Present

Director of University Resources Sept. 2015 - Oct. 2017  
*University of Pittsburgh, School of Social Work, Pittsburgh, PA*

Program Coordinator March 2015 - Sept. 2015  
*Fund for the Advancement of Minorities through Education*

Success Coach, College Success Center (CSC) Feb. 2014 - August 2014  
*Central Carolina Community College, Sanford, NC*

Academic Advisor, Center for Academic Success and Achievement May 2013 - Sept. 2013  
*Morgan State University, Baltimore, MD*

### Honors, Awards, and Board Experience

2022-Present The Sledge Institute, Board Secretary  
2021-2022 Field Trips to the Future Cohort, Robert Wood Johnson Foundation  
2021-Present FOCUS (Feeding Our Community United in Service) Committee, EFNEP Program  
Vance County Cooperative Extension  
2021-Present WIOA Advisory Board Member, Vance Granville Community College  
2019-Present Board Member, Warren County Community Foundation - Grants Committee, Public  
Relations Committee  
2019 Graduate, NC Rural Economic Development Institute, NC Rural Center  
2018-Present Community Advisory Committee Board, FGV Smart Start Adolescent Parenting  
Program & Granville Vance Health Department Teen PEP  
2018 30 Under 30 Recipient - WHIRL Magazine, Pittsburgh PA

### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve:

**Sledge Institute**

2. Full name: **Chalis Sledge Henderson**

Home Address: **316 Main St., Oxford NC 27565**

Business Name and Address:

Telephone No.: **2529152683**

E-mail address: **chenderson@turningpointcdc.org**

3. Brief educational and employment history.

**I earned my Bachelor degree from UNC Charlotte and Master of Arts from Michigan State University. I have worked in higher education and community-based organizations for over 10 years.**

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:  Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

**Yes, I was asked to serve on the board. I wish to serve on the board because I believe in its mission and know that this school will make a positive contribution to our region**

and I am committed to serve in any capacity to see its success for our students and community at large.

6. What is your understanding of the appropriate role of a public charter school board member?  
**The board member is to aid in the success of the organization. I am to hold the school leaders accountable and to support the leaders, parents, and students to make the organization the best that it can be. I am to share my resources, knowledge, talents, and skills with the organization. I am to operate with integrity and to be loyal to the school. I am to help fundraise and build partnerships for the school. I am to be one of the "faces" of the organization in the community.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**I currently serve on a community foundation board and serve on several advisory boards for community groups. I serve on the Pastoral team at my church and also serve as the Executive Director of a nonprofit organization, in which I work closely with the Board. I have a variety of professional and business experiences that I can share expertise with the Board. I have the capacity, but in skills and time, to dedicate to this Board.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**Specific knowledge and experience include: community development, administration, higher education, community partnerships, sales, marketing, fundraising, business administration, commercial real estate acquisition, real estate development, financial management, networking, communications, social media**

#### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**We are providing a unique learning environment for students in our region. We are empowering our students to explore, create, and learn through a variety of methods including project-based and competency-based learning. We are building leaders who are learning from leaders-- learning how to critically think, care for others, engage in intellectual dialogue, be culturally responsive and engaged, and have fun while in school and develop a true love and sense of appreciation for K-12 education. Our guiding beliefs are based on our core values of excellence, community, heart, and opportunity (ECHO). We will operate in excellence and provide an excellent experience for all members of our community; we are a part of the community and will engage the community in a variety of methods; we love what we do and who we serve, our love for education and student development will be evident in all of our efforts; we will create opportunities, increase access to opportunities, and promote opportunities for all members of our school community.**

2. What is your understanding of the school's proposed educational program?

**We will operate under 6 key principles:**

- **Project-based learning:** Students will engage in ongoing projects that apply their learning to everyday life and the community they participate in
- **Place-based education:** Students will be deeply engaged in the Kerr-Tar region and can see the impact they are having on the region through their ongoing projects. Community partners will also be a key member of our school community. Lessons may take place in different environments/settings to bring learning into the reality for the students.
- **Global education:** Students will have the opportunity to learn about a variety of cultures and communities. Students will also have the opportunity to engage with students in different countries. Students will have the opportunity to study abroad and create projects that support other countries.
- **Competency-based learning:** Students will be assessed according to state standards but also upon the skills that they have learned. School assessments will not only be based on traditional test models and methods. Students will master skills and continue to practice and develop these skills throughout the academic year through their ongoing projects. Students will be able to effectively articulate skills they have mastered.
- **Postsecondary readiness:** Students will be introduced to several postsecondary options and supported as they determine which path is most suitable for their professional goals. Students and families will be supported as they matriculate to and through postsecondary choices. Students will be able to effectively communicate their strengths, talents, skills, and experiences as they enter into the postsecondary world.
- **All-inclusive wellness:** An emphasis will be placed on social-emotional health for ALL members of the Sledge Institute community, including students, staff, families, etc.

3. What do you believe to be the characteristics of a successful school?

**I believe a successful school has strong systems that can support the students, families, community, and administration. It has strong partnerships. It has a high quality curriculum. It has well trained staff and teachers. It values all members of the school community. It truly believes in the students and their abilities. It helps the community thrive. It's a beacon in the community. It learns from its challenges. The community trusts the school leadership.**

4. How will you know that the school is succeeding (or not) in its mission?

**Qualitative and quantitative assessments, observations, and thorough reviews will be used to assess the success of the school. The strategic plan will include measurable success strategies for us to review on a regular basis and make adjustments to achieve success. One of the greatest indicators of a successful school is seeing the children enter the building everyday: are they excited to go to school? Are they eager to learn? And the same is for the teachers: are they excited to teach and engage with the students? We should see evidence of learning based on our mission. Are there ongoing projects being developed in each class? Can students**

articulate what's happening in their learning process? Has the community connected to the school?

### Governance

1. Describe the role that the board will play in the school's operation.  
**The board is the school's first set of volunteers. The board will help in any way that we can to see the school operate effectively and at its full capacity. The board will bring in expertise, ideas, resources, and funds to support the school's operation. We will ensure that state laws are being followed, participate in ongoing training, recruit additional qualified and diverse board members, support and hold the CEO accountable, produce an annual report for the public, and develop and work towards the strategic plan. We will continue to meet monthly to discuss progress and actions that are needed.**
2. How will you know if the school is successful at the end of the first year of operation?  
**During the first year we will track activity and review at the end of the year. Before opening, we will set goals and work towards these during the first year. We review on a regular basis to see how our performance measures against our goals. We will receive feedback from students, families, and partners to assess our success. We will monitor student enrollment as well. We will base our success on our operational goals to be fully staffed prior to summer professional learning sessions, working with community agencies to make sure all systems are functional, and working with vendors and local institutions to ensure we are in compliance and equipped with proper resources. Academically we'll assess grade level proficiency, learning growth, positive school attendance, and staff development.**
3. How will you know at the end of five years if the school is successful?  
**At the end of 5 years we will evaluate where we are in regards to the strategic plan that was developed in year 1. At the end of year 5 we should see an increase in student enrollment and grades offered, increased grade level proficiency, and approval of IB World School status. We will be financially stable, have secured multi-year funding from different sources, increased staff, and received positive evaluative responses from parents and community members.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**Specific steps include donating/fundraising, supporting securing the location, marketing the school for enrollment, attending school events, attending meetings, providing constructive feedback, operating under the policies that are set, collect ongoing data, communicate effectively, remain focused on our mission, purpose, and values (ECHO), remain student- and family-centered, remain ethical and operate with integrity, and remain an active participant in the development of the school and its culture.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**I would bring my concern to the Founder and to the Board President. I would document my reasons for concerns and provide as much evidence as possible. As a team we would discuss the best plan of action to see if unethical behavior is indeed taking place and to understand the motives behind the actions in question. If the member needs to be removed from the board we would follow the process outlined in the bylaws.**

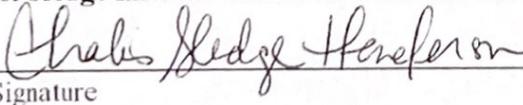
\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

#### Certification

I, **Chalis Sledge Henderson**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Sledge Institute** Charter School is true and correct in every respect.

  
Signature

4-24-23  
Date



NORTH CAROLINA  
Department of the Secretary of State

To all whom these presents shall come, Greetings,

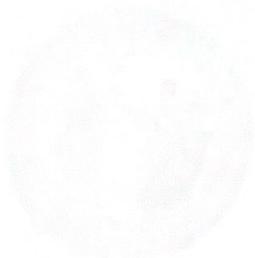
I, JAMES F. MARSHALL, Governor of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true and correct copy of

ARTICLES OF INCORPORATION

OF

SLEDGE INSTITUTE

the original of which was filed in my office on the 21st day of April, 1980.  
Appendix K: Articles of Incorporation



IN WITNESS WHEREOF, the Governor  
has caused this certificate and seal of his office  
to be hereunto set on the 21st day of April, 1980.

*James F. Marshall*

Secretary of State



# NORTH CAROLINA

## Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

**ARTICLES OF INCORPORATION**

**OF**

**SLEDGE INSTITUTE**

the original of which was filed in this office on the 21st day of April, 2022.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 21st day of April, 2022.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation

1. The name of the nonprofit corporation is: SLEDGE INSTITUTE

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: CHANDRA SLEDGE

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 2495 US 1/158 HWY  
City: HENDERSON State: NC Zip Code: 27537 County: VANCE

The mailing address if different from the street address of the initial registered agent's office is:

Number and Street or PO Box: PO BOX 2656  
City: HENDERSON State: NC Zip Code: 27536 County: VANCE

5. The name and address of each incorporator is as follows:

Name	Address
<u>CHANDRA SLEDGE</u>	<u>PO BOX 2656, HENDERSON, NC 27536</u>

6. (Check either "a" or "b" below.)

a.  The corporation will have members.

b.  The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 312-802-2882

Number and Street: 2495 US 1/158 HWY

City: HENDERSON State: NC Zip Code: 27537 County: VANCE

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: PO BOX 2656

City: HENDERSON State: NC Zip Code: 27536 County: VANCE

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address

**Privacy Redaction**

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the 20 day of April, 2022.

## SLEDGE INSTITUTE

Incorporator Business Entity Name

*Chandra Sledge*

Signature of Incorporator

Chandra Sledge, Founder & Chief Executive Officer

Type or print Incorporator's name and title, if any

### NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION  
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622  
Form N-01

**Purpose of Corporation**

This corporation is organized for the following purpose(s) (check as applicable)

- religious.
- charitable.
- educational.
- testing for public safety.
- scientific.
- literary.
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals.

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

**Prohibited Activities**

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

#### Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

School Name: Sledge Institute  
Appendix L: Insurance Quote

**From:** [REDACTED]  
**Sent:** Tuesday, April 25, 2023 4:19 PM  
**To:** chenderson@turningpointdec.org  
**Subject:** SLEDGE INSTITUTE INFO

While I recognize that you are only exploring options at this point for a 2024 possible opening I wanted to give you some very rough ESTIMATES to consider for future costs.

Insurance Carriers cannot provide binding quotes for a projected opening so far in the future.

My intent would be to place your coverage with Hartford Insurance Company if their appetite does not change. I do represent other carriers, but I am more familiar with general rates with Hartford.

Workers Compensation limits of 100,000 / 100,000/ 500,000 would be roughly .36 per \$100 of payroll for teachers and administrators which would be 15 teachers average payroll 45,000 is 675,000 which would be \$2,430 annual

General Liability with 1,000,000 limit is roughly \$5.00 per student and with 125 students the base would be roughly \$625- other minor charges are also applied

Commercial Auto with 1,000,000 limit runs roughly \$1,000 per vehicle annually so with 5 vehicles you can budget \$5,000 annually

Educators Legal Liability will run an estimated \$3,000 annually with 1,000,000 limit

Crime Coverage is roughly \$500 annually

Property is really undeterminable at this point as property is not secured or valued but would runs in the low \$1,000 's range but totally dependent on value and construction materials and age and location.

I trust this will satisfy that you have done you due diligence to identify expenses. Rates are always subject to change and satisfying underwriting conditions is always an issue especially with start-up operations.

[REDACTED]  
**Wester Insurance Agency**

[www.westerinsurance.com](http://www.westerinsurance.com)

**Charter School Required Signature Certification**

*Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney:

Shimcola Powell, Esq.

- Date of Review:

4/21/23

- Signature of Board Members Present (Add Signature Lines as Needed):

- Wykia Maccon
- Chad Gettler
- Charles Gettler
- Dorian L. K. King
- Ashley St. Dunder
- Michael Markham

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Faith Bynum, CPA

- Date of Review: 4/28/23

- Signature of Board Members Present (Add Signature Lines as Needed):

- Wykia Maccon
- Chad Gettler
- Charles Gettler
- Dorian L. K. King
- Ashley St. Dunder
- Michael Markham

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO:

Not Applicable

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

▪ Wylia Macon  
▪ Val Scott  
▪ Charles G. He  
▪ James J. Kyrson  
▪ Ashtley H. Dwyer  
▪ Michael Mark

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

○ Name of the Contact:

Not Applicable (We have not decided yet - still researching.)

○ Name of the Selected Financial Service Provider:

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

▪ Wylia Macon  
▪ Val Scott  
▪ Charles G. He  
▪ James J. Kyrson  
▪ Ashtley H. Dwyer  
▪ Michael Mark

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

○ Name of the Contact:

Not Applicable (Still researching.)

○ Name of the Selected PowerSchool Service Provider:

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

▪ Wylia Macon  
▪ Val Scott  
▪ Charles G. He  
▪ James J. Kyrson  
▪ Ashtley H. Dwyer  
▪ Michael Mark

I, Wykin Macon, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Sledge Institute Charter School is true and correct in every respect.

Signature



Date

4/26/23

Category	Task/Activity	Person/People Responsible	Timeline
Community Engagement and Recruitment	Hold monthly parent and community meetings	Board chair, CEO, Principal	Ongoing
Community Engagement and Recruitment	Develop marketing materials	Board chair, CEO, Principal	Ongoing
Community Engagement and Recruitment	Launch student recruitment campaign	Board chair, CEO, Principal	3/24- 1/25
Community Engagement and Recruitment	Accept and acknowledge student applications	Board chair, CEO, Principal	1/25-3/25
Community Engagement and Recruitment	Hold open houses for prospective students and parents	Board chair, CEO, Principal	3/24- 3/25
Community Engagement and Recruitment	Hold enrollment lottery	Board chair, CEO, Principal	3/25
Community Engagement and Recruitment	Notify parents of admission status	Board chair, CEO, Principal	4/25
Community Engagement and Recruitment	Register students	Board chair, CEO, Principal	5/25-8/25
Community Engagement and Recruitment	Hold student and parent orientation	Board chair, CEO, Principal	7/25-8/25
Governance	Develop Board Orientation Handbook	Board secretary	5/23-1/24
Governance	Orient New Board Members	Board Chair, Secretary, Governance Committee	5/23-1/24
Governance	Finalize and Adopt Policies	Board Chair, Secretary, Governance Committee	5/23-5/24
Governance	Establish Board committees and select committee chairs	Board Chair	5/23-9/23
Governance	Hold monthly board meetings	Board Chair	Ongoing
Human Resources	Finalize and Adopt Policies- personnel and procedures	Board Chair, CEO	5/23-5/24
Human Resources	Coordinate Benefits	Board Chair, Board Treasurer	5/23-5/24
Human Resources	Recruit Principal	CEO	Ongoing
Human Resources	Recruit Directors and Dean	CEO	Ongoing
Human Resources	Recruit office staff, teachers, support staff	CEO and CFO	3/24-5/25
Fiscal Management	Develop and implement interim fiscal management policies and procedures	Board Treasure	5/23-1/24
Fiscal Management	Hire auditor	Board Treasurer	5/23-1/24

Fiscal Management	Secure non-employee insurance	Board Treasurer	3/24-5/25
Fiscal Management	Launch fundraising campaign	Board Chair	Ongoing
Operations and Administration	Develop safety plan and manual	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Finalize student handbook	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Create internal compliance calendar	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Develop school-wide policies	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Set up SIS	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Coordinate food services	CEO, Principal, CFO	1/25-3/25
Operations and Administration	Research vendors: furniture etc	CEO, Principal, CFO	3/24-3/25
Academics	Standards and competencies analysis	Principal, Teachers	3/25-7/25
Academics	Select curriculum, collaborative planning	Principal, Teachers	3/25-7/25
Academics	Begin to build assessments	Principal, Teachers	3/25-7/25
Academics	Engage with partners on project design	Principal, Teachers	3/25-7/25
Academics	Purchase curriculum materials	CEO, teachers	3/25-7/25
Facilities	Select a permanent facility	Board Chair, CEO, CFO, Treasurer	ongoing
Facilities	Negotiate acquisition	Board Chair, CEO, CFO, Treasurer	3/24-6/24
Facilities	Negotiate financing	Board Chair, CEO, CFO, Treasurer	3/24-6/24
Facilities	Inspections	Board Chair, CEO, CFO, Treasurer	3/24-6/24
Facilities	Secure certificate of occupancy	Board Chair, CEO, CFO, Treasurer	8/24

## Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the

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

**LEA #1:**

What percentage of students from t

**LEA #2:**

What percentage of students from t

**LEA #3:**

What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	910			910			910
Kindergarten	25			25			25
Grade 1	25			25			25
Grade 2	25			25			25
Grade 3				25			25
Grade 4							25
Grade 5							
Grade 6	50			50			50
Grade 7				50			50
Grade 8							50
Grade 9							
Grade 10							
Grade 11							
Grade 12							
<b>LEA Totals:</b>	<b>125</b>	<b>0</b>	<b>0</b>	<b>200</b>	<b>0</b>	<b>0</b>	<b>275</b>

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,  
ose on the initial cover page.

icular level.



Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		910			910		
		25			25		
		25			25		
		25			25		
		25			25		
		25			25		
		25			25		
		50			50		
		50			50		
		50			50		
		125			125		
					125		
0	0	425	0	0	550	0	0

et forth and approved in the projected enrollment tables. However, in

## Budget: Revenue Projections from each LEA Year 1

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

**In year 1:** Base state allotments are determined by the LEA in which the student resides.

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	910-Vance		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$7,848.08	125	\$981,010.00
Local Funds	\$1,182.13	125	\$147,766.25
State EC Funds	\$5,275.72	10	\$52,757.20
Federal EC Funds	\$1,514.35	10	\$15,143.50
<b>Total:</b>			\$1,196,676.95

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
<b>Total:</b>			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 981,010	\$ 1,569,616	\$ 2,158,222	\$ 3,335,434
Local Per Pupil Funds	\$ 147,766	\$ 236,426	\$ 325,086	\$ 502,405
State EC Funds	\$ 52,757	\$ 84,412	\$ 116,066	\$ 179,374
Federal EC Funds	-	\$ 15,144	\$ 33,316	\$ 51,488
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 1,181,533</b>	<b>\$ 1,905,597</b>	<b>\$ 2,632,689</b>	<b>\$ 4,068,702</b>

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

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



on federal funding in

Year 5	
\$	4,316,444
\$	650,172
\$	232,132
\$	66,631
<b>\$</b>	<b>5,265,379</b>

Additional questions by  
creating budget, please  
these funds. If these

ix M.

**Personnel Budget: Expenditure Projections**

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000
Assistant Administrator	1	\$ 72,000	\$ 72,000	1	\$ 73,000	\$ 73,000	1	\$ 74,000	\$ 74,000	1	\$ 75,000	\$ 75,000	1	\$ 77,000	\$ 77,000
Finance Officer	1	\$ 65,000	\$ 65,000	1	\$ 65,000	\$ 65,000	1	\$ 65,000	\$ 65,000	1	\$ 67,000	\$ 67,000	1	\$ 69,000	\$ 69,000
Clerical	1	\$ 30,000	\$ 30,000	1	\$ 32,000	\$ 32,000	2	\$ 32,000	\$ 64,000	3	\$ 32,000	\$ 96,000	3	\$ 35,000	\$ 105,000
Food Service Staff	4	\$ 30,000	\$ 120,000	4	\$ 31,000	\$ 124,000	4	\$ 32,000	\$ 128,000	4	\$ 33,000	\$ 132,000	4	\$ 35,000	\$ 140,000
Custodians	1	\$ 30,000	\$ 30,000	1	\$ 31,000	\$ 31,000	1	\$ 32,000	\$ 32,000	2	\$ 32,000	\$ 64,000	2	\$ 33,000	\$ 66,000
Transportation Staff	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000	1	\$ 22,000	\$ 22,000	2	\$ 25,000	\$ 50,000	2	\$ 25,000	\$ 50,000
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<b>Total Admin and Support:</b>	<b>10</b>		<b>\$ 437,000</b>	<b>10</b>		<b>\$ 445,000</b>	<b>11</b>		<b>\$ 485,000</b>	<b>14</b>		<b>\$ 584,000</b>	<b>14</b>		<b>\$ 607,000</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	13	\$ 42,000	\$ 546,000	21	\$ 42,000	\$ 882,000	29	\$ 43,000	\$ 1,247,000	37	\$ 44,000	\$ 1,628,000	44	\$ 45,000	\$ 1,980,000
Electives/Specialty Teacher(s)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Exceptional Children Teacher(s)	1	\$ 45,000	\$ 45,000	1	\$ 45,000	\$ 45,000	2	\$ 47,000	\$ 94,000	3	\$ 47,000	\$ 141,000	3	\$ 47,000	\$ 141,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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<b>Total Instructional Personnel:</b>	<b>14</b>		<b>\$ 591,000</b>	<b>22</b>		<b>\$ 927,000</b>	<b>31</b>		<b>\$ 1,341,000</b>	<b>40</b>		<b>\$ 1,769,000</b>	<b>47</b>		<b>\$ 2,121,000</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>24</b>		<b>\$ 1,028,000</b>	<b>32</b>		<b>\$ 1,372,000</b>	<b>42</b>		<b>\$ 1,826,000</b>	<b>54</b>		<b>\$ 2,353,000.00</b>	<b>61</b>		<b>\$ 2,728,000</b>

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	24	\$ 5,200	\$ 124,800	32	\$ 5,200	\$ 166,400	42	\$ 5,200	\$ 218,400	54	\$ 5,200	\$ 280,800	47	\$ 5,200	\$ 244,400
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security			\$ -			\$ -			\$ -			\$ -			\$ -
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<b>Total Admin and Support Benefits:</b>			\$ 124,800			\$ 166,400			\$ 218,400			\$ 280,800			\$ 244,400
<b>Instructional Personnel Benefits</b>															
Health Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
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<b>Total Instructional Personnel Benefits:</b>			\$ -			\$ -			\$ -			\$ -			\$ -
<b>Total Personnel Benefits:</b>			\$ 124,800			\$ 166,400			\$ 218,400			\$ 280,800			\$ 244,400
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	10		\$ 561,800	10		\$ 611,400	11		\$ 703,400	14		\$ 864,800.00	14		\$ 851,400
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	14		\$ 591,000	22		\$ 927,000	31		\$ 1,341,000	40		\$ 1,769,000	47		\$ 2,121,000
<b>TOTAL PERSONNEL:</b>	24		\$ 1,152,800	32		\$ 1,538,400	42		\$ 2,044,400	54		\$ 2,633,800	61		\$ 2,972,400

\*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

**Operations Budget: Expenditure Projections**

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Office</b>					
Office Supplies	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Paper					
Computers & Software					
Communications & Telephone					
Copier leases					
Other					
*** Insert rows and edit text as needed. ***					
<b>Management Company</b>					
Contract Fees					
Other					
*** Insert rows and edit text as needed. ***					
<b>Professional Contract</b>					
Legal Counsel					
Student Accounting					
Financial					
Other					
*** Insert rows and edit text as needed. ***					
<b>Facilities</b>					
Facility Lease/Mortgage	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00
Maintenance					
Custodial Supplies					
Custodial Contract					
Insurance (pg19)					
Other					
*** Insert rows and edit text as needed. ***					
<b>Utilities</b>					
Electric					
Gas					
Water/Sewer					
Trash					
Other					
*** Insert rows and edit text as needed. ***					
<b>Transportation</b>					
Buses					
Gas					
Oil/Tires & Maintenance					
Other					
*** Insert rows and edit text as needed. ***					
<b>Other</b>					
Marketing					
Child nutrition					
Travel					
Other					
*** Insert rows and edit text as needed. ***					
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 15,001.00</b>				

OPERATIONS BUDGET: Instructional					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Classroom Technology</b>					
Software					
Other					
*** Insert rows and edit text as needed. ***					
<b>Instructional Contract</b>					
Staff Development					
Other					
*** Insert rows and edit text as needed. ***					
<b>Books and Supplies</b>					
Instructional Materials					
Curriculum/Texts					
Copy Paper					
Testing Supplies					
Other					
*** Insert rows and edit text as needed. ***					
<b>Total Instructional Operations:</b>	<b>\$ -</b>				
<b>TOTAL OPERATIONS:</b>	<b>\$ 15,001.00</b>				

\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

## Overall Budget

<b>SUMMARY</b>	<b>Logic</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Total Personnel	J	\$ 1,152,800.00	\$ 1,538,400.00	\$ 2,044,400.00	\$ 2,633,800.00	\$ 2,972,400.00
Total Operations	M	\$ 15,001.00	\$ 15,001.00	\$ 15,001.00	\$ 15,001.00	\$ 15,001.00
Total Expenditures	N = J + M	\$ 1,167,801.00	\$ 1,553,401.00	\$ 2,059,401.00	\$ 2,648,801.00	\$ 2,987,401.00
Total Revenue	Z	\$ 1,181,533.45	\$ 1,905,597.02	\$ 2,632,689.29	\$ 4,068,701.63	\$ 5,265,378.58
Surplus / (Deficit)	= Z - N	\$ 13,732.45	\$ 352,196.02	\$ 573,288.29	\$ 1,419,900.63	\$ 2,277,977.58

<b>Ethnicity/Race</b>	<b># of Students</b>	<b>Percentage (%)</b>
American Indian or Alaska Native	4	1%
Asian	4	1%
Black or African American	560	70%
Hispanic	128	16%
Native HI or Pacific Islander	0	0%
Two or More Races	32	4%
White	72	9%
<b>EDS Subgroups</b>		0%
Economically Disadvantaged Students	656	82%
Students with Disabilities	64	8%
English Language Learners	64	8%
Students Experiencing Homelessness	16	2%

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	K, 1, 2, 6	125
Year 2	K, 1, 2, 3, 6, 7	200
Year 3	K, 1, 2, 3, 4, 6, 7, 8	275
Year 4	K, 1, 2, 3, 4, 5, 6, 7, 8, 9	425
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	550

Department of the Treasury  
Internal Revenue Service  
Washington, DC 20548-0001

Date of this notice: 09-15-2017

Employer Identification Number:  
00-1885400

Form: 99-E

Number of this notice: CP 973 A

For assistance you may call us at:  
1-800-829-4971

SLEDGE INSTITUTE  
1 CANTON ALBANY MARSHES  
PO BOX 2184  
BIRMINGHAM, AL 37524

IF YOU WOULD AFFIX THE  
STUB AT THE END OF THIS NOTICE.

#### WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 00-1885400. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

School Name: Sledge Institute

Evidence: Federal Tax ID

When filing tax documents, including applying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your accounts, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

09/15/2017

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 532, Accounting Periods and Methods.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidance in Internal Revenue Manual 2020-1, 2620-1 I.R.B. 4 (as updated by Private Procedure for use year 2017). Note: Certain tax classification questions can be requested by filing New-Birth Entity Classification Election. See also EIN and its instructions for additional information.

#### THE ABOVE INFORMATION FOR A CORPORATION: SUMMARY:

To use federal tax to file your return as a U.S. business corporation, you must file a Form 1120-S, U.S. Income Tax Return for an S Corporation. See the table below for certain timeframes and the instructions must have certain parts. See the table below for information included in the instructions for Form 1120-S, Instructions for a Small Business Corporation.

Date of this notice: 04-20-2022

Employer Identification Number:  
88-1885440

Form: SS-4

Number of this notice: CP 575 A

SLEDGE INSTITUTE  
% CHANDRA SLEDGE MATHIAS  
PO BOX 2656  
HENDERSON, NC 27536

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

**WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER**

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-1885440. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

09/15/2022

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

**IMPORTANT INFORMATION FOR S CORPORATION ELECTION:**

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit [www.irs.gov/mefbusproviders](http://www.irs.gov/mefbusproviders) for a list of companies that offer IRS e-file for business products and services.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.
- \* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is SLED. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at [www.irs.gov/forms-pubs](http://www.irs.gov/forms-pubs) or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Return this part via my organization  
do not pay directly your income taxes  
contact my office in your letter or comment.

CP 71 0

3333333333

Your telephone number. Best time to call: 800-829-3676  
DATE OF THIS NOTICE: 06-28-2004  
EMPLOYER IDENTIFICATION NUMBER: 99-1205448  
FORM: 99-1

INTERNAL SECURITY  
CONTACT: 800-829-3676  
www.irs.gov

STATE INSTITUTE  
10000 SLED DRIVE  
PO BOX 1000  
BIRMINGHAM, AL 35202

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number Best Time to Call  
( ) -

DATE OF THIS NOTICE: 04-20-2022  
EMPLOYER IDENTIFICATION NUMBER: 88-1885440  
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023  
|||

SLEDGE INSTITUTE  
% CHANDRA SLEDGE MATHIAS  
PO BOX 2656  
HENDERSON, NC 27536





Department of the Treasury  
Internal Revenue Service  
Tax Exempt and Government Entities  
P.O. Box 2508  
Cincinnati, OH 45201

SLEDGE INSTITUTE  
C/O CHANDRA SLEDGE  
PO BOX 2656  
HENDERSON, NC 27536

Date: 03/23/2023  
Employer ID number: 88-1885440  
Person to contact: Name: Henry Barrera  
ID number: 32234  
Telephone: 877-829-5500  
Accounting period ending: December 31  
Public charity status: 170(b)(1)(A)(ii)  
Form 990 / 990-EZ / 990-N required: Yes  
Effective date of exemption: April 21, 2022  
Contribution deductibility: Yes  
Addendum applies: No  
DLN: 26053693005042

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

#### Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947 (Rev. 2-2020)  
Catalog Number 35152P

Appendix F2

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

*Stephen A. Martin*

Stephen A. Martin  
Director, Exempt Organizations  
Rulings and Agreements

Letter 947 (Rev. 2-2020)  
Catalog Number 35152P

*Appendix F3*

<b>Board Member Name</b>	<b>Board Title</b>	<b>Phone Number</b>	<b>Email Address</b>	<b>County of Residence</b>	<b>Current Occupation</b>	<b>Past or Present Professional Licenses Held</b>	<b>Any disciplinary action taken against any of these professional licenses?</b>
Dr. Wykia Macon	President	919-514-7795	<a href="mailto:wsmacon@ncsu.edu">wsmacon@ncsu.edu</a>	Granville	4H Youth Development Agent	Ph.D. International and Multicultural Education, Florida State Univ; MA Sociocultural and International Development Education Studies, Florida State Univ; BA, Communication Studies, University of North Carolina at Chapel Hill	No
Dr. Valronica Scales	Vice President	314-749-9527	<a href="mailto:valronica.scales@gmail.com">valronica.scales@gmail.com</a>	Prince George's County, M	Senior Consultant, Human Capital, Organization Transformation	Ed.D in Adult and Higher Education, Northern Illinois University; Master of Education, Higher Education, Loyola University Chicago; BA in Psychology, Health Education, Elon University	No
Chalis Henderson	Secretary	252-915-2683	<a href="mailto:chenderson@turningpointcdc.org">chenderson@turningpointcdc.org</a>	Granville	Executive Director of Turning Point Community Development Corporation	Master of Arts, Student Affairs Administration, Michigan State University; BA in Communication Studies, University of North Carolina at Charlotte; certification for Early Childhood Administration	No
Hassan Kingsberry	Member	919-426-7875	<a href="mailto:hassankingsberry@gmail.com">hassankingsberry@gmail.com</a>	Wake	Town of Wake Forest, Town Attorney	Juris Doctor, North Carolina Central University; Master of School Administration, University of North Carolina at Chapel Hill; Teacher Certification, East Carolina University; Master of Divinity, Regent University; BA in Public Policy Analysis, University of North Carolina at Chapel Hill	No
Mike Williams	Member	919-806-7539	<a href="mailto:queductor@gmail.com">queductor@gmail.com</a>	Franklin	National Humanities Center, Director of Education Programs	M.Ed, North Carolina State University, Global Learning and New Literacies- Social Studies; Juris Doctor, North Carolina Central University; BA in English and African-American Studies, University of North Carolina at Chapel Hill	No
Ashley Dundas	Member	917-856-2115	<a href="mailto:ashley.dundas@thalesacademy.org">ashley.dundas@thalesacademy.org</a>	Chesterfield County, VA	Principal, Thales Academy, Glen Allen, VA	M.Ed, Reading, Meredith College; Bed, Elementary Education and Teaching, Saint Augustine's University; Reading Specialist Consultant- NCDPI; Elementary Education K-6 Teaching License- NCDPI, Reding Specialist Licensure K-12, Thales Leadership Program	No
Michael Markofski	Member	704-746-6156	<a href="mailto:mwmarkofski@gmail.com">mwmarkofski@gmail.com</a>	Lee	Teacher, Digital Media Department Chair, Ascend Leadership Academy	B.S. Electronic Media and Broadcasting, Appalachian State University	No

**Area of Proposed Coverage**

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

**Proposed Amount of Coverage**

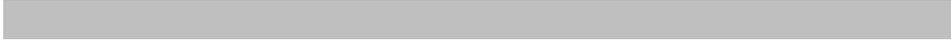
\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



**Cost (Quote)**

\$625  
\$3,000  
\$1,000  
\$5,000  
\$500  
\$2,430  
\$0  
\$12,555

## Signature Page

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

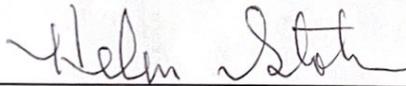
Print/Type Name: CHANDRA D. SLEDGE

Board Position: FOUNDER/CEO (LEAD APPLICANT)

Signature: 

Date: 4/28/23

Sworn to and subscribed before me this 28 day of April, 2023.

Notary Public: 

Official Seal:

My commission expires: March 12, 2024.



<b><u>Position</u></b>	<b><u>Year 0</u></b>	<b><u>Year 1</u></b>
Chief Executive Officer (CEO)	1	1
Principal(s)	0.5	1
Director of Finance & Operations	1	1
Director of Development and Partnerships	1	1
Office Staff (Administrative Assistants, Clerk, Bookkeeper)	0.5	1
Exceptional Children's Director	0	1
Diverse Learners Teachers (exceptional children)	0	0
Paraprofessionals	0	2
Teachers	0	13
Dean of Students	0	1
Counselor	0	1
Social Worker	0	1
Engineer/Maintenance/Facilities	0	1
Custodian	0	1
IT	0	1
Food Services	4	4
Security	0	1

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
1	1	1	1
1	2	3	3
1	1	1	1
1	1	1	1
1	2	3	3
1	1	1	1
1	2	3	3
2	3	4	5
21	29	37	44
1	2	3	3
1	1	2	2
1	1	2	2
1	1	1	1
1	2	2	2
1	1	1	1
4	4	4	4
1	1	1	1

School Name: Sledge Institute  
Appendix O: School Leader Resume

Chandra Sledge Mathias, Ed.D

[csm@sledgeinstitute.org](mailto:csm@sledgeinstitute.org)

(252) 226-0770

<b>Education:</b>	Loyola University Chicago, Chicago, IL, Doctor of Education in Administration and Supervision, 2013  North Carolina State University, Raleigh, NC, Master of School Administration, 2006  North Carolina Central University, Durham, NC, Bachelor of Arts in English Education, 2000
<b>Certificates/ Licenses:</b>	NC Principal K-12 License; TN School Administration License, IL Type 75
<b>Leadership Experience:</b>	Founder & CEO, Sledge Institute, (April 2022- present)  Partner (2022-present), Senior Director of Partner Support (2021-2022), Director of Partner Support (2019-2021), Fulcrum Education Solutions, Chicago, IL  Founding Principal of Crosstown High, Memphis, TN (2017-2018)  Principal/Director of Warren New Tech High School, Warrenton, NC (2014-2017)  Acting Head of School/Director of Curriculum/Academic Administrator, K12 Inc., (2021-2014)  Multi-Regional Network Director, Diploma Plus, Boston, MA (2012-2013)  Co-Director/Co-Principal (2009-2011), Assistant Director (2008-2009), Young Women's Leadership Charter School of Chicago, Chicago, IL  Assistant Principal Intern, Garner Magnet High School: IB World School, Garner, NC (2005-2006)
<b>Teaching Experience:</b>	English Teacher: Valley View Public School District 365-U, Bolingbrook, IL; Austin Business and Entrepreneurship Academy, Chicago, IL; Wake County Public Schools, Raleigh, NC; Prince George's County Public School, Upper Marlboro, MD
<b>Additional Experiences:</b>	AdvancED: served on external review teams Turning Point CDC of NC: Board member Wouldn't It Be Cool If Organization, LLC: Founder & CEO
<b>Presentations:</b>	SXSW EDU: March 2017, <i>Designing the Next Super School</i> XQ Symposium: July 2018, <i>Using Competency-Based Learning as a Lever for XQ School Design</i> iNACOL: October 2018, <i>Designing the Next Super School; Lunchtime Keynote Panel Discussion: "The Evolution of Equity in Rethinking High School"</i> MIT Teaching Systems Lab Course- <i>Competency Based Education: The What, Why, and How</i> (featured school leader)
<b>Publications:</b>	Sledge, Chandra D., "Looked After of Left Behind: The Effectiveness of Principal Preparation Programs as Perceived by Generation Y Principals" (2013). <i>Dissertations</i> . Paper 545. <a href="http://ecommons.luc.edu/luc_diss/545">http://ecommons.luc.edu/luc_diss/545</a>
<b>Professional Organizations:</b>	The Principal's Center, Harvard Graduate School of Education; <i>The American School Leader Panel</i> , RAND Corporation and RAND Education
<b>Honors:</b>	North Carolina Teaching Fellow 1996-2000; NCCU 40 Under 40 Alumni Award, 2016
<b>Public Service:</b>	Delta Sigma Theta Sorority, Inc.; Turning Point Community Development Corporation; Philanthropy: "Wouldn't It Be Cool If" Teacher Grant Award to Warren County Schools
<b>References:</b>	Available Upon Request