Organization Information

Application Type *
Acceleration

Operator Type *
EMO/CMO

Primary Contact Name *
Chéla Wallace

Has the School Leader Been Identified? *
(●) Yes ( ) No

Proposed Leader Name *
Chéla Wallace

Proposed School Leader Current Job/Position *
Executive Director

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Is Management Organization Used
( ) Yes (●) No

Management Organization Name

Primary Contact Relation To Board *
Founder

Primary Contact Email *
cwallace@solacerose.org

Proposed Leader Name *
Chéla Wallace

Management Organization Contact Name

Primary Contact Phone *
2104870542

Management Organization Email

PrimaryContact Address *
1908 Porter Hill Drive

Unit/Suite *

Zip Code *
27377

City *
Whitsett

State *
North Carolina

Proposed Leader Job *
Executive Director

1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

Solace Rose Innovation Academy

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

210-487-0542

Q3. Geographic County in which charter school will reside

Guilford County

Q4. LEA/District Name

Guilford County Public Schools

Q5. Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

27401, 27406

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO) - A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

- (●) Yes
- ( ) No

Q7. Provide the name of the third-party consultant or CSO.

Great Schools North Carolina

Q8. Describe any fees provided to the third-party person or CSO in preparation of this application and, if applicable, any future fees as reflected in the budget.

N/A

Q9. What assistance was provided by the third-party consultant or group while preparing this application, what assistance is currently being provided, and when the assistance will end?

Great Schools NC (GSNC) has provided strategic support to Solace Rose Innovation Academy since July 2025. GSNC is a grantmaking organization and strategic partner that was founded in 2024 to expand access to strong public school options across the state by investing in charter school leaders and removing barriers that limit school quality and sustainability. The Founder's Fellowship is a selective, competitive annual grant opportunity through which GSNC selects one or more Founders each year to support with designing and launching a new public charter school.

During Application Preparation:

GSNC offered guidance on developing the academic, operational, facilities, and financial components of the application, along with feedback on written responses and project planning. Through GSNC, the school engaged Afton Partners, a national consulting firm with expertise in charter school finance and sustainability, to support financial modeling and sustainability planning.

Current Assistance:

GSNC continues to provide feedback on application sections, coordinate partner support, and offer strategic advising to strengthen the overall proposal and prepare for the review process. In addition, GSNC provides governance training to the founding board, including guidance on roles and responsibilities, effective board structures, committee development, and best practices for charter school oversight. This support is designed to ensure the board is well-prepared to lead with clarity, accountability, and strong governance practices throughout the pre-opening and launch phases.

Duration of Assistance:

Support will continue through the application process and into the pre-opening phase, if approved, including the planning year leading up to the school's launch. Founders are eligible to receive startup grants from GSNC to support the school's RTO year and launch year.

Q10. Projected School Opening Month

August 2028

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.

- Please note: If applying as a **"FACE VIRTUAL"** remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

☑ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

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

At full capacity, Solace Rose Innovation Academy will serve approximately 360 students in grades Kindergarten through 8.

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

The projected enrollment targets and grade-level expansion for Solace Rose Innovation Academy were determined through a combination of school design decisions, community demand data, regional enrollment trends, and financial and operational planning in partnership with Afton Partners.

The school will open in Year 1 with grades K, 1, and 6, enrolling approximately 120 students, and will grow by adding one grade level per year until reaching full K–8 enrollment in Year 5. Each grade level is designed to serve approximately 40 students, allowing for small class cohorts that support individualized instruction and strong student-teacher relationships aligned with the school's academic model.

Several key factors informed these projections:

1. School Design and Academic Model

Solace Rose Innovation Academy is grounded in an integrated STEAM (Science, Technology, Engineering, Arts, and Mathematics) academic model, which expands upon traditional STEAM education by intentionally incorporating the arts to support creativity, expression, and interdisciplinary thinking. While STEAM focuses on technical and scientific skill development, the STEAM approach emphasizes the connection between disciplines, allowing students to apply knowledge in more dynamic and meaningful ways. This model supports critical thinking, problem-solving, creativity, and communication, and is central to how students engage in learning across grade levels.

The decision to begin with grades K, 1, and 6 reflects a strategic approach to establishing a strong foundation in both early elementary and middle school grades. This allows the school to build its instructional model, culture, and leadership development programming across key entry points. The phased expansion ensures that systems, staffing, and curriculum can be implemented effectively as the school grows.

A key element of the school's design is its year-round academic calendar, which provides a balanced structure of instructional cycles and intersessions. This model supports continuous learning, reduces summer learning loss, and creates intentional opportunities for enrichment, intervention, and wellness. The year-round schedule also aligns with the school's commitment to whole-child development by allowing time for targeted academic support, leadership development experiences, and wellness practices throughout the year.

2. Primary Recruitment Area & Evidence of Community

The majority of Solace Rose Innovation Academy's recruitment efforts will be focused within Guilford County, particularly in Southeast Greensboro, where the school will be located and where there is demonstrated need for additional high-quality school options.

Enrollment projections are supported by early community engagement efforts, including information sessions, outreach events, and survey responses from families across Guilford, Alamance, and Forsyth counties. Families expressed strong interest in a school model that emphasizes leadership development, STEAM learning, and student wellness, particularly for girls. Additional interest has been demonstrated through website engagement, newsletters, and ongoing communication with prospective families. For more information about the community engagement effort conducted and the current demand, please see the appendix.

While Guilford County will serve as the primary enrollment base, the school anticipates drawing supplemental enrollment from neighboring counties, including Alamance and Forsyth, due to geographic proximity and existing community connections. Early outreach efforts have already included families from these areas, indicating regional interest beyond the immediate Greensboro community.

The school's regional recruitment strategy and community-based transportation model, which includes centralized bus stops in Greensboro, High Point, Winston-Salem, and Burlington, are designed to support access for families across the broader Triad region. This approach allows the school to remain rooted in its local community while expanding access to families seeking an innovative, student-centered school model.

Overall, Solace Rose Innovation Academy is designed to primarily serve families within Guilford County while intentionally extending access to families in nearby counties, consistent with demonstrated demand and regional commuting patterns.

3. Regional Enrollment Trends and Market Conditions

Enrollment targets were developed with careful consideration of local and regional trends. Analysis of nearby schools indicates steady enrollment in the surrounding area, alongside recent school closures that are expected to shift students to new options. At the same time, the school considered broader trends in charter school enrollment, including the time it can take for new schools to reach sustainable enrollment levels.

As an all-girls school, Solace Rose Innovation Academy is intentionally serving a more targeted student population, drawing from approximately half of the overall student population. This factor, combined with broader demographic trends such as declining birth rates, as noted in the Action Greensboro 2026 Birth to Third Grade Report, informed a more conservative and realistic enrollment approach.

4. Accessibility and Transportation Model

The school's transportation model, which includes centralized community bus stops across Greensboro and the surrounding areas, supports access for families across the Triad region. This approach expands the potential enrollment pool while maintaining operational efficiency.

5. Financial and Operational Planning

Enrollment targets were developed in collaboration with Afton Partners to ensure alignment with the school's financial model, staffing plan, and facility capacity. The projected growth from 120 students in Year 1 to 360 students at full capacity reflects a sustainable scale that supports both academic quality and financial viability.

6. Class Size and Instructional Approach

The decision to cap enrollment at approximately 40 students per grade level supports the school's emphasis on small class sizes, personalized learning, and strong relationships between students and staff. Each grade level will be structured into two classroom sections of approximately 20 students, allowing for more individualized instruction and consistent student support.

This structure results in an approximate student-to-teacher ratio of 20:1 in core classrooms, enabling teachers to build strong relationships with students, differentiate instruction effectively, and create a learning environment that supports both academic growth and student well-being. It also aligns with the school's STEAM, leadership, and wellness-focused instructional model, which emphasizes collaboration, discussion, and hands-on learning experiences.

7. Early Enrollment and Break-Even Considerations

Solace Rose Innovation Academy intentionally set conservative enrollment targets for Years 1–3 to align with both market conditions and financial sustainability. Based on analysis of comparable charter schools, new schools often require multiple years to reach stable enrollment levels. This informed the decision to open with 120 students in Year 1, allowing time to build awareness, trust, and strong community relationships.

The school's projected growth to 200 students in Year 2 and 280 students in Year 3 reflects a realistic trajectory toward financial sustainability and break-even operations. These projections were developed in collaboration with Afton Partners and are aligned with the school's staffing model, facility capacity, and operating budget.

In addition, as a single-gender school serving girls, the school's recruitment pool is more targeted, further supporting a measured growth approach. Combined with regional demographic trends, the school has prioritized steady, sustainable enrollment growth rather than rapid expansion.

The projected enrollment targets reflect a deliberate and data-informed approach that balances community demand, demographic trends, school design, and financial sustainability. This phased growth model ensures that Solace Rose Innovation Academy can build a strong foundation in its early years while expanding responsibly to serve approximately 360 students in grades K–8 by Year 5.

At full scale with 360 students across Grades K-8, this equates to 9% and 4% of the girl school-aged (K-8) population within a 10- and 15-minute drive time, which we believe to be achievable with the limited number of charter school options in the area and the school's unique and differentiated STEAM-focused model for girls and demand from families for innovative models.

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the

applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

Solace Rose Innovation Academy anticipates enrolling a large number of girls from Guilford County, particularly in Southeast Greensboro, where the school intends to locate, and where there is demonstrated need for additional high-quality school options. The school may also draw a portion of its enrollment from nearby communities within a 10–30 minute drive radius, including areas of Alamance and Forsyth counties, consistent with regional commuting patterns and family interest. This regional approach is supported by the school's transportation model, which includes centralized community bus stops across the Triad.

At the county level, Guilford County serves a large and relatively stable school-age population, with approximately 77,000 students enrolled in public schools during the 2024–2025 school year. Projections indicate only a modest 1 percent decline in the child population by 2035, suggesting long-term stability in the number of school-aged children. The student population is also highly diverse, with approximately 73 percent of students of color and 53 percent economically disadvantaged, aligning with the school's intended student population.

Within Guilford County, Solace Rose Innovation Academy intends to locate in Southeast Greensboro, which aligns with Guilford County Schools' South and Southeast regions (Regions 3 and 4). These areas demonstrate both high need and stable enrollment, with approximately 16,116 and 14,704 students, respectively, and minimal enrollment change since 2019. These regions serve a high percentage of students of color and economically disadvantaged students and have lower access to high-performing schools, with only 10–16 percent of students attending A- or B-rated schools. Charter school access in these areas also remains limited, reinforcing the need for additional high-quality school options.

Looking more broadly at Central and Southeast Greensboro ("inside the loop"), enrollment remains both large and stable, with approximately 31,000 students and modest growth since 2019. This area also reflects high levels of economic need and diversity, with 58 percent economically disadvantaged students and 77 percent students of color, and only 23 percent of students attending A- or B-rated schools. These indicators align closely with the school's mission and target population.

At a more localized level, analysis of the area surrounding a potential site near zip code 27401, including a 10- and 15-minute drive radius, shows approximately 24 percent growth in K–8 enrollment between 2019–2020 and 2024–2025. This growth indicates an increasing number of school-age children in the immediate community. At the same time, charter school availability in this area remains limited, with only a small number of charter schools within proximity.

While overall county-level projections show long-term stability, localized growth in key areas, combined with recent school closures and shifting enrollment patterns, suggests that families in this part of Greensboro will continue to seek additional high-quality school options. Importantly, existing schools in these regions do not consistently offer the type of integrated STEAM, leadership, and wellness-focused programming that Solace Rose Innovation Academy is designed to provide.

In addition, broader demographic trends, including declining birth rates, were considered in developing enrollment projections. As a single-gender school serving girls, Solace Rose Innovation Academy is intentionally drawing from a more targeted population, which supports a measured and realistic growth plan.

Data for this analysis were drawn from Great Schools North Carolina, including regional enrollment analysis and School Explorer data provided by Brian Eschbacher, as well as planning and financial modeling conducted in partnership with Afton Partners.

Overall, the data indicate that the targeted region includes a large, stable, and, in some areas, growing population of school-age students, particularly in the immediate vicinity of the proposed location. While total population growth may be modest at the county level, localized increases, limited high-quality school options, and strong community demand support the need for an additional public charter school.

At full capacity, Solace Rose Innovation Academy will serve 360 students, which is a small percentage of the region's overall student population. The school is designed to expand access to high-quality educational opportunities without oversaturating the local market. This phased growth model ensures that the school can open with a sustainable number of students while expanding responsibly to meet long-term community demand.

Q16. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

See file.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Q17. Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

Yes. Solace Rose Innovation Academy is a single-gender, all-girls public charter school serving students in grades K–8. Within this model, the school is designed to serve a broad cross-section of students while intentionally supporting specific student subgroups based on identified community needs.

The school will primarily serve girls from Guilford County, with a focus on Southeast Greensboro and surrounding communities, where there are higher concentrations of economically disadvantaged families and limited access to high-quality school options. The school may also enroll a portion of students from nearby areas in Alamance and Forsyth counties, consistent with its regional recruitment and transportation strategy.

Solace Rose Innovation Academy is intentionally designed to support students from historically under-resourced communities, including:

- students from economically disadvantaged backgrounds
- students of color
- students who have had limited access to advanced STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning opportunities

In addition, the school will provide targeted services for Exceptional Children (EC) and Multilingual Learners (ML). Services will include individualized learning plans, small-group instruction, language support, and appropriate accommodations and modifications to ensure access to the curriculum. The school will comply with all federal and state requirements for identifying and serving students with disabilities and English learners.

While the school is open to all eligible female students, its academic model is intentionally designed to create a supportive and engaging environment for girls, particularly in the areas of STEAM, leadership development, and wellness, where research shows they are often underrepresented or underserved.

Q18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

◉ Yes

- ○ No

Q19. 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.

Q20. Organization Type: Nonprofit Corporation or Municipality

- Private Nonprofit Corporation (NCGS 115C-218.1) The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

(●) Non-Profit Corporation

( ) Municipality

Q21. 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 Charter Schools Review Board (CSRB).

Solace Rose Innovation Academy

Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

( ) Yes

(●) No

Q23. Has the organization applied for 501(c)(3) non-profit status?

- Federal Tax-Exempt Status (NCGS 115C-218.15) If the nonprofit 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 by the CSRB.

( ) Yes

(●) No

Applicant Comments :

Solace Rose Innovation Academy will submit our 501(c)(3) application in May 2026.

Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.

NA

Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25. Name of Registered Agent and Address as listed with the NC Secretary of State

Chéla S. Wallace, 1908 Porter Hill Drive, Whitsett, NC 27377

Q26. If applying as a municipality, please provide the name of municipality.

NA

Q27. 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 **Max File Size:** 30 **Total Files Count:** 10

Q28. 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 **Max File Size:** 30 **Total Files Count:** 10

3. Governance and Capacity

3.1. School Governing Body

Q29.Organization Street Address (if you have one)

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

3.2. Governance

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

Q30.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. 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

Q31.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.

Solace Rose Innovation Academy will be governed by a nonprofit Board of Directors that holds full legal and fiduciary responsibility for the school. The Board oversees all aspects of the organization, including academic performance, enrollment, financial management and oversight, compliance, and long-term strategic direction.

The Board operates through a committee structure aligned to key areas of oversight, including Academic Excellence, Finance, Governance, and Community Engagement & Development. Each committee supports informed decision-making and brings focused expertise to the full Board.

The Board's primary duties include hiring and managing the Executive Director, setting policy and strategy, approving the budget and overseeing expenditures, monitoring student outcomes and enrollment, ensuring compliance with state and federal requirements, and safeguarding the mission and assets of the school. The Board does not manage daily operations but delegates that responsibility to the Executive Director.

The Board will recruit and hire the Executive Director through a formal search process led by the Governance Committee, ensuring alignment with the school's mission and model.

Once hired, the Board will supervise and evaluate the Executive Director through a formal written evaluation process aligned to the school's strategic plan and annual goals. Performance will be tracked through a defined set of key metrics, including academic outcomes, enrollment targets, financial health, and organizational development. These metrics will be monitored through a dashboard and regular reporting at monthly Board meetings, ensuring ongoing alignment between the Board's priorities and the Executive Director's work. The Board will conduct an annual evaluation based on these measures, along with ongoing feedback and check-ins throughout the year.

The Executive Director will be responsible for day-to-day operations, staff management, and implementation of the academic program, while remaining accountable to the Board for overall school performance.

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

The Board of Directors will consist of no fewer than three and no more than eleven members, with a target founding board size of seven members. The current founding board includes six members, with plans to recruit one additional member to reach the desired composition before opening.

The current board is composed of four Black women and two Black men, all over the age of 40. The inclusion of both male and female members ensures gender representation and balanced perspectives in governance, particularly in supporting a school model designed to serve girls. Board members were intentionally selected based on expertise in education, finance, community engagement, and nonprofit leadership, ensuring the Board can effectively oversee all aspects of the school.

As the school moves toward opening, the Board is committed to strategically expanding its composition to strengthen both diversity and expertise. This includes recruiting members who bring additional representation across race, ethnicity, gender, and age, including individuals who identify as White, Asian, and Hispanic, as well as younger professionals between the ages of 20–30.

In addition, the Board has identified a specific need to strengthen expertise in North Carolina charter school finance, including knowledge of state funding structures, compliance requirements, and financial sustainability for public charter schools. The Board will prioritize recruiting a member with direct experience in charter school finance in North Carolina to fill this gap and support strong financial oversight as the school grows.

The Board operates through a committee structure aligned to key areas of oversight, including Academic Excellence, Finance, Governance, and Community Engagement & Development. Given the size of the founding board, each member will serve on a minimum of one committee, with some members serving on more than one committee to ensure coverage across all areas of oversight. As the Board expands, committee membership will grow to provide additional capacity and depth of expertise.

The Board holds full authority over the governance of the organization, including strategic planning, financial oversight, policy adoption, and accountability for school performance. Board members serve staggered three-year terms and are expected to actively participate in Board meetings, committee work, and school support efforts.

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

The founding board of Solace Rose Innovation Academy brings a diverse and complementary set of skills across instructional leadership, program design, talent development, operations, finance, and community engagement. Collectively, board members have extensive experience leading K–12 schools, designing and scaling educational programs, developing teachers and leaders, and implementing data-informed systems that improve student outcomes. The board includes experienced educators, nonprofit leaders, and strategic operators who have successfully managed teams, budgets, real estate, financing, and partnerships across local and national contexts.

This collective expertise positions the board to effectively support the successful launch and implementation of the school's model. Board members bring the capacity to oversee academic performance, ensure strong operational and financial systems, guide strategic planning, and build meaningful community partnerships. Together, the board is well-equipped to provide the governance, oversight, and leadership necessary to ensure that Solace Rose Innovation Academy delivers on its mission and achieves strong outcomes for all students. This board is uniquely positioned to lead the school's success due to its combined expertise across academics, finance, real estate, operations, and community engagement, paired with a

shared commitment to developing strong outcomes for girls and the practical experience needed to launch and sustain an innovative school model.

Dr. Jessalyn Woods, Board President & Academic Excellence Chair & Governance Committee Chair

Dr. Jessalyn Woods is an experienced educational and workforce development leader with over 15 years of experience driving school improvement, program design, and student success initiatives. She has served as a principal, instructional leader, and program developer, with a strong track record of improving academic outcomes, strengthening school culture, and implementing data-informed practices. During her tenure as a principal, Dr. Woods also led an all-girls student program focused on leadership development and empowerment, providing her with direct experience supporting girls in a single-gender learning environment.

As Executive Director of the Leader for Life Foundation, she leads programs that integrate leadership, wellness, and community engagement for young people. Dr. Woods brings strategic leadership, operational insight, and a deep commitment to advancing opportunities for girls, positioning her to guide the implementation of Solace Rose Innovation Academy's academic vision.

Karyn Pleasant, Vice President & Secretary

Karyn Pleasant brings nearly two decades of experience in education and program leadership, with a strong track record of improving instructional quality and advancing student outcomes. She began her career as a middle school science teacher and has since served in both classroom and leadership roles. She currently leads regional initiatives focused on teacher development, leadership growth, and student achievement. As Vice President & Secretary of the Board, Karyn brings expertise in program design, talent development, and systems-level improvement to support the implementation of the school's instructional model and ensure alignment between vision and execution.

Ryan Johnson, Treasurer & Finance Chair

Ryan Johnson brings over 20 years of experience in real estate, community development, and finance, with a strong track record of managing complex projects and advancing community-centered initiatives. He has held senior leadership roles across nonprofit and private sector organizations, where he developed expertise in financial strategy, investment, and asset management. As Treasurer and Finance Chair, Ryan provides critical oversight of financial planning, budgeting, and long-term sustainability, ensuring strong fiscal management to support the successful launch and growth of Solace Rose Innovation Academy.

Chéla S. Wallace, Founder & Board Member

Chéla S. Wallace is an experienced STEAM education leader with nearly two decades of experience designing and implementing high-impact academic programs that improve student outcomes and expand access to innovative learning opportunities. She previously served as Regional Director of STEAM at KIPP NYC, where she led the development and execution of a comprehensive STEAM vision across 18 schools, supporting more than 8,000 students and securing over $1.75 million in grant funding. She brings deep expertise in curriculum design, data-informed instruction, and leadership development. She also brings experience designing curriculum and programming specifically for girls and has supported the development of a girls' school model in Sierra Leone, which opened in Fall 2025. As Founder, Chéla provides strategic vision, operational planning, and instructional leadership to guide the design and implementation of the school's model, with a focus on strong academic outcomes and leadership development for girls.

Dr. Vallie Pearson, Co-Chair of Community Engagement & Development

Dr. Vallie Pearson is a healthcare leader and community advocate with extensive experience in clinical practice, team leadership, and service-driven initiatives. She currently leads patient-centered care efforts in a hospital setting and has been actively involved in community-based organizations and initiatives that support families and youth. Dr. Pearson brings strong expertise in health, wellness, and community engagement, ensuring that Solace Rose Innovation Academy remains deeply connected to the needs of students and families while advancing a whole-child approach to development.

Quentin Washington, Co-Chair of Community Engagement & Development

Quentin Washington is an engineer, digital strategist, and media technology leader with extensive experience driving innovation across national organizations. He has led digital strategy, product development, and large-scale transformation efforts, bringing a strong foundation in systems thinking and audience engagement. As Co-Chair of Community Engagement & Development, Quentin provides expertise in communications, digital strategy, and stakeholder engagement to strengthen outreach, build community awareness, and support the school's long-term growth and impact.

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

The governance structure and composition of the Solace Rose Innovation Academy Board of Directors are intentionally designed to ensure strong oversight, clear accountability, and meaningful connection to the community the school will serve.

The Board's structure separates governance from day-to-day operations, allowing the Board to focus on strategic priorities, policy, and accountability, while delegating daily management to the Executive Director/School Leader. Through its committee structure—Academic Excellence, Finance, Governance, and Community Engagement & Development—the Board provides focused oversight in key areas that directly impact school success. While facilities oversight is a critical function, it will initially be managed by the Finance Committee in alignment with the Board's current size and bylaws. As the Board grows, a Facilities Committee will be established as an ad hoc committee to provide more targeted oversight of facility planning and development.

This structure supports the school's success by aligning expertise to function. The Academic Excellence Committee monitors student outcomes and instructional quality. The Finance Committee ensures sound fiscal management, resource alignment with organizational priorities, and long-term sustainability, including oversight of facilities in the school's early stages. The Governance Committee oversees board recruitment and development, policy and compliance, and evaluation of the Executive Director. The Community Engagement & Development Committee strengthens outreach, partnerships, and enrollment efforts. Together, these committees ensure that all critical areas of school performance are actively monitored and supported.

The Board will evaluate school success through multiple measures, including student academic performance and growth, attendance, school culture, financial health, enrollment, and progress toward strategic goals. The Executive Director will provide monthly updates aligned to the school's annual goals, ensuring consistent monitoring and transparency.

The Board will conduct a formal annual evaluation of the Executive Director each fall, led by the Governance Committee. This evaluation will be based on the same organizational goals outlined in the school's annual plan and aligned with its multi-year strategic plan. Progress toward these goals will be tracked throughout the year using a defined set of metrics and a dashboard reviewed at monthly Board meetings. This structure ensures strong alignment between the Board's priorities, the Executive Director's performance, and overall organizational outcomes.

The Board's composition further strengthens its effectiveness. Members bring expertise in education, finance, real estate, operations, leadership development, and community engagement, ensuring well-rounded decision-making. The Board reflects the community it aims to serve and is intentionally expanding to include broader representation across race, ethnicity, age, and professional backgrounds.

To ensure active stakeholder representation, the school will establish multiple avenues for family and community voices. The Board will create a Parent Advisory Council to provide regular input on school programming, culture, and family engagement. In addition, parents and community members may be invited to participate in Board committees, particularly the Community Engagement & Development Committee, to strengthen connection and feedback loops. The Board will also continue to expand the Advisory Board (''Rose Circle"), a group composed of community members, partners, and professionals who provide insight, support, and connections aligned to the school's mission. Advisory members may include parents, community leaders, and local partners and will play an important role in informing Board decisions, although they will not have formal governance authority.

The Board also actively recruits community members and subject-matter experts to support its committees, particularly in areas such as community engagement, fundraising, and program development. This approach allows the school to leverage a broader network of expertise while creating meaningful opportunities for stakeholder involvement.

Overall, this governance structure ensures that the school is guided by experienced leadership, informed by community voice, and held accountable to clear and aligned measures of success, positioning Solace Rose Innovation Academy for a strong and sustainable future.

Q35. 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 founding board members of Solace Rose Innovation Academy were recruited through a deliberate, community-centered process led by the Founder.

Initial outreach began through community engagement efforts, including attending local events and hosting a virtual Coffee Chat in October 2025. This session introduced the school's mission, vision, and design, and invited individuals within the Founder's network and the broader community to learn more about serving as founding board members.

Interested individuals were asked to complete an interest form to formally express their intent to join the Board. A total of 13 candidates expressed interest. From late October through mid-December 2025, the Founder conducted a structured interview process to assess candidates' alignment with the school's mission, commitment to serving students and families, relevant professional expertise, and readiness to fulfill governance responsibilities, including time and fiduciary commitments.

Final board selections were made by the end of December 2025, with attention to building a diverse and complementary set of skills across the board, including experience in education, finance, community leadership, and organizational management. The inaugural Board meeting was held in January 2026, during which members formally voted on officer roles and adopted the school's bylaws.

Ongoing Recruitment and Vacancy Process

Solace Rose Innovation Academy is committed to maintaining a strong and sustainable governing board through a proactive and continuous recruitment process.

The Governance Committee will lead ongoing efforts to identify, recruit, and vet potential board members throughout the year, rather than only in response to vacancies. This includes building and maintaining a pipeline of qualified candidates who bring needed expertise and align with the school's mission. Recruitment efforts will include outreach through community networks, professional organizations, and existing partnerships.

The school will also leverage the advisory board as part of this pipeline. Advisory members, including community leaders, professionals, and parents, may be considered for future board service based on their engagement, expertise, and alignment with the school's goals.

When a board position becomes vacant, the Governance Committee will activate this pipeline and move candidates through a structured selection process. Candidates will complete an application, participate in an interview process, and be evaluated based on alignment with the school's mission, needed skill sets, and readiness to fulfill governance responsibilities. Final candidates will be recommended to the full Board and elected by a majority vote.

In addition to filling vacancies, the Board will annually assess its composition and recruit new members as needed to strengthen expertise, representation, and capacity. New members will participate in a formal onboarding process to ensure clarity of roles, responsibilities, and expectations.

The Board aims to fill vacancies within 60–90 days, while also maintaining a long-term recruitment strategy that supports continuity, stability, and strong governance.

Q36. Describe the group's ties to and/or knowledge of the target community.

The founding Board of Solace Rose Innovation Academy has deep, longstanding ties to Greensboro and Guilford County, with the majority of members living, working, and actively serving in the community.

Four of the six founding board members currently reside in Guilford County, with three having raised families in the area. These members bring firsthand knowledge of the local education landscape, including school quality, access to programs, and the needs and priorities of families across different parts of the county, particularly in Southeast and Central Greensboro, where the school intends to locate.

Board members are actively engaged in the community through local churches, civic organizations, and service-based leadership groups. Many hold leadership roles in organizations focused on youth development, family engagement, and community service. These networks provide direct and ongoing connections to families, students, and community leaders across Greensboro and create regular opportunities to hear firsthand about community needs, challenges, and priorities.

In addition, board members are connected through local and regional networks, including partnerships with community-based organizations and engagement with business and civic leaders. Through these relationships, board members regularly participate in conversations related to education, workforce development, and community growth, strengthening their understanding of the opportunities and challenges facing students in Guilford County.

The Founder is also currently a doctoral student at North Carolina A&T State University, further strengthening the school's connection to the local community through access to university partnerships, research, and a pipeline of future educators and leaders.

Through these relationships and ongoing engagement, the Board has developed a clear understanding of the limited availability of high-quality school options in certain parts of Greensboro, particularly in Southeast communities, as well as the absence of single-gender public school options for girls. Board members have heard directly from families about the need for schools that provide strong academics, leadership development, and supportive environments where girls can thrive.

The remaining two board members, while not currently residing in Guilford County, have developed meaningful connections to the community through ongoing professional engagement, partnerships, and active participation in the school's planning process. They have contributed to the development of the academic model, provided input on strategic planning, and engaged with local stakeholders and partners. Through this work, they have developed a strong understanding of the local education landscape and the needs of students and families in Guilford County. Their perspectives complement the local expertise of resident board members while remaining grounded in the school's commitment to serving the community.

Collectively, the Board's deep roots, active engagement, and ongoing relationships within Guilford County ensure that decision-making is informed by authentic community voice, lived experience, and a clear understanding of the needs of students and families. These connections position the Board to build trust, respond to community needs, and successfully support the launch and growth of Solace Rose Innovation Academy.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.

The Board of Directors of Solace Rose Innovation Academy will operate on a consistent and structured meeting calendar aligned with its bylaws to ensure strong oversight, timely decision-making, and accountability.

During the planning year and initial years of operation, the Board will meet monthly to support the successful launch and implementation of the school. These meetings will focus on reviewing academic performance, enrollment, financial health, and operational updates, as well as making key strategic decisions. Meetings will be held in a hybrid format, allowing for both in-person and virtual participation.

In addition to monthly meetings, the Board will hold an annual planning retreat between June and July. This retreat will focus on reviewing organizational performance, refining the strategic plan, setting annual goals, and aligning Board priorities for the upcoming school year. The Board will also hold an annual meeting to elect officers and conduct required governance actions. Special meetings may be called as needed by the Board Chair or a majority of members.

Standing committees—including Academic Excellence, Finance, Governance, and Community Engagement & Development—will meet monthly, particularly during the planning year and early years of operation, to advance their work and provide focused oversight in their respective areas. Each committee is chaired by a Board member. Committee chairs will provide regular updates and recommendations to the full Board, ensuring alignment between committee work and Board decision-making.

To further strengthen governance and community connection, the school has established the Rose Circle (Advisory Board). Formed in February 2026 following a community interest meeting, the Advisory Board ("Rose Circle") includes individuals who are committed to supporting the school but do not serve as voting Board members. Advisory members commit to a minimum one-year term and are assigned to support a specific committee based on their expertise.

The Rose Circle serves in a non-governing, advisory capacity, providing feedback, subject-matter expertise, and additional support. Advisory members report to their respective committee chairs, and their input is shared with the full Board through committee reports. This structure ensures that advisory perspectives are incorporated into decision-making while maintaining clear governance authority within the Board.

In addition, the school will establish a Parent Advisory Council to ensure that families have a consistent and meaningful voice in the life of the school. The Parent Advisory Council will provide input on school culture, programming, and family engagement. Feedback from this group will be shared with the Community Engagement & Development Committee and elevated to the full Board as appropriate. The school will also explore the inclusion of a rotating parent representative to participate in Board meetings or relevant committees in an advisory capacity.

Overall, this strategic calendar and layered governance structure ensure that the Board maintains consistent oversight, clear accountability, and strong stakeholder engagement. The combination of monthly Board and committee meetings, an annual planning retreat, advisory structures, and parent voice mechanisms positions Solace Rose Innovation Academy to operate effectively and responsively as it launches and grows.

Q38.What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New board members of Solace Rose Innovation Academy will participate in a structured onboarding process designed to ensure a strong understanding of the school's mission, governance responsibilities, and operational framework.

New Member Orientation:

All new board members will complete an orientation within the first 30–60 days of joining the Board. This onboarding will include:

- Review of the school's mission, vision, and charter application
- Overview of the bylaws, board policies, and committee structure
- Training on the roles and responsibilities of board members in relation to school leadership
- Introduction to North Carolina charter school law, governance expectations, and fiduciary duties
- Overview of the school's academic model, financial plan, and strategic priorities

New members will also be assigned to a committee aligned to their expertise and paired with an existing board member for support during their transition.

Ongoing Board Training and Development:

The Board will participate in ongoing professional development throughout the year to ensure effective governance and continuous improvement. Training will occur 2–3 times per year and will be supported through the Founder's Fellowship with Great Schools North Carolina, which provides access to technical assistance, governance training, and expert partners, including Afton Partners, Bellwether, Rapa Consulting, and others.

Annual Training Topics May Include:

- Charter school governance and legal compliance in North Carolina
- Financial oversight, budgeting, and charter school finance
- Academic accountability and data monitoring
- Human resources and school leader evaluation
- Fundraising and board development
- Strategic planning and growth management

Timeline and Participation Requirements:

- New member orientation: within 30–60 days of appointment
- Full board training sessions: 2–3 times per year (aligned to key planning milestones)
- Committee-level training and work: ongoing throughout the year
- Annual board retreat: once per year to review performance and set priorities

All board members are expected to actively participate in required training at least 2 trainings per year, attend scheduled meetings, and engage in continuous learning to effectively fulfill their governance responsibilities.

This structured approach ensures that both new and existing board members are well-prepared to support the successful launch and long-term sustainability of Solace Rose Innovation Academy.

Q39. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify

any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board of Directors of Solace Rose Innovation Academy is committed to maintaining high ethical standards and ensuring transparency, accountability, and integrity in all decisions. The Board follows a formal Conflict of Interest Policy as outlined in its bylaws to identify, disclose, and address any actual or perceived conflicts.

Ethical Standards and Procedures:

All board members are required to act in the best interest of the organization and avoid situations where personal or financial interests could influence decision-making. Each member must annually sign a conflict of interest statement affirming compliance with the policy.

Board members must disclose any actual or potential conflicts of interest. When a potential conflict arises, the individual must disclose all relevant information, and the Board will determine whether a conflict exists. If so, the board members must recuse themselves from all discussion and voting related to the matter. The remaining disinterested members will determine whether the action is fair, reasonable, and in the best interest of the school. All disclosures and actions are documented in official meeting minutes.

Existing or Potential Conflicts:

At this time, the primary potential conflict of interest relates to the Founder currently serving as a member of the Board of Directors while also being a candidate for the role of Executive Director. This dual role presents both an actual and perceived conflict if not properly addressed.

Mitigation Strategies:

To address this, the Board will take the following steps:

- The Founder will fully disclose her candidacy for the Executive Director role
- The Founder will recuse herself from all discussions, decisions, and votes related to the hiring process
- The Board will lead an independent hiring process through its Governance Committee
- If selected and hired by the Board, the Founder will transition out of her role as a voting Board member before assuming the Executive Director position
- The Board will document all actions related to this transition to ensure transparency and compliance

In addition, the Board will continue to enforce standard conflict of interest procedures, including disclosure requirements, recusal, and the use of independent review when needed.

These steps ensure that both actual and perceived conflicts are appropriately managed, maintaining the integrity of the Board's governance and decision-making processes.

Q40. Explain the decision-making processes the board will use to develop school policies.

The Board of Directors of Solace Rose Innovation Academy will use a structured, transparent, and collaborative decision-making process to develop and adopt school policies in alignment with its bylaws and governance framework.

Policy development will typically begin at the committee level, where relevant committees, such as Academic Excellence, Finance, Governance, or Community Engagement & Development, will research, draft, and review proposed policies based on identified needs, legal requirements, and best practices. Committees may also gather input from school leadership, teachers, parents, advisory board members, and subject-matter experts to ensure policies are well-informed, practical, and reflective of the needs of the school community.

In addition to this process, school leadership may bring forward policy recommendations in response to operational needs, student outcomes, or emerging priorities. In these instances, leadership will present the rationale, supporting data, and anticipated impact of the proposed policy, and the appropriate committee will review and refine the proposal before advancing it to the full Board for consideration and vote.

Once a draft policy is presented to the full Board, board members will review the proposal, ask questions, and suggest revisions as needed. This process ensures that multiple perspectives are considered and that policies align with the school's mission, strategic priorities, and the experiences of students, families, and staff.

Decisions will be made through a formal voting process, with approval requiring a majority vote of board members present at a meeting where a quorum is established. All votes and decisions will be documented in official meeting minutes to ensure transparency and accountability.

The Board may also consult external experts, including legal counsel or financial advisors, when developing policies related to compliance, finance, or other specialized areas. While advisory board members and stakeholder groups may provide input through committee work and structured feedback channels, final decision-making authority remains with the Board.

This process ensures that policy development is thoughtful, inclusive, compliant, and aligned to the school's goals, while maintaining clear governance and accountability.

Q41. 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.

Solace Rose Innovation Academy has established and will continue to develop advisory structures to support the work of the governing Board of Directors and strengthen stakeholder engagement, community voice, and subject-matter expertise.

Advisory Board (Rose Circle)

The school has established an Advisory Board, known as the Rose Circle, to provide additional capacity and expertise to support the Board and its committees. The Advisory Board was formed in February 2026 following an interest meeting with individuals who expressed a desire to support the school but were not selected for, or did not pursue, a formal Board of Directors role.

Advisory Board members include a diverse group of community members, parents (including potential parents), and professionals with expertise in areas such as education, finance, and community development. Members commit to a minimum one-year term and are selected based on their professional expertise, community connections, and alignment with the school's mission.

Roles and Duties:

The Advisory Board serves in a non-governing capacity and does not hold voting authority. Its primary role is to provide expertise, feedback, and additional capacity to support the Board's committees and strategic priorities. Advisory members are assigned to specific committees—such as Academic Excellence, Finance, or Community Development & Engagement—based on their skills and experience.

Advisory members may contribute to:

- academic program feedback and development
- community outreach and partnership building
- fundraising and resource development
- strategic planning support

For example, advisory members supporting the Academic Excellence Committee contributed feedback on the academic plan during the application process, bringing perspectives from K–12 educators and higher education professionals.

Reporting Structure:

Advisory Board members report to their respective committee chairs. Committee chairs synthesize input and bring recommendations to the full Board of Directors for discussion and decision-making. While advisory members inform and support the work of the Board, all governance authority and final decision-making remain with the Board of Directors.

Parent Advisory Council

To ensure a strong and consistent parent voice, the school will establish a Parent Advisory Council composed of parents and guardians of enrolled students once the school opens.

Roles and Duties:

The Parent Advisory Council will provide feedback on school culture, academic programming, family engagement, and student experience. The council will serve as a structured forum for families to share input, raise concerns, and collaborate with school leadership. The council may be composed of volunteer or elected parent representatives and will meet regularly with school leadership to ensure ongoing communication and engagement.

Reporting Structure:

The Parent Advisory Council will work directly with the Executive Director/School Leader and relevant staff, and key themes or recommendations will be shared with the Board through the Community Development & Engagement Committee. In addition, the school will establish a structure for a rotating parent representative to participate in Board or committee meetings, ensuring that parent perspectives are directly incorporated into governance discussions.

The **Executive Director** may also engage with advisory groups, particularly on programmatic or operational matters, but remains accountable to the Board of Directors.

Overall, this layered structure allows Solace Rose Innovation Academy to leverage a broad network of expertise and ensure meaningful stakeholder representation, including parents and community members, while maintaining clear lines of authority, accountability, and governance.

Q42. How will the board ensure grievances/concerns from parents and staff members are heard?

The Board of Directors of Solace Rose Innovation Academy will establish and adopt a clear, structured grievance policy to ensure that concerns from parents and staff are heard and addressed effectively. This policy will prioritize accessibility, responsiveness, and appropriate escalation and will be available to all members of the school community. It will outline procedures, timelines, and multiple channels for raising and resolving concerns.

At the school level, parents and staff will be encouraged to address concerns at the lowest appropriate level, typically beginning with the relevant staff member or school leader, when appropriate. The Executive Director/School Leader will be responsible for implementing the grievance policy, including clear escalation steps, defined timelines, and documentation procedures. The policy will also include alternative pathways for raising concerns when direct communication with a staff member is not appropriate.

If a concern is not resolved at the school level, it may be escalated to the Board through a formal written grievance process. The Board-adopted policy will clearly define the criteria for Board-level review, which may include unresolved complaints after completion of the school-level process, concerns related to policy implementation, or issues involving governance, legal compliance, or fiduciary oversight.

The Board will typically review escalated concerns through a designated committee, such as the Governance Committee, which will assess the issue, ensure that proper procedures were followed, and make recommendations to the full Board if necessary. The process will include defined timelines, documentation requirements, and clear communication of outcomes to ensure transparency and consistency.

To further ensure accessibility, the school will maintain multiple communication channels, including written submissions, scheduled meetings, and opportunities for feedback through surveys and community forums. The Board may also receive regular summary reports from school leadership on trends in grievances and resolutions to monitor school climate and responsiveness.

All concerns will be handled with confidentiality, fairness, and respect, and the Board will ensure that no individual experiences retaliation for raising a concern.

Overall, this approach ensures that grievances are addressed efficiently at the appropriate level while maintaining strong oversight, accountability, and trust within the school community.

Q43. Attach as Appendix Organizational Chart.

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

Q44. Attach as Appendix Charter School Board Member Information Form and Resume.

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

See forms below

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

Q45.Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and 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

3.3. Staffing: Hiring, Management, and Evaluation

Q46.Projected Staff: Complete the staffing chart below outlining your staffing projections.

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Q47.Explain the board's strategy for recruiting and retaining high-performing teachers.

The Board of Directors of Solace Rose Innovation Academy will take a proactive, multi-faceted approach to recruit and retain high-performing teachers who align with the school's focus on STEAM, leadership development, wellness, and a girls-centered learning environment.

Recruitment Strategy

Recognizing the current challenges in the teacher labor market, the school will take an active and strategic approach to recruitment. This will include:

- Building partnerships with local colleges and universities, including Bennett College and North Carolina A&T State University, to develop a strong pipeline of early-career educators
- Attending regional and statewide job fairs and educator recruitment events
- Posting positions through education job boards, social media platforms, and professional educator networks
- Leveraging Board and community networks to identify mission-aligned candidates
- Recruiting educators with experience or interest in project-based learning, interdisciplinary instruction, and innovative school models

The school will prioritize candidates who demonstrate strong instructional practice, cultural responsiveness, and a commitment to supporting girls in STEM and leadership pathways.

Retention Strategy

To retain high-performing teachers, Solace Rose Innovation Academy will offer a comprehensive and supportive work environment that is intentionally designed to promote sustainability, growth, and professional fulfillment.

Key elements of the retention strategy include:

- Competitive compensation and benefits, aligned with or exceeding local market expectations where possible
- A year-round calendar with built-in intersession breaks, providing teachers with structured time for rest, planning, and professional development, reducing burnout and supporting long-term retention
- Protected planning time and collaborative structures, allowing teachers to engage in meaningful lesson design, data analysis, and team-based planning
- Ongoing coaching and professional development, including instructional coaching, feedback cycles, and opportunities to refine practice
- Leadership pathways, including roles such as grade-level lead and instructional leadership opportunities as the school grows
- A mission-aligned school culture that prioritizes collaboration, wellness, and purpose-driven work

The school's instructional model, including project-based learning and integrated STEAM experiences, also provides teachers with opportunities for creativity and innovation in their practice, which supports engagement and job satisfaction.

Together, these strategies ensure that Solace Rose Innovation Academy not only attracts strong educators but also creates the conditions necessary for them to remain, grow, and thrive within the organization.

Q48. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

The Founder, Chéla S. Wallace, is expected to serve as the initial Executive Director, pending Board approval.

Ms. Wallace brings over 19 years of experience in STEM and STEAM education, with a proven track record of leading instructional innovation, developing school-based and system-wide programs, and improving student outcomes across diverse educational settings. She most recently served as the Regional Director of Science, Technology, and Engineering at KIPP NYC, where she led the STEM vision and strategy across 18 schools serving over 8,000 students.

In this role, she was responsible for designing and implementing curriculum, coaching teachers and school leaders, and building systems to support high-quality instruction. She led the integration of data science and computational thinking into K–8 classrooms, including interdisciplinary applications within social studies, and played a key role in securing and managing over $1.7 million in grant funding to support STEM programming and innovation.

Ms. Wallace has extensive experience in launching and scaling new initiatives, including developing and piloting curriculum, training educators, and supporting implementation across multiple campuses. Her leadership has resulted in expanded access to STEM opportunities, including robotics programs, project-based learning, and data-driven instructional models.

In addition to her system-level leadership, Ms. Wallace brings direct experience in school design and founding. She is currently a Founder's Fellow with Great Schools North Carolina, where she is leading the development of Solace Rose Innovation Academy. She also contributed to the development of an all-girls school model in Sierra Leone, which successfully opened in Fall 2025, further demonstrating her ability to design and support mission-aligned, girl-centered learning environments.

Her professional accomplishments have been recognized nationally. Ms. Wallace is an award-winning educator and was selected as a 2023 White House Fellows Regional Finalist, reflecting her leadership, impact, and potential at the national level.

Her academic background further strengthens her leadership. She holds a Bachelor of Science in Chemistry from the University of Virginia, a Master's degree in Curriculum and Instruction with an emphasis in Integrated Science Teaching, and a Master's degree in Education Policy from Teachers College, Columbia University, where her work focused on educational opportunity and outcomes for Black girls. She is currently pursuing a Ph.D. in Applied Science and Technology (STEM Education) at North Carolina A&T State University, with research focused on using data science and AI to expand access to STEM pathways.

Ms. Wallace's experience uniquely positions her to lead Solace Rose Innovation Academy. She brings a powerful combination of classroom experience, system-level leadership, program development, research expertise, and community engagement, all of which are directly aligned to the school's focus on STEAM, leadership development, and wellness for girls.

If approved to serve as Executive Director, Ms. Wallace will resign from her position on the Board of Directors to ensure a clear separation between governance and school leadership. The Board will then initiate a process to backfill her board seat, maintaining the Board's capacity, expertise, and compliance with governance best practices.

Q49. If the school leader has been identified, attach the school leader's one-page resume as Appendix

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

Q50. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The relationship between Solace Rose Innovation Academy staff and the Board of Directors will be clearly defined to ensure strong governance, effective management, and accountability.

The Board of Directors is responsible for governance, policy-setting, and strategic oversight, while the Executive Director is responsible for the day-to-day management and operation of the school. All school employees report directly to the Executive Director and school leadership team, not to the Board.

The Board will hire, support, and evaluate the Executive Director, who, in turn, is responsible for hiring, supervising, and evaluating all staff. This structure ensures a clear chain of command and prevents direct management of staff by the Board.

Communication between staff and the Board will occur primarily through the Executive Director. The Executive Director will provide regular updates to the Board on staffing, school operations, and performance, ensuring transparency and alignment. Staff may interact with Board members during school events, presentations, or committee work; however, such interactions will not include direct supervision or management.

The Board will maintain clear boundaries from daily operations while ensuring accountability through performance monitoring, policy oversight, and evaluation of the Executive Director. This structure supports effective school leadership while preserving the Board’s governance role.

Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The Board of Directors of Solace Rose Innovation Academy will establish and adopt formal personnel policies governing the hiring and dismissal of all school employees, ensuring compliance with state and federal laws and alignment with best practices.

Hiring of the Executive Director

The Board will lead a multi-step, formal hiring process for the Executive Director. The Governance Committee will coordinate this process and will include:

- targeted recruitment and outreach
- screening of candidates based on qualifications and leadership experience
- structured interviews with Board members
- reference and background checks
- final selection and approval by a majority vote of the Board

The Board will ensure that the selected candidate demonstrates strong instructional leadership, operational capacity, and alignment with the school's mission.

Hiring of School Staff

The Board delegates authority for hiring all school-based personnel to the Executive Director. The Executive Director will implement a multi-step hiring process to recruit highly qualified, mission-aligned staff. This process will include:

- posting positions through multiple channels, including job boards, professional networks, and university partnerships
- screening applications for licensure, qualifications, and alignment to the school's model
- conducting structured interviews
- demonstration components, such as sample lessons, performance tasks, or data analysis exercises, as appropriate
- reference checks and verification of credentials

All employees will be required to meet North Carolina licensure requirements (or be on an approved pathway) and will undergo criminal background checks prior to employment, in accordance with state law.

Dismissal Procedures

The Board will adopt policies outlining clear and fair procedures for employee discipline and dismissal. The Executive Director will be responsible for implementing these procedures for school staff.

Dismissal procedures may include:

- ongoing performance evaluation and feedback
- documentation of concerns
- implementation of performance improvement plans (PIPs) when appropriate
- progressive discipline aligned with school policy
- compliance with all applicable state and federal employment laws

The Board retains direct responsibility for the evaluation and potential dismissal of the Executive Director, following a structured process that includes documentation, performance review, and Board action as necessary.

Overall, this structure ensures that hiring and dismissal processes are rigorous, compliant, and aligned to the school's mission, while maintaining clear roles between governance and school leadership.

Q52. Outline the school's proposed salary range and employment benefits for all levels of employment.

Solace Rose Innovation Academy will offer competitive salary ranges aligned to regional benchmarks in Guilford County and surrounding districts, with slightly higher compensation where feasible to reflect the expectations of a year-round school model and the additional responsibilities associated with an innovative instructional program.

Projected Salary Ranges

- **Executive Director**: $90,000+
- **Head of School in Residence / Instructional Leader:** $80,000+
- **Classroom Teachers:** $54,000–$63,000, based on experience
- **Exceptional Children (EC) and Specialized Teachers:** $54,000–$63,000
- **School Counselor:** $55,000–$65,000
- **Enrichment Teachers (Arts, PE, Media/Technology):** $50,000–$60,000
- **Office Manager / Operations Staff:** $40,000–$50,000
- **Business & Finance Manager:** $45,000-%$60,000
- **Instructional Assistants / Support Staff:** $30,000–$40,000
- **Part-Time Staff (e.g., Nurse, Custodial, Nutrition):** Hourly or contracted based on services

Salary placement within ranges will be determined by experience, licensure, and role-specific responsibilities.

Stipends and Additional Compensation

To recognize additional responsibilities and support teacher leadership, the school will offer stipends for specific roles and duties, which may include:

- Grade-level or team leads
- Curriculum development or instructional leadership roles
- After-school programming and clubs (e.g., robotics, STEAM enrichment)
- Extended-day or additional duty assignments
- Summer planning or professional development contributions

Stipends will be aligned to the scope of work and available resources and are designed to provide additional earning opportunities while supporting school priorities.

Benefits Package

In addition to salary, the school will provide a comprehensive benefits package designed to support employee wellness, retention, and long-term sustainability. Benefits will include:

- Participation in the North Carolina State Health Plan

- Retirement contributions through the state system
- Paid time off, including federal holidays and scheduled school breaks
- Structured intersession breaks aligned to the year-round calendar
- A yearly wellness reimbursement (e.g., gym membership or health-related service)

The school's year-round calendar is intentionally designed to support staff well-being and reduce burnout by distributing breaks throughout the year. During intersession periods:

- For two-week breaks, staff will receive one full week off
- For one-week breaks, staff will receive three days off
- During the four-week summer break, staff will receive two full weeks off

These structured breaks provide dedicated time for rest, planning, and professional development, supporting both teacher effectiveness and retention.

Summary

This compensation and benefits structure is designed to attract and retain high-quality, mission-aligned staff, remain competitive within the local labor market, and support a sustainable work environment aligned with the school's innovative model.

Q53. Provide the procedures for handling employee grievances and/or termination.

The Board of Directors of Solace Rose Innovation Academy will establish and adopt formal policies governing employee grievances and termination to ensure that all personnel matters are handled in a fair, consistent, and legally compliant manner. These policies will be implemented by the Executive Director and will be made available to all employees.

Employee Grievance Procedures

Employees will be encouraged to address concerns at the lowest appropriate level to support timely and effective resolution. The Board-adopted grievance policy will include the following process:

- Informal Resolution: The employee first discusses the concern with their immediate supervisor.\
- Formal Complaint: If unresolved, the employee submits a written grievance to the Executive Director.
- Review and Response: The Executive Director will review the concern, may investigate as needed, and provide a written response within a defined timeframe.
- Appeal Process: If the issue remains unresolved, the employee may submit a formal appeal to the Board of Directors. The Board, typically through the Governance Committee, will review the matter to ensure that policies and procedures were followed appropriately.

All grievances will be handled with confidentiality, proper documentation, and protection against retaliation.

Termination Procedures

The Board will adopt policies outlining clear and fair procedures for employee performance management and termination. The Executive Director will be responsible for implementing these procedures for all school staff.

Termination procedures will include:

- Clear expectations and job responsibilities communicated at hiring
- Ongoing performance evaluations and feedback
- Use of performance improvement plans (PIPs) when concerns arise
- Documentation of performance or conduct issues
- Progressive discipline aligned with school policy

Termination decisions may result from performance concerns, misconduct, or organizational needs and will comply with all applicable state and federal employment laws.

The Executive Director will have responsibility for hiring, supervising, and dismissing staff. The Board of Directors retains direct responsibility for the evaluation and potential termination of the Executive Director, following a structured and documented process aligned with Board policy.

Summary

These procedures ensure that employee concerns are addressed fairly and consistently, and that personnel decisions are made with transparency, accountability, and alignment to Board-adopted policies, while maintaining clear roles between governance and school leadership.

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

During the initial years of operation, Solace Rose Innovation Academy will utilize select dual-role positions to ensure strong implementation of the school model while maintaining financial sustainability and building internal leadership capacity.

In Years 1–3, the Executive Director will also serve as the Head of School, providing both strategic leadership and day-to-day operational oversight. During this time, the Executive Director will train and develop a Head of School in Residence, who will gradually assume increasing responsibility and transition into the full Head of School role by Year 3 or 4.

Beginning in Year 2, a lead teacher will serve in a dual role as both a classroom teacher and instructional coach/curriculum facilitator. In this role, the individual will support teacher development, curriculum implementation, and instructional quality across classrooms.

This position is intentionally designed to evolve. As the school grows:

The individual's coaching and leadership responsibilities will increase each year
Their classroom teaching load will decrease accordingly
By Years 3–4, the role will include a reduced teaching schedule with expanded instructional leadership responsibilities
By Year 5, the position will transition into a full-time instructional coach and/or Assistant Head of School role, aligned with the school's expanded staffing model

This phased approach allows the school to develop internal leadership, ensure instructional consistency, and support teacher growth, while remaining financially responsible during the early years of operation.

All dual-role positions are funded through the school's general operating budget and are aligned to enrollment growth and long-term financial projections. This approach ensures that staffing decisions remain sustainable while supporting high-quality instruction and leadership development from the outset.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

Solace Rose Innovation Academy will ensure that all students, including Students with Disabilities (SWD), Multilingual Learners (ML), and Academically or Intellectually Gifted (AIG) students, are supported through a combination of qualified staff, targeted services, and strong instructional practices.

Based on regional and state trends, the school anticipates that approximately 10–12% of students will be identified as SWD, 5–10% as Multilingual Learners, and 2–5% as AIG. These projections will be monitored and adjusted annually as enrollment data becomes available.

Students with Disabilities (SWD)

To support SWD students, the school will hire licensed Exceptional Children (EC) teachers in alignment with North Carolina requirements. In the initial years, the school anticipates employing at least one EC teacher, with staffing increasing as enrollment grows and student needs are identified.

EC teachers will:

- Provide specialized instruction and services in both inclusive and small-group settings

- Develop and implement Individualized Education Programs (IEPs)
- Collaborate with general education teachers to ensure accommodations and modifications are implemented effectively
- Ensure compliance with all state and federal regulations (IDEA)

Multilingual Learners (ML)

For Multilingual Learners, the school will provide access to qualified staff and language support services. In early years, ML support may be provided through a combination of:

- Teacher training in language acquisition strategies
- Push-in or small-group support, as needed
- Contracted or part-time ML specialists if enrollment warrants

As the ML population grows, the school will expand staffing to include a dedicated ML teacher or coordinator.

Academically or Intellectually Gifted (AIG)

AIG students will be supported primarily through high-quality core instruction and differentiated learning experiences embedded within the school's STEAM and project-based learning model.

Support will include:

- Differentiated instruction within the classroom
- Enrichment and extension opportunities
- Opportunities for advanced coursework, leadership development, and independent projects

General education teachers will be trained to identify and support advanced learners, and the school will comply with state guidelines for AIG identification and services.

Staffing and Professional Development

Across all student groups, the school will prioritize:

- Highly qualified, licensed teachers
- Ongoing professional development in differentiation, inclusive practices, and data-driven instruction
- Collaborative planning structures to support diverse learner needs

As enrollment increases, staffing will scale to include additional specialized roles and support personnel to ensure all students receive appropriate services.

Summary

This approach ensures that staffing is proactive, scalable, and aligned to student needs, allowing Solace Rose Innovation Academy to effectively support SWD, ML, and AIG students while maintaining high expectations for all learners.

Q56. How will teachers be evaluated? What system or tool will be utilized?

Solace Rose Innovation Academy will use the North Carolina Educator Evaluation System (NCEES) as the formal framework for evaluating teachers, ensuring full alignment with state requirements and professional standards.

All teachers will be evaluated using the North Carolina Professional Teaching Standards, which include multiple measures of performance such as classroom observations, student growth data, and overall professional practice. Evaluations will be conducted by the Executive Director, Head of School, and/or instructional leadership, following all required state timelines and procedures.

Evaluation Process

The evaluation system will include both formal and informal measures to support accountability and continuous improvement:

- **Formal Observations:** Conducted in accordance with NCEES requirements, including pre- and post-conferences
- **Informal Observations:** Frequent walkthroughs to provide real-time feedback
- **Student Growth Measures:** Analysis of student performance data to inform teacher effectiveness
- **Goal Setting:** Annual professional goals aligned to instructional priorities and student outcomes
- **Progress Monitoring**: Ongoing check-ins to assess growth and adjust support

Evaluation frequency will align with state guidelines, with more frequent observations and support provided to beginning or developing teachers, and differentiated support for experienced teachers.

Coaching and Development Framework

In addition to the state evaluation system, the school will implement a structured coaching model, such as Get Better Faster, to support teacher growth. This framework will include:

- Regular coaching cycles with targeted feedback
- Actionable next steps tied to instructional practice
- Opportunities for practice, modeling, and reflection
- Alignment to the school's instructional priorities and classroom expectations

At the start of the school year, all teachers will be trained on the school's instructional vision, core teaching practices, and expectations to ensure consistency across classrooms.

Use of Evaluation Results

Evaluation results will be used to:

- Inform professional development and coaching plans
- Identify opportunities for teacher leadership and advancement
- Support decisions related to contract renewal and continued employment

Summary

This dual approach ensures that teacher evaluation is both compliant with state requirements and focused on continuous improvement, providing teachers with the feedback and support needed to deliver high-quality instruction aligned with the school's model.

Q57. 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).

Leadership Structure

In the early years of operation, the Executive Director will also serve as Head of School for approximately the first three years. In this role, the Executive Director will oversee academics, operations, staffing, culture, and compliance. The Executive Director will hold or be eligible for North Carolina administrative licensure and will be actively working toward full licensure, with licensed instructional leadership support in place as needed to ensure compliance with evaluation requirements.

Beginning in Year 1, the school will hire a Head of School in Residence, who will train under the Executive Director and take on increasing responsibility for instructional leadership and school operations. By Year 4, this individual will transition into the Head of School role, assuming responsibility for daily school management, including staff supervision and evaluation. The Head of School will hold appropriate North Carolina administrative licensure at the time of transition.

The school will also build an internal leadership pipeline through an Instructional Coach/Curriculum Facilitator pathway. In Year 1, a strong classroom teacher will receive a stipend to support limited coaching and curriculum responsibilities. In Year 2, this will evolve into a formal part-time role, combining teaching with instructional coaching. Over time, this individual's teaching responsibilities will decrease as leadership responsibilities increase, transitioning into a full-time instructional leadership role and/or Assistant Head of School by Year 5. This individual will hold a valid North Carolina teaching license and will be working toward administrative licensure as they move into leadership.

By Year 5, the school will operate with a fully developed leadership structure consisting of a full-time Executive Director (strategic leadership), Head of School (instructional and operational leadership), and Assistant Head of School (instructional support and systems management).

Instructional and Student Support Staff

Classroom Teachers will deliver instruction aligned to the North Carolina Standard Course of Study and the school's STEAM, leadership, and wellness model. Teachers will be responsible for lesson planning, assessment, differentiation, and creating inclusive classroom environments. All teachers will hold a valid North Carolina teaching license or be on an approved pathway to licensure.

To support students with disabilities, the school will employ an Exceptional Children (EC) teacher beginning in Year 1, with staffing increasing as enrollment and student needs grow. EC teachers will provide specialized instruction, develop and implement Individualized Education Programs (IEPs), monitor progress, and collaborate with general education teachers. EC teachers will hold North Carolina EC licensure.

A School Counselor will be in place beginning in Year 1 to support students' academic planning, social-emotional development, and college and career awareness, while contributing to a positive school culture. This role focuses on preventative and developmental supports and requires North Carolina school counseling licensure.

Beginning in Year 3, the school will add a Dean of Students, who will be licensed in school social work, to strengthen student and family support

systems. This role is distinct from the School Counselor and will focus on student behavior systems, crisis intervention, family engagement, and addressing external barriers to learning, including connecting families to community resources.

Operational and Enrichment Staff

Enrichment teachers (Arts, Physical Education, and Media/Technology/Robotics etc.) will be in place beginning in Year 1 to provide specialized instruction aligned to the school's STEAM model and to support interdisciplinary learning experiences. These teachers will hold appropriate North Carolina licensure or relevant certifications, depending on the subject area.

Operations staff, including an Office Manager and support staff, will also be in place beginning in Year 1 to ensure the smooth daily functioning of the school. These roles will support front office operations, family communication, student records management, and administrative systems. Staff in these roles will have experience in school operations, administration, or office management, along with strong organizational and communication skills.

Expanded Roles (Beginning Year 3)

As the school grows, additional roles will be added to support operations and community engagement.

Beginning in Year 3, the school will hire a Business and Finance Manager to oversee budgeting, financial reporting, payroll, purchasing, and compliance. This individual will have experience in financial management or accounting, with a preference for school finance experience.

Also in Year 3, the school will add a Community Development Coordinator to lead family engagement, student recruitment, and community partnerships. This role will also lead the middle school to high school placement pathway, supporting students and families in navigating academic options, application processes, and future planning.

Summary

This phased staffing model ensures that Solace Rose Innovation Academy maintains high-quality instruction, strong student support systems, and operational effectiveness from the outset, while building toward a fully staffed and sustainable organization. By aligning staffing to enrollment growth and prioritizing licensure and leadership development, the school will create a strong foundation for long-term success.

Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.

Solace Rose Innovation Academy will ensure that all staff maintain appropriate licensure and receive high-quality professional development through a clearly defined leadership structure aligned to the school's phased staffing model.

In Years 1–2, the Executive Director (serving as Head of School) will have primary responsibility for ensuring that all staff meet North Carolina licensure requirements and remain in compliance with state and federal expectations. During this period, the Executive Director will work closely with the Head of School in Residence and identify teacher leaders to monitor teacher credentials, support licensure pathways, and coordinate professional development.

As leadership capacity expands, responsibility for these functions will transition to the Head of School, beginning in Year 4, when the Head of School assumes full responsibility for instructional leadership, staff supervision, and teacher evaluation. At that point, the Head of School will lead licensure compliance and oversee the implementation of professional development systems.

The Instructional Coach/Curriculum Facilitator (and later Assistant Head of School) will play a key supporting role across all years by:

- supporting teacher development and coaching cycles
- aligning professional development to instructional priorities and student data
- assisting with onboarding and ongoing teacher support

All teacher licensure will be tracked through the North Carolina Educator Evaluation System (NCEES) and school-based systems to ensure compliance and timely renewal.

Professional development will be aligned to the school's instructional model and will include ongoing coaching, data-driven planning, and targeted training to support continuous improvement.

Q59. Explain the school's professional development model or plan. The plan should 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.

Solace Rose Innovation Academy will implement a structured, ongoing professional development model that supports teacher effectiveness, ensures compliance with state licensure requirements, and aligns to the school's STEAM-focused, girls-centered instructional model.

Annual Professional Development Structure

The school will provide approximately 15–18 days of professional development annually, including:

- 10 days of pre-service training prior to the start of the school year
- 5–8 days embedded throughout the year, including intersession periods and designated professional learning days

This structure is aligned to the school's year-round calendar and is reflected in the school's staffing and budget projections.

Core Professional Development Components

Pre-Service Training (Summer Institute)

Prior to the start of each school year, all staff will participate in a multi-day Summer Institute focused on:

- school culture, routines, and expectations
- curriculum and instructional planning
- classroom management and relationship-building
- training aligned to the school's instructional model

Instructional Coaching and Ongoing Development

Throughout the school year, teachers will participate in weekly or biweekly coaching cycles aligned to a structured framework such as Get Better Faster. These cycles will include:

- frequent classroom observations
- real-time, actionable feedback
- opportunities for practice, modeling, and reflection

Model-Aligned Professional Learning (STEAM + Girls-Centered Instruction)

Professional development will include explicit training aligned to the school's core design:

- **STEAM Integration:** Training on interdisciplinary instruction, project-based learning, and the integration of science, technology, engineering, arts, and mathematics
- **Girls-Centered Instruction**: Strategies to support confidence, identity development, leadership, and engagement for girls, particularly in STEM fields
- **Culturally Responsive and Inclusive Practices:** Supporting diverse learners, including EC, ML, and AIG students

Data-Driven Instruction and Differentiation

Teachers will engage in regular professional learning focused on:

- analyzing student data
- differentiating instruction
- using assessment to inform teaching
- supporting diverse learner needs

Licensure and Compliance

The school will use the North Carolina Educator Evaluation System (NCEES) to guide formal evaluation and ensure alignment with state expectations.

The Executive Director and later the Head of School (Years 3+) will be responsible for ensuring that all teachers:

- maintain appropriate licensure
- complete required professional development hours
- receive guidance on licensure renewal and pathways

Teachers will be supported in maintaining or obtaining licensure through access to approved professional development opportunities, coaching, and

individualized support plans.

Use of Intersession Time

The school's year-round calendar provides dedicated time during intersession breaks for:

- curriculum planning and alignment
- data analysis and instructional reflection
- targeted professional development sessions

These periods will balance professional learning and protected time off to support teacher effectiveness and wellness.

Advanced Certification

The school will encourage and support teachers to pursue National Board Certification, with a goal of at least 10% of staff achieving certification over time. The school will provide access to:

- mentorship and peer support
- aligned professional learning opportunities
- resources to support the certification process

Funding Alignment

Funding for professional development is included in the school's budget and aligns with staffing projections, ensuring that all teachers receive ongoing, high-quality support throughout the year.

Overall, this professional development model ensures that teachers are continuously supported, remain in compliance with licensure requirements, and are equipped to deliver high-quality instruction aligned to the school's STEAM-focused, girls-centered mission.

3.4. Staff Evaluations and Professional Development

Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.

Solace Rose Innovation Academy will ensure that all teachers meet and maintain North Carolina licensure requirements through a clearly defined leadership structure aligned to the school's phased staffing model.

In Years 1–2, the Executive Director (serving as Head of School) will have primary responsibility for ensuring all teachers meet and maintain licensure requirements. This includes verifying credentials at hiring, monitoring licensure status, and ensuring compliance with all state and federal requirements. During this period, the Executive Director will be supported by the Head of School in Residence and identified teacher leaders in tracking licensure and supporting teachers on licensure pathways.

Beginning in Year 4, as the leadership structure transitions, the Head of School will assume primary responsibility for licensure compliance, teacher evaluation, and professional development systems. The Head of School will ensure that all teachers maintain appropriate licensure and complete required professional development for renewal.

The Instructional Coach/Curriculum Facilitator (and later Assistant Head of School) will support this work across all years by:

- assisting with onboarding and licensure verification processes
- supporting teachers in meeting licensure and certification requirements
- coordinating and delivering professional development aligned to instructional priorities

Teacher licensure will be monitored through the North Carolina Educator Evaluation System (NCEES) and internal tracking systems to ensure compliance and timely renewal.

This structure ensures that licensure and professional development responsibilities are clearly defined, aligned to leadership roles over time, and consistently implemented to support teacher effectiveness and compliance.

Q61. 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.

Solace Rose Innovation Academy will implement a comprehensive and aligned system to mentor, retain, and evaluate staff that directly supports the school's mission of developing confident, capable leaders through a STEAM-focused, wellness-centered, and girls-centered educational program.

Mentorship and Professional Growth

The school's mentorship model is designed to ensure that all teachers are equipped to deliver high-quality instruction aligned to the school's instructional approach.

Teachers will receive ongoing coaching through weekly or biweekly observation and feedback cycles aligned to a structured framework such as Get Better Faster. Coaching will focus on:

- high-quality STEAM instruction and interdisciplinary learning
- project-based learning and real-world application

- strategies that support confidence, leadership, and engagement for girls, particularly in STEM fields
- culturally responsive and inclusive instructional practices

New teachers will receive additional support through:

- structured onboarding and pre-service training
- modeling of instructional practices
- regular check-ins with instructional leadership

This approach ensures that teachers are continuously developing their practice in ways that are directly aligned to the school's mission and educational model.

Retention

The school's retention strategy is intentionally designed to support teacher sustainability, growth, and alignment with the mission.

Key elements include:

- Competitive salaries and benefits, aligned to regional benchmarks and the year-round model
- A collaborative and mission-driven culture centered on leadership, wellness, and shared purpose
- Opportunities for teacher leadership, including roles such as grade-level leads, curriculum facilitators, and instructional leaders
- A year-round calendar with built-in intersession breaks, providing structured time for rest, planning, and professional learning

This model supports teacher well-being while reinforcing the school's commitment to a balanced, sustainable approach to teaching and learning.

Evaluation

Teachers will be formally evaluated using the North Carolina Educator Evaluation System (NCEES), ensuring alignment with state requirements and professional standards.

Evaluation will include:

- formal observations
- student growth measures
- alignment to North Carolina Professional Teaching Standards

In addition, teachers will receive frequent informal observations and coaching feedback, creating a continuous improvement cycle aligned to the school's instructional priorities.

Evaluation practices will be directly connected to the school's educational program, including expectations for:

- STEAM integration and interdisciplinary instruction
- effective engagement of girls in leadership and learning
- data-driven instruction and differentiation

Licensure and Compliance

All teachers will hold or be working toward a valid North Carolina teaching license, in accordance with state and federal law.

In Years 1–2, the Executive Director (serving as Head of School) will be responsible for ensuring licensure compliance, including credential verification, monitoring licensure status, and supporting teachers on licensure pathways. This work will be supported by the Head of School in Residence and instructional leadership.

Beginning in Year 3, the Head of School will assume primary responsibility for licensure compliance, teacher evaluation, and professional development systems.

The school will support teachers in maintaining licensure through:

- aligned professional development opportunities
- guidance on renewal requirements
- ongoing monitoring through the North Carolina Educator Evaluation System (NCEES) and internal tracking systems

Overall, this integrated system ensures that teachers are mentored, supported, evaluated, and retained in ways that are directly aligned to the school's mission and educational program. By connecting professional growth to STEAM instruction, leadership development, and wellness, Solace Rose Innovation Academy will build a strong, mission-aligned staff capable of delivering high-quality instruction and supporting student success.

Q62. 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.

Solace Rose Innovation Academy will implement a mission-aligned professional development model designed to support the effective implementation of its educational program, which centers on STEAM integration, leadership development, wellness, and a girls-centered learning environment.

<u>Core Components of Professional Development</u>

Professional development is intentionally designed to build teacher capacity in areas directly aligned to the school's instructional model:

- **Pre-Service Training (Summer Institute):**

Before the start of the school year, teachers will participate in multi-day training focused on school culture, instructional expectations, curriculum planning, and the school's mission, including strategies to support leadership development and engagement for girls.

- **Instructional Coaching Cycles:**

Teachers will engage in weekly or biweekly coaching cycles aligned to a structured framework such as *Get Better Faster*. Coaching will focus on strengthening instructional practice in STEAM integration, project-based learning, and student-centered

instruction.

- **Data-Driven Instruction:**

Ongoing professional learning will support teachers in analyzing student data, monitoring progress, and adjusting instruction to ensure all students meet high expectations.

- **Differentiation and Inclusive Practices:**

Teachers will receive targeted training to support Exceptional Children (EC), Multilingual Learners (ML), and Academically or Intellectually Gifted (AIG) students, ensuring equitable access to rigorous instruction.

- **STEAM and Interdisciplinary Instruction:**

Professional development will include explicit training on integrating science, technology, engineering, arts, and mathematics through interdisciplinary and real-world learning experiences.

- **Girls-Centered Instruction and Leadership Development:**

Teachers will be trained in strategies that support confidence, identity development, and leadership for girls, particularly in STEM fields where they are historically underrepresented.

- **Wellness and School Culture Practices:**

Professional learning will also focus on trauma-informed practices, social-emotional learning, and wellness, supporting both student outcomes and staff sustainability.

Internal and External Professional Development

Professional development will be delivered through a combination of internal and external opportunities:

- **Internal Professional Development:**

Led by the Executive Director, Head of School, and instructional leadership team to ensure alignment with the school's mission, instructional priorities, and daily practice.

- **External Professional Development and Partnerships:**

The school will leverage partnerships with organizations such as the Center for Creative Leadership and area colleges and universities, including North Carolina A&T State University and Bennett College, to provide specialized training in leadership development, culturally responsive instruction, and STEAM education. These partnerships will expand access to expert-led learning opportunities, research-based practices, and professional learning communities.

Individualized and Whole-Group Learning

Professional development will include both:

- **Whole-group sessions, focused on school-wide priorities and instructional consistency**
- **Individualized support, based on teacher performance, experience level, and specific development needs**

Coaching, feedback, and professional learning plans will be differentiated to ensure that all teachers receive the support necessary to grow and succeed.

Summary

This professional development model ensures that all training is intentionally aligned to the school's mission and educational program, equipping teachers to deliver high-quality instruction that integrates STEAM, leadership, and wellness, while supporting

the unique needs and strengths of girls.

Q63. 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.

Prior to the school opening, Solace Rose Innovation Academy will implement a comprehensive induction period of approximately two weeks (10 days) to prepare staff to deliver the school's educational program with fidelity.

Induction Schedule Overview (10 Days)

Week 1: Foundation and Culture (Days 1–5)

- **Day 1: Mission, vision, and school model overview (STEAM, leadership, wellness, girls-centered design)**
- **Day 2: School culture, routines, and classroom management systems**
- **Day 3: Instructional expectations and core teaching practices**
- **Day 4: Introduction to STEAM integration and interdisciplinary learning**
- **Day 5: Introduction to project-based learning and real-world application**

Week 2: Instructional Practice and Planning (Days 6–10)

- **Day 6: Differentiation and serving diverse learners (EC, ML, AIG)**
- **Day 7: Data-driven instruction and assessment practices**
- **Day 8: Coaching framework (e.g., *Get Better Faster) and feedback systems***
- **Day 9: Collaborative lesson planning and curriculum alignment**
- **Day 10: Classroom setup, practice lessons, and final preparation**

Preparation for the School's Unique Model

Given the school's distinct focus, the induction period will include explicit training on how to implement the school's educational program, particularly in the following areas:

- **Girls-Centered Instruction: Teachers will be trained in strategies to support confidence, identity development, and leadership for girls, including approaches to increase engagement and participation in STEM-related fields.**
- **STEAM Integration and Project-Based Learning: Teachers will learn how to design and facilitate interdisciplinary, hands-on learning experiences that connect academic content to real-world problems.**
- **Leadership and Wellness Integration: Training will include classroom practices that embed leadership development, social-emotional learning, and wellness routines into daily instruction**
- **Culturally Responsive and Inclusive Practices: Teachers will be prepared to meet the needs of diverse learners, ensuring access and success for all students.**

Collaborative Planning and Practice

Throughout the induction period, teachers will engage in:

- **Collaborative planning sessions to align curriculum and instruction**
- **Practice teaching and peer feedback**
- **Development of unit plans, lesson plans, and classroom systems**

This time ensures that teachers enter the school year with clear expectations, aligned instructional plans, and a shared understanding of the school's model.

Summary

This structured induction process ensures that all teachers are fully prepared to deliver Solace Rose Innovation Academy's STEAM-focused, leadership-driven, and girls-centered educational program, equipping them with the tools, strategies, and alignment needed for a strong and successful school launch.

Q64. 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.

Solace Rose Innovation Academy will provide a comprehensive, year-round professional development model that includes approximately 15–18 days of formal professional development annually, in addition to ongoing, job-embedded coaching and collaboration. This structure is intentionally aligned to the school's year-round calendar, daily schedule, and staffing model, ensuring that professional learning is continuous, practical, and sustainable.

Annual Professional Development Structure

Professional development will include:

- **Pre-Service Summer Institute:**

Approximately 10 days (60 hours) before the start of the school year. This training will focus on school culture, instructional expectations, curriculum planning, and explicit preparation for the school's STEAM-focused, leadership-driven, and girls-centered instructional model.

- **Intersession Professional Development:**

The school's calendar includes five intersession periods, during which 2–3 days (12–18 hours total across the year) will be designated for targeted professional development. These sessions will focus on:

  - **data analysis and instructional planning**
  - **curriculum alignment and refinement**
  - **targeted professional learning based on student needs**
  - **Remaining intersession days will be preserved as protected time off to support staff wellness, while also providing opportunities for targeted student interventions and optional enrichment experiences, such as clubs or extended learning opportunities.**

- **Mid-Year Professional Development Days:**

An additional 2–3 full days (12–18 hours) will be scheduled throughout the school year to support ongoing learning, instructional alignment, and reflection.

Job-Embedded Professional Development

In addition to formal PD days, teachers will engage in ongoing, job-embedded professional learning:

- **Coaching Cycles:**

Weekly or biweekly coaching cycles will include 30–60 minutes of observation and feedback, aligned to a structured framework such as *Get Better Faster*.

- **Daily and Weekly Collaboration:**

The daily schedule will include 60–80 minutes of protected planning time, ensuring that teachers have consistent time for preparation and reflection. Within this structure, designated days will include collaborative planning time, during which teachers engage in team-based planning, data analysis, and instructional alignment. School leadership will provide clear guidance on which days are designated for collaboration to ensure consistency and alignment across grade levels and content areas.

- **Professional Learning Communities (PLCs):**

Teachers will engage in regular, structured data-driven discussions to monitor student progress and adjust instruction.

Alignment to Calendar and Staffing Structure

The school's year-round calendar allows professional development to be distributed across the year in a way that supports both instructional effectiveness and staff sustainability. This approach creates consistent cycles of instruction, reflection, and improvement, rather than concentrating professional learning at a single point in time.

The staffing model supports this work through:

- **The Executive Director/Head of School (Years 1–3) and later the Head of School (Years 4+), who oversee professional development and instructional quality**
- **The Instructional Coach/Curriculum Facilitator, who leads coaching cycles and supports teacher growth**
- **Teacher leaders who support collaboration and implementation at the grade or content level**

Summary

Through 15–18 days of formal professional development and ongoing, job-embedded learning, Solace Rose Innovation Academy provides teachers with consistent, high-quality support aligned to the school's STEAM, leadership, wellness, and girls-centered model. This approach supports continuous improvement while maintaining a balanced and sustainable work environment for staff.

3.5. Student Recruitment

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.

Q65. Marketing Plan: 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.

Solace Rose Innovation Academy will implement a targeted, community-centered marketing and recruitment strategy designed to reach families across Guilford County and the broader Triad region. The school's outreach efforts are intentionally aligned to reflect the racial, ethnic, and socioeconomic composition of the community, with a particular focus on engaging families in Greensboro neighborhoods where there is both demonstrated need and limited access to innovative public school options.

Based on district data, the school anticipates serving a student population that reflects the diversity of Guilford County, including a significant representation of Black and Hispanic/Latino students, as well as students from economically disadvantaged backgrounds. Recruitment efforts will prioritize outreach in South and East Greensboro, where a high concentration of families reside and where there are fewer high-performing or specialized public school options.

Language Access and Inclusive Communication

To ensure accessibility, all outreach materials will be provided in both English and Spanish, reflecting the primary languages spoken in the community. The school will monitor enrollment interest and adapt communication strategies if additional language needs emerge by partnering with local organizations and translation services. This ensures that all families, including multilingual learners, can fully engage in the enrollment process.

Early Outreach and Demand Building

The school has already begun building awareness through early outreach efforts, including:

- **Community information sessions**
- **Interest forms collected through the school website**
- **Engagement with local organizations, educators, and community leaders**

These efforts have generated initial interest from families across Guilford, Alamance, and Forsyth counties and will continue to expand leading up to the school's opening.

Digital and Print Marketing Strategy

The school will use a combination of digital and print marketing to ensure broad access to information:

- **Digital Outreach:**
  The school will maintain an accessible website and active social media presence to share information about the academic model, enrollment process, and key deadlines. Content will include family-friendly explanations of the program, student experience highlights, and clear calls to action for enrollment.
- **Print Materials:**
  Flyers, brochures, and enrollment information will be distributed in high-traffic locations such as libraries, community centers, childcare centers, local businesses, and healthcare offices. Materials will be designed to be clear, visually engaging, and accessible to families.

Targeted Community-Based Outreach

In-person engagement will be a central component of recruitment. The school will:

- **Host community information sessions across Greensboro and Guilford County a**
- **Participate in local events, including festivals, school fairs, and community gatherings**
- **Conduct outreach in nearby communities such as Burlington and Winston-Salem, where interest in the school has already been identified**

Outreach will focus on spaces where families naturally gather, including:

- **Churches and faith-based organizations**
- **Community centers and recreation programs**
- **Libraries and afterschool programs**
- **Neighborhood associations and local events**

Strategic Community Partnerships

Solace Rose Innovation Academy will partner with local organizations that serve diverse populations to ensure broad and equitable outreach. These partnerships will include organizations that support:

- **Multilingual learners**
- **Students with disabilities**
- **Families from historically underserved communities**

These relationships will support both recruitment and long-term family engagement by building trust and increasing awareness within the community.

Clear and Equitable Enrollment Messaging

All outreach materials will clearly communicate that Solace Rose Innovation Academy is a tuition-free public charter school open to all students through a fair and transparent lottery process.

Recruitment messaging will highlight:

- **Strong core academic instruction in literacy and mathematics**
- **Integrated STEAM learning experiences**
- **Leadership development and wellness programming**
- **A supportive all-girls K–8 environment**

Materials will also explicitly state that the school welcomes students with a wide range of academic needs, including exceptional children and multilingual learners.

Ongoing Monitoring and Adjustment

The school will track outreach and application data to ensure that recruitment efforts are reaching a broad and representative pool of families. This includes monitoring:

- **Geographic distribution of applicants**
- **Demographic trends in interest and enrollment**
- **Effectiveness of outreach channels**

Based on this data, the school will adjust its marketing strategy to ensure alignment with the demographics of the community and to expand outreach where gaps are identified.

Through intentional, data-informed, and community-rooted outreach, Solace Rose Innovation Academy will ensure that all families, particularly those historically underrepresented in innovative school models, have equitable access to information about the school and the opportunity to enroll.

Q66. Describe how parents and other members of the community will be informed about the school.

Parents and community members will be informed about Solace Rose Innovation Academy through a consistent and multi-channel communication approach that includes digital outreach, direct communication, and in-person engagement. These systems are designed to ensure families can access information in multiple ways and remain connected throughout the recruitment and enrollment process.

<u>Established Communication Systems</u>

The school has already established several systems to build awareness and maintain engagement, including:

- **Virtual "coffee house" information sessions to introduce the school model and answer questions**
- **An active and growing mailing list**
- **A school website and social media presence across Instagram, LinkedIn, and Facebook**
- **Quarterly newsletters highlighting updates, milestones, and opportunities for engagement**

By the start of the enrollment period, the school aims to:

- **Grow its mailing list to at least 300–400 interested families**
- **Host a minimum of 2 virtual information sessions per month**
- **Increase social media engagement through consistent weekly posting and targeted outreach**

<u>Digital Communication and Ongoing Engagement</u>

The school's website and social media platforms will serve as central hubs for information about the mission, academic program, enrollment process, and key dates.

Families who complete interest forms or attend events will be added to the mailing list and will receive:

- **Monthly newsletters (increasing to biweekly during enrollment season)**
- **Invitations to information sessions and community events**
- **Enrollment reminders and application support**

The school will track:

- **Website traffic and interest form submissions**
- **Email open rates and engagement**
- **Conversion from interest to application**

<u>In-Person Engagement and Community Presence</u>

In-person engagement will remain a priority. The school will:

- **Host at least 2–3 in-person information sessions per month in different areas of Greensboro**
- **Participate in a minimum of 10–15 community events annually, including festivals, school fairs, and local gatherings**
- **Facilitate small-group family meetings to support enrollment completion**

Outreach will focus on areas of Greensboro with high concentrations of families aligned to the school's target population, particularly in South and East Greensboro.

<u>Targeted Outreach to Kindergarten and Rising 6th Grade Families</u>

In addition to general outreach, the school will implement targeted strategies to reach families of students entering kindergarten and 6th grade, the school's primary entry points.

- **Kindergarten Families:**

The school will:

- **Partner with at least 5–8 local preschools and childcare centers**
- **Conduct on-site visits and distribute materials to families preparing for kindergarten**
- **Host kindergarten-focused information sessions to support early enrollment**

- **Rising 6th Grade Families:**

The school will intentionally engage families of current 5th-grade students through:

- **Partnerships with organizations such as the Boys & Girls Clubs of Greater Greensboro and local YMCA programs**
- **Outreach through at least 5 community-based youth organizations serving upper elementary students**
- **Participation in middle school transition events and community fairs**
- **Targeted information sessions specifically for 6th-grade families, hosted at least monthly during recruitment season**
- **Direct outreach in proximity to elementary schools during high-traffic family times**

The goal is to ensure that at least 50% of applicants come from targeted outreach efforts connected to 5th-grade families and transition points.

<u>Print Materials and Community Distribution</u>

Printed materials, including flyers and school information sheets, will be distributed through:

- **At least 20 high-traffic community locations, including libraries, recreation centers, churches, and local businesses**

- **Partner organizations serving families across Greensboro and the Triad region**

All materials will include clear directions to the school's website and interest form to ensure families can easily access additional information and remain connected.

Consistent and Equitable Access to Information

The school will monitor outreach effectiveness to ensure alignment with community demographics by tracking:

- **Geographic distribution of interest forms and applications**
- **Demographic trends of applicants compared to Guilford County data**
- **Engagement across outreach channels**

If gaps are identified, the school will adjust its strategy to increase outreach in underrepresented communities.

Summary

Through a structured, data-informed, and community-rooted communication plan with clear outreach targets and measurable goals, Solace Rose Innovation Academy will ensure that parents and community members are consistently informed and have multiple, accessible opportunities to engage with the school and apply for enrollment.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

Solace Rose Innovation Academy will implement a structured, community-centered student recruitment plan during the planning year to build awareness, generate strong family interest, and ensure full enrollment at opening. This plan is directly aligned with the school's broader marketing strategy and is designed to reach families across Guilford County—particularly in Greensboro neighborhoods where there is demonstrated need and limited access to innovative public school options—as well as nearby communities in Alamance and Forsyth counties.

Recruitment efforts will focus on families of girls entering kindergarten and 6th grade, the school's primary entry points, and will intentionally reflect the racial, ethnic, and socioeconomic diversity of the community.

Aligned Recruitment Strategies and Outreach Channels

Consistent with the school's marketing approach, recruitment will include a combination of digital outreach, in-person engagement, and community partnerships. Key strategies include:

- **Hosting community information sessions and school interest meetings (virtual and in-person)**
- **Maintaining an active website and social media presence to share enrollment information and school updates**
- **Distributing printed materials in English and Spanish in high-traffic community locations**
- **Conducting outreach through churches, community organizations, and youth-serving programs**
- **Building and maintaining a centralized interest list with consistent email communication and follow-up**

The school will use a centralized outreach database to track family engagement, monitor progress toward recruitment benchmarks, and ensure consistent communication throughout the planning year.

Experiential and Community-Based Recruitment

Aligned with the school's emphasis on hands-on, student-centered learning, Solace Rose Innovation Academy will provide experiential opportunities for families to engage with the school model prior to enrollment.

These opportunities will include:

- **Pilot STEAM workshops and learning demonstrations**
- **Family literacy events and community book clubs**
- **Guest speakers connected to leadership, STEM, and community engagement**
- **Student-centered STEAM sessions and interactive learning experiences**
- **Small community-based outings or field experiences**

These activities serve as both engagement and recruitment tools, allowing families to experience the school's approach in an authentic and accessible way. Participation will be voluntary and will not influence admission decisions.

Targeted Recruitment for Entry Grades

Recruitment efforts will include targeted strategies to reach families at key transition points, ensuring alignment with the school's enrollment model:

- **Kindergarten Families:**

Outreach will include partnerships with local preschools, childcare centers, and early childhood organizations, as well as direct engagement with families preparing to enter kindergarten.

- **Rising 6th Grade Families:**

The school will intentionally engage current 5th-grade families through:

- **Partnerships with organizations such as the Boys & Girls Clubs of Greater Greensboro and local YMCA programs**
- **Outreach through after-school and summer programs serving upper elementary students**
- **Participation in community events and middle school transition-focused gatherings**
- **Targeted information sessions highlighting the 6th-grade experience, leadership development, and preparation for high school pathways**

These strategies ensure that recruitment efforts are focused on families actively making school transition decisions.

Responsible Parties and Community Involvement

Recruitment activities will be led by the Executive Director (Year 1 School Leader), ensuring alignment between the school's vision, messaging, and outreach strategy.

Support will be provided by:

- **The founding Board, particularly the Community Engagement & Development Committee**
- **Advisory board members and volunteers supporting outreach and event coordination**
- **Community partners who provide access to families and trusted engagement spaces**

This approach ensures that recruitment is both strategically coordinated and deeply rooted in the community.

Recruitment Timeline Aligned to Enrollment Milestones

Spring–Summer (March 2027–August 2027)

- **Launch coordinated marketing and recruitment campaign**
- **Update website and outreach materials**
- **Host introductory information sessions and begin collecting interest forms**

Fall (September 2027–November 2027)

- **Host school preview events and experiential learning opportunities**
- **Expand outreach through community partnerships and events**
- **Increase engagement with families on the interest list**

Open Enrollment Period (December 2027–Early March 2028)

- **Publicize application window across all channels**
- **Host application support sessions**
- **Maintain consistent communication and follow-up with families**

Post-Lottery Through Opening (Late March 2028–August 2028)

- **Conduct onboarding events for admitted families**
- **Confirm enrollment and maintain engagement**
- **Continue enrolling from the waitlist as needed**

Recruitment Benchmarks and Enrollment Targets

Aligned with the school's marketing and enrollment strategy, Solace Rose Innovation Academy will track the following benchmarks:

- **Interest Forms: At least 350 completed interest forms by Fall 2027**
- **Applications: At least 150–200 completed applications by the close of open enrollment**
- **Post-Lottery Registration: Secure approximately 125–135% of available seats in completed registrations**
- **Final Enrollment: 100% of seats filled by the first day of school, with a waitlist established**

The school recognizes that not all admitted students will ultimately enroll or attend. To ensure a full and stable opening, the school will intentionally over-enroll during the post-lottery registration process. For an initial enrollment target of approximately 150 students, the school will aim to secure approximately 170–180 fully registered students, accounting for typical summer attrition.

Monitoring, Data Use, and Continuous Improvement

Consistent with the broader marketing plan, the school will review recruitment data monthly, including:

- **Interest form submissions and geographic distribution**
- **Application and conversion rates**
- **Registration and enrollment trends**

If benchmarks are not met, the school will adjust its strategy by:

- **Increasing outreach in targeted Greensboro neighborhoods and surrounding communities**
- **Expanding partnerships with community-based organizations**
- **Hosting additional events and application support sessions**
- **Maintaining active communication and enrollment from the waitlist**

Summary

Through a coordinated, data-driven, and community-rooted approach that aligns directly with its marketing strategy, Solace Rose Innovation Academy will build strong awareness, engage families meaningfully, and manage enrollment proactively. This alignment ensures that recruitment efforts are not isolated activities, but part of a cohesive system designed to reflect the community, support families, and open the school to full and stable enrollment.

Q68. 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.

Solace Rose Innovation Academy will provide all eligible students an equal opportunity to attend the school through an open enrollment and public lottery process consistent with North Carolina charter school law. The school will not discriminate based on race, ethnicity, national origin, religion, disability, academic performance, English language proficiency, or socioeconomic status.

<u>Equitable Access and Targeted Outreach</u>

To ensure equitable access, recruitment efforts will intentionally focus on families who may face barriers to school choice, including:

- **Families living in poverty**
- **Academically low-achieving students**
- **Students with disabilities**
- **Multilingual learners (English learners)**
- **Students at risk of academic failure**

The school will implement targeted strategies aligned with its broader marketing and recruitment plan, including:

- **Targeted Community Outreach:**

Hosting information sessions and events in neighborhoods across Greensboro with higher concentrations of economically disadvantaged families, particularly in South and East Greensboro

- **Partnerships with Community Organizations:**

Collaborating with churches, community centers, and organizations that serve diverse populations, including families experiencing economic hardship and multilingual communities (e.g., youth-serving organizations, family support agencies)

- **Multilingual Communication:**

Providing outreach materials and enrollment support in English and Spanish, with additional language support as needed through community partners

- **Accessible Enrollment Support:**

Offering both online and paper applications, along with in-person and virtual support sessions to assist families with completing the enrollment process

These strategies ensure that families who may not traditionally access charter school options are fully informed and supported.

Access to Services and Academic Supports

All recruitment materials and outreach efforts will clearly communicate that Solace Rose Innovation Academy is designed to serve a diverse range of learners and will provide:

- **Exceptional Children (EC) services for students with disabilities**
- **Multilingual learner (ML) support for English learners**
- **Targeted academic interventions and MTSS supports for students performing below grade level**

This transparency ensures that families understand that the school is equipped to meet varied academic and developmental needs.

Removing Barriers to Access

Solace Rose Innovation Academy will proactively reduce barriers that may limit access or enrollment for some families:

- **Transportation:**

The school will implement a community-based transportation model with centralized bus stops across Greensboro and the surrounding areas to increase access for families without reliable transportation

- **School Nutrition:**

The school will participate in the National School Lunch Program (NSLP) and the School Breakfast Program to ensure that all students have access to free or reduced-price meals. Participation in these programs removes a critical barrier for families and supports student health and readiness to learn

- **Flexible and Clear Communication:**

The school will provide clear, accessible information about enrollment timelines and processes, including hosting events at varied times to accommodate working families

- **Family Engagement and Trust-Building:**

The school will prioritize relationship-building through consistent communication, community presence, and, where appropriate, home visits or community-based meetings to meet families where they are

Marketing the School's Focus

Solace Rose Innovation Academy will clearly communicate its focus as an all-girls K–8 public charter school designed to support both academic success and whole-child development.

Recruitment materials will highlight:

- **Strong core academic instruction in literacy and mathematics**
- **Integrated STEAM learning experiences**
- **Leadership development opportunities**
- **A focus on student wellness and well-being**

Messaging will emphasize how this model supports confidence, identity development, academic growth, and leadership capacity—particularly during the critical elementary and middle school years.

Summary

Through intentional outreach, accessible enrollment processes, participation in federal nutrition programs, and clear communication of services and supports, Solace Rose Innovation Academy will ensure that all students, especially those who have been historically underserved, have an equal opportunity to attend and succeed.

Q69. What established community organizations would you target for marketing and recruitment?

Solace Rose Innovation Academy will partner with established community organizations across Greensboro, Guilford County, and the broader Triad region to support outreach and student recruitment. These partnerships will ensure that information about the school reaches families from diverse backgrounds, including those who may not otherwise have access to school choice information.

Identified Community Partners

The school will prioritize engagement with well-established organizations that have strong relationships with families, including, but not limited to, the following:

- **Family and Community Support Organizations: Such as FaithAction International House, which serves immigrant and refugee families across the region, and The Salvation Army of Greensboro, which provides support to families experiencing economic hardship.**
- **Latino and Multilingual Family Organizations: Such as the Latino Community Coalition of Guilford, which connects Latino families to community resources, and the Latino Family Center at the YWCA High Point, which provides family support services and programming for Latino families in the region.**
- **Youth Development and Afterschool Programs: Such as the Boys & Girls Clubs of Greater Greensboro, YMCA of Greensboro, and Girl Scouts Carolinas Peaks to Piedmont, which serve students across grade levels and provide direct access to families.**
- **Faith-Based Organizations: Such as Mount Zion Baptist Church and other churches and faith-based networks across Greensboro and High Point that serve as trusted community hubs.**
- **Higher Education and Community Anchors: Such as Bennett College and North Carolina A&T State University, which are deeply connected to the local community and provide opportunities for partnership and outreach.**
- **Libraries and Public Institutions: Such as the Greensboro Public Library and other community-based institutions where families regularly access information and services.**

Partnership Approach

Solace Rose Innovation Academy will engage these organizations through:

- **Hosting information sessions and enrollment workshops at partner sites**
- **Participating in community events and family engagement initiatives**
- **Sharing printed and digital outreach materials through partner networks**
- **Collaborating on events aligned to the school's focus on STEAM, leadership, and wellness**

These partnerships will support both awareness and trust-building, ensuring that families receive information through organizations they already know and rely on.

Summary

By partnering with established and trusted community organizations, such as those listed above, Solace Rose Innovation Academy will ensure that recruitment efforts are both far-reaching and deeply rooted in the community. This approach strengthens access, builds credibility, and supports equitable enrollment aligned with the school's mission.

3.6. Parent and Community Involvement

Q70. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

From the time the school is approved through opening, Solace Rose Innovation Academy will maintain consistent and transparent communication with families and community members to build awareness, trust, and engagement.

Communication Methods

The school will use multiple communication channels to reach families, including:

- **regular updates on the school website**
- **email newsletters and ongoing communication with interested families**
- **active social media engagement (Instagram, Facebook, LinkedIn)**
- **printed flyers and outreach materials distributed throughout the community**
- **community meetings and information sessions**

The school has already begun using several of these methods, including community information sessions, social media engagement, and quarterly newsletters, and will continue to build on these efforts.

Ongoing Family Communication

Families who complete interest forms will be added to a communication list and will receive regular updates, including:

- **enrollment timelines and application information**
- **lottery dates and procedures**
- **school planning milestones**
- **upcoming events and engagement opportunities**

Family and Community Engagement

In addition to communication, the school will create opportunities for families and community members to engage with the school throughout the planning process. These opportunities may include:

- **school preview events and information sessions**
- **community conversations and feedback sessions**
- **participation in pilot activities or learning experiences**
- **opportunities to connect with school leadership**

These efforts will allow families to ask questions, provide input, and become familiar with the school before opening.

Q71. Describe how you will engage parents in the life of the public charter school.

Solace Rose Innovation Academy will engage families as active partners in the life of the school and in the academic success of their children. The school's approach is grounded in the belief that strong family-school partnerships support student learning, confidence, and long-term success. Family engagement is designed to be consistent, relationship-centered, and responsive to the needs of families.

Family Engagement Structures

The school will create multiple, predictable opportunities for families to engage with the school and support student learning, including:

- **Family orientation sessions at the start of the year and ongoing family meetings**
- **Parent-teacher conferences and student-led conferences focused on academic progress and goal setting**
- **Volunteer opportunities and advisory roles that allow families to contribute to school programming and events**
- **Family workshops connected to academics, leadership development, and student wellness**
- **School events, student exhibitions, and community gatherings that showcase student learning**

These structures ensure that families have regular, accessible, and meaningful opportunities to engage throughout the school year.

Flourish Fridays

A key feature of the school's engagement model will be Flourish Fridays, a recurring structure designed to connect families directly to the school's academic and leadership program (described in detail in the Education Plan).

Flourish Fridays will occur on a regular monthly schedule, typically during the school day with select opportunities extending into the afternoon, allowing flexibility for family participation.

During these experiences, families may:

- **Engage in learning experiences alongside their daughters**
- **Attend student exhibitions, presentations, and project showcases**
- **Contribute to workshops or enrichment activities connected to their expertise**
- **Participate in leadership, wellness, or community-building sessions**

To ensure accessibility, the school will:

- **Provide advance scheduling and multiple participation options**
- **Offer a combination of in-school and select after-school opportunities**

- **Explore childcare support during key events when feasible**

These experiences are designed to build strong relationships between families, students, and staff while creating shared ownership of the learning process.

Family Leadership and Voice

Solace Rose Innovation Academy will intentionally create structures for families to contribute to school leadership and decision-making. These include:

- **A Parent Advisory Council that meets regularly to provide input on school culture, programming, and family engagement**
- **Opportunities for families to serve on committees connected to events, outreach, and school initiatives**
- **Regular family surveys and feedback sessions to inform continuous improvement**

These structures ensure that families have meaningful opportunities to be heard and to shape the school community.

Building Strong Partnerships

The school will build strong family partnerships through:

- **Consistent and proactive communication about student progress, goals, and school updates**
- **Clear and accessible communication channels, including newsletters, meetings, and digital platforms**
- **A welcoming environment that values family voice and participation**
- **Flexible engagement opportunities that reflect the diverse needs and schedules of families**

When appropriate, the school may also offer individualized outreach, such as family meetings or home visits, to ensure families feel supported and connected.

Summary

Through structured engagement opportunities, consistent communication, and a relationship-centered approach, Solace Rose Innovation Academy will create a school community where families are informed, valued, and actively engaged in supporting their child's academic, leadership, and personal development.

Q72. 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.

Solace Rose Innovation Academy plans to offer programs for families and the broader community that strengthen engagement and support student learning. These programs are designed to help families better understand the school's academic model and actively support their child's development.

Potential programs may include:

- **Family literacy and mathematics workshops to support learning at home**
- **STEAM family learning nights connected to classroom instruction and student projects**
- **Wellness workshops for families focused on student well-being and healthy habits**
- **Leadership development workshops for students and parents**
- **Digital literacy sessions to support family access to school communication and learning tools**
- **Community discussions focused on girls' education, leadership, and student development**

These programs will provide families with practical tools and knowledge to support their children academically and socially. They will also create opportunities for families to engage with the school community and connect.

3.7. Admissions Policy

Q73.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

Q77.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.

Solace Rose Innovation Academy will admit students in accordance with North Carolina charter school law and all applicable state requirements. The school will be open to all eligible students and will not discriminate on the basis of race, ethnicity, national origin, religion, disability, English language proficiency, academic ability, or socioeconomic status.

Open Enrollment Timeline and Procedures

Solace Rose Innovation Academy will begin accepting applications only after receiving final approval from the Charter Schools Review Board.

The school anticipates the following tentative enrollment timeline for its opening year:

- **Open Enrollment Begins: November**
- **Open Enrollment Closes: Late January or early February**
- **Public Lottery (if needed): February**
- **Seat Acceptance and Registration: February–Summer**
- **Waitlist Management and Continued Enrollment: Spring and summer prior to opening**

Final dates will be approved annually by the governing board and communicated through the school's website, outreach materials, and family communication channels.

Families may apply through an online application platform or by submitting a paper application. Application support will be available for families who need assistance.

Open Enrollment Lottery Plan

If the number of applications exceeds available seats, the school will conduct a public random lottery in accordance with North Carolina law.

- **The lottery date, time, and process will be publicly announced in advance**
- **Families will be notified of results following the lottery**
- **The lottery will be conducted in a fair and transparent manner**

The school will apply only those enrollment preferences permitted by law, including:

- **siblings of currently admitted students**
- **children of founders, governing board members, and full-time employees, within legal limits**

All preferences will be clearly communicated and applied consistently.

Waiting Lists, Withdrawals, Re-Enrollment, and Transfers

Applicants who are not offered a seat during the lottery will be placed on a waiting list in lottery order.

- **As seats become available, families will be contacted in order**
- **If a student withdraws, the next eligible student on the waiting list will be offered the seat**
- **Students who withdraw and wish to return in a future year must reapply during the open enrollment period, unless otherwise permitted by law**
- **Students seeking to transfer into the school after the lottery may be admitted if seats are available or placed on the waiting list if not**

Pre-Admission Activities

The school may offer pre-admission activities such as:

- **information sessions**
- **family meetings**
- **school preview events**
- **optional pilot or learning experiences**

These activities are designed to help families understand the school's mission, program, and expectations.

Participation in these activities is completely voluntary and will not influence admission, lottery placement, or enrollment decisions.

Student Withdrawals and Transfers

Families who wish to withdraw their student will be asked to submit a written notice and complete a withdrawal form.

The school will:

- **update enrollment records promptly**
- **transfer student records to the receiving school in accordance with state and federal law**
- **offer available seats to students on the waiting list when applicable**

3.8. Certify

Q78. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q79.Explanation (optional):

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80. Do you want your application to be considered for acceleration?

- ○ Yes
- ◉ No

5. Conversion

Q94.Is this application a conversion from a traditional public school or private school?

- ○ Yes
- ◉ No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit 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 CSRB may also, in certain well-defined instances, grant permission for a nonprofit 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 forgoes the planning year required of new charter school applicants.

Q109.Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

- ○ Standard
- ○ Fast-Track
- ◉ No

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:

1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
3. the students shall be currently under suspension for more than 10 days from a public or private school; or
4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121. Do you want your application to be considered for an Alternative Charter School?

- ○ Yes
- ◉ No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

- ○ Yes
- ◉ No

9. Remote Academies

§ 115C-218.120(a). Remote charter academies.
A charter that includes a remote charter academy may do any of the following:

(1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.

(2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.

(3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q142.

Is the school you're applying to create a remote charter academy?

- ○ Yes
- ◉ No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

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

10.1. 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.

Q169.Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

Solace Rose Innovation Academy educates girls in grades K–8 through strong academics, STEAM learning, and leadership development in a supportive community that builds confidence, curiosity, and preparation for high school and future opportunities.

Q170.Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

Solace Rose Innovation Academy envisions a future where girls learn and grow in a safe, supportive environment that nurtures confidence, curiosity, and leadership. Through strong academics, STEAM exploration, and meaningful connections to their community, students develop the knowledge, character, and sense of purpose needed to pursue their goals, contribute to their communities, and shape a better future.

Q171.In narrative form, please describe how you have assessed parental demand for the school.

Solace Rose Innovation Academy has assessed parental demand through a combination of direct family engagement, structured outreach efforts, and an ongoing community survey designed to capture interest from families of school-aged girls across the Triad region.

Beginning in October 2025, the school launched its initial outreach through a series of virtual "Coffee Chat with the Founder" sessions. From October 2025 through March 2026, the school hosted multiple virtual and in-person engagement sessions, collectively engaging approximately 75–100 parents and community members, the majority of whom were families of elementary and middle school-aged girls in Guilford County and surrounding areas. These sessions introduced the school's mission, academic model, and all-girls design, while providing opportunities for families to ask questions, share feedback, and express interest.

In addition to these sessions, the school conducted in-person outreach at community events, churches, and local organizations, engaging families across Greensboro, Burlington, and the broader Triad region. Through these efforts, the school has built a growing interest list of families who have opted in through the website and in-person events to receive continued communication about enrollment.

<u>Community-Based Engagement and Needs Assessment</u>

To deepen its understanding of community needs, Solace Rose Innovation Academy engaged with a range of local organizations and leaders connected to families and youth, including Mount Zion Baptist Church, Bennett College, the United Negro College Fund (UNCF), North Carolina A&T State University, the High Point YMCA, The Salvation Army of Greensboro, and FaithAction International House.

Across these conversations, consistent themes emerged, indicating that families are seeking:

- **Strong academic programs paired with leadership development**
- **More intentional support for girls' confidence and identity development**
- **Increased access to STEAM learning and exposure to future career pathways**

Stakeholders also affirmed that there are limited public school options in the region that explicitly center the needs of girls during the elementary and middle school years, reinforcing the relevance of Solace Rose Innovation Academy's model.

<u>Preliminary Survey Findings</u>

To further assess demand, Solace Rose Innovation Academy launched a community survey in March 2026, distributed in both English and Spanish through social media, community networks, and partner organizations. The survey is currently being administered, and responses continue to be collected from families across Guilford, Alamance, and Forsyth counties.

Preliminary findings indicate strong and consistent demand for the school's model:

- **100% of respondents indicated it is important or very important for schools to intentionally support girls in developing confidence and leadership skills**
- **93% indicated it is important or very important for girls to have opportunities to explore STEAM fields and future careers**
- **80% reported that current schools support girls' leadership development only somewhat well or not well at all, suggesting a**

gap in existing school options

Early responses also demonstrate strong enrollment interest:

- **100% of respondents indicated they would be likely, somewhat likely, or very likely to enroll a child in Solace Rose Innovation Academy**
- **93% indicated they would be likely or very likely to recommend the school to others**
- **93% indicated they would be likely or very likely to attend an information session**
- **100% indicated they would be likely to share information about the school within their networks**
- **80% indicated they would like to continue receiving updates**

Parent responses further reinforce this demand, with families expressing a desire for "a safe environment building girls' confidence" and "a school that helps girls become leaders in STEAM with strong values."

<u>Evidence of Sustained Interest</u>

In addition to survey data, the school has collected ongoing evidence of demand through:

- **A growing interest list of families who have submitted contact information through the school's website and outreach efforts**
- **Continued participation in information sessions and community events**
- **High engagement with newsletters and follow-up communication**
- **Direct conversations with families expressing intent to apply once enrollment opens**

A significant portion of this engagement has come from families of girls currently in preschool through 5th grade, aligning directly with the school's initial entry points (kindergarten and 6th grade).

<u>Conclusion</u>

Through direct engagement with approximately 75–100 families, ongoing community partnerships, and preliminary survey data demonstrating strong interest in an all-girls, STEAM-focused model, Solace Rose Innovation Academy has identified clear and growing parental demand.

As survey collection continues, the school will further refine its understanding of community needs; however, early indicators already demonstrate strong alignment between the school's model and what families are seeking—particularly a school environment that prioritizes leadership development, confidence-building, and academic opportunity for girls.

This demonstrated demand, combined with continued outreach and recruitment efforts during the planning year, positions the school to meet its enrollment targets, including generating a sufficient applicant pool and intentionally over-enrolling post-lottery to ensure a full and stable student body at opening.

Q172. **Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..**

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

******Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.***

See files

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q173. If applicable, provide evidence of any committed business, civic, or other community support.

Solace Rose Innovation Academy has received encouragement and engagement from several business, civic, and educational organizations as the school design has developed. These relationships have helped inform the school's vision and will support future partnerships that benefit students and families.

Mount Zion Baptist Church has expressed interest in supporting community engagement efforts and potential use of space for school events and outreach activities. Bennett College has engaged in conversations regarding opportunities for collaboration that could connect students with leadership development, mentorship, and exposure to college pathways for young women.

The United Negro College Fund (UNCF) has been involved in early discussions about the school's vision and the potential for partnerships that expand educational opportunity and college awareness for girls in the region.

Solace Rose Innovation Academy has also been selected as a Founder's Fellow through Great Schools North Carolina and has worked with GSNC since July 2025. Through this fellowship, the school receives ongoing guidance, technical assistance, and strategic support throughout the charter development process. Upon approval, the school will be eligible for startup funding and continued implementation support.

In addition, Solace Rose Innovation Academy has advanced to the final round of the NewSchools Venture Fund HBCU Fellowship in March 2026. This opportunity includes the potential to receive up to $300,000 in grant funding over two years to support pre-opening activities, with the possibility of additional funding during the school's first two years of operation. The fellowship also provides access to national networks, mentorship, and technical expertise in school design and implementation.

Together, these relationships demonstrate growing community interest in the development of Solace Rose Innovation Academy and reflect a strong network of organizations committed to expanding educational opportunities for girls in the region.

Q174. Select one or more of the six legislative purposes the proposed charter will achieve.

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

Q175.For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

Improve Student Learning

Solace Rose Innovation Academy will improve student learning through strong core academic instruction in literacy and mathematics, supported by integrated STEAM learning, project-based experiences, and leadership development. Students will engage in interdisciplinary learning that builds critical thinking, problem-solving, and communication skills. The school's year-round calendar will provide consistent instructional time, along with structured opportunities for intervention, enrichment, and acceleration to ensure all students make academic progress.

Increase Learning Opportunities for Students

Solace Rose Innovation Academy increases learning opportunities by offering an all-girls K–8 public school model designed to support the academic, social, and leadership development of girls. Students will participate in STEAM learning experiences, leadership programming, and exposure to future career pathways, particularly in fields where girls are historically underrepresented. This model creates an environment where girls can build confidence, take academic risks, and fully engage in learning.

Encourage the Use of Innovative Teaching Methods

The school will implement instructional approaches that emphasize inquiry, collaboration, and real-world problem solving. Teachers will design and facilitate project-based learning experiences, interdisciplinary STEAM units, and community-connected projects that allow students to apply academic concepts to meaningful challenges. Partnerships with local organizations and higher education institutions will further support authentic, hands-on learning opportunities.

Create New Professional Opportunities for Teachers

Solace Rose Innovation Academy will create professional opportunities for teachers by fostering a collaborative and innovative teaching environment. Teachers will work across grade levels and content areas to design interdisciplinary projects and contribute to the school's leadership and STEAM programming. Ongoing professional learning, coaching, and collaborative planning structures will support teacher growth and instructional effectiveness.

Expand Choice for Families

Solace Rose Innovation Academy will expand public school options for families in Guilford County and the surrounding region by offering a tuition-free, all-girls K–8 public charter school—a model that is not widely available in the area. Families will have access to a school that combines strong academics with leadership development, STEAM learning, and a supportive environment intentionally designed for girls.

Hold Schools Accountable for Measurable Student Achievement Results

Solace Rose Innovation Academy will hold itself accountable for measurable student achievement results through the consistent use of data to monitor student progress and inform instruction. The school will implement regular assessments, progress monitoring systems, and data analysis cycles to ensure students are meeting academic benchmarks.

Teachers and school leaders will use this data to adjust instruction, provide targeted interventions, and support student growth. The

school will also track outcomes related to leadership development, student engagement, and overall school culture. These measures will be regularly reviewed by school leadership and the Board of Directors to ensure accountability, continuous improvement, and alignment with the school's mission.

Q176. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? 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 MLL population of the district? See G.S. 115C-218.45(e).

Solace Rose Innovation Academy will serve girls in grades K–8 from Guilford County and surrounding communities, including East and South Greensboro, High Point, and nearby areas in Alamance County (Burlington) and Forsyth County (Winston-Salem). The school will be open to all students through a public charter lottery and will not restrict enrollment based on academic ability, disability status, or language proficiency.

<u>Educational Need</u>

While Guilford County Schools serves a large and diverse student population, families and community stakeholders across the Triad —including Greensboro, High Point, Burlington, and Winston-Salem—have consistently identified gaps in access to school models that intentionally support the academic development, confidence, and leadership identity of girls, particularly during the elementary and middle school years.

Through community engagement, survey data, and direct conversations with families across Guilford, Alamance, and Forsyth counties, several key needs have emerged:

- **Limited access to public school options that intentionally focus on leadership development for girls**
- **A need for increased exposure to STEAM learning and career pathways, particularly in fields where girls are historically underrepresented**
- **Inconsistent opportunities for students to engage in hands-on, real-world learning experiences**
- **A desire for school environments that support both strong academics and student confidence, identity, and well-being**

Preliminary survey data reinforces this need, with 100% of respondents indicating that it is important for schools to intentionally support girls' confidence and leadership development, and 80% indicating that current schools do not adequately meet this need.

In addition, targeted outreach in East and South Greensboro, as well as engagement with families in High Point, Burlington, and Winston-Salem, indicates demand for more accessible, innovative public school options that provide both academic rigor and holistic support.

<u>Targeted Student Population and Demographics</u>

Solace Rose Innovation Academy is designed to serve a student population that reflects the racial, ethnic, and socioeconomic diversity of Guilford County Schools, while also drawing families from nearby Triad communities.

Guilford County Schools serves a diverse population that includes a significant proportion of Black and Hispanic/Latino students (over 60%), along with White, Asian, and multiracial students. Solace Rose Innovation Academy anticipates enrolling a similarly diverse population, with intentional outreach to communities across Greensboro, High Point, Burlington, and Winston-Salem.

Socioeconomic Representation

Guilford County Schools serves a high percentage of economically disadvantaged students, with a majority of students qualifying for free or reduced-price lunch. Based on community outreach and engagement, Solace Rose Innovation Academy anticipates serving a comparable or higher percentage of economically disadvantaged students.

Recruitment efforts will prioritize:

- **East and South Greensboro**
- **High Point communities**
- **Burlington (Alamance County)**
- **Winston-Salem (Forsyth County)**

These areas include communities where families have expressed strong interest in additional public school options and where access to innovative programming may be more limited.

Students with Disabilities and Multilingual Learners

Solace Rose Innovation Academy will serve students with disabilities and multilingual learners at rates comparable to Guilford County Schools.

The district currently serves:

- **Approximately 13–15% of students identified as students with disabilities (SWD)**
- **Approximately 8–10% of students identified as multilingual learners (MLL)**

The school will provide appropriate services, supports, and programming to ensure that all students, including SWD and MLL populations, can fully access and participate in the academic program.

Alignment to Identified Need

Solace Rose Innovation Academy is designed to directly address these identified needs through:

- **An all-girls K–8 model that supports confidence, identity development, and leadership**
- **Integrated STEAM programming that increases exposure to high-demand fields**
- **A project-based, real-world learning approach that builds critical thinking and problem-solving skills**
- **A year-round calendar that provides continuity of learning and additional opportunities for support and enrichment**

Conclusion

By serving a diverse student population and addressing clearly identified gaps in access to leadership development, STEAM

learning, and supportive school environments for girls across Guilford, Alamance, and Forsyth counties, Solace Rose Innovation Academy will expand educational opportunities for families throughout the Triad region.

Q177. 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?

Enrollment data across Guilford County and the broader Triad region indicates stable to modest growth in elementary grades, with more variability and, in some cases, under-enrollment at the middle school level—particularly in parts of Central and East Greensboro. District planning documents, including the Guilford County Schools Facilities Master Plan, note that several middle schools in these areas are operating below capacity. This trend suggests that while there are available seats, some families may be seeking alternative options during the transition from elementary to middle school.

Importantly, enrollment data alone does not indicate program preference; however, when considered alongside family survey responses and community engagement, it suggests an opportunity for schools that offer distinctive programming and a strong middle grades experience.

Academic performance data further highlights the need for additional high-quality options. Several schools serving East and South Greensboro—including Foust, Fairview, Falkener, and Gillespie Park—serve high percentages of economically disadvantaged students and report lower proficiency rates in mathematics and science compared to district averages. District data also reflects ongoing challenges with chronic absenteeism and disparities in student outcomes.

In addition, district and national trends indicate that many students experience declines in engagement and academic performance during the transition from elementary to middle school. This is particularly relevant for girls, who are more likely to disengage from STEM subjects during these years.

District planning documents also note family interest in specialized programming. The Guilford County Schools Facilities Master Plan identifies STEAM, arts-based programs, and early college pathways as among the most frequently selected options when available, and calls for expanded access to "innovative, quality choices" in Central Greensboro.

How the School's Model Meets Identified Needs

Solace Rose Innovation Academy is intentionally designed to respond to these enrollment and academic trends by offering a distinct, high-quality K–8 model that addresses both academic performance and student engagement.

Strengthening Academic Outcomes

The school will provide strong, standards-aligned instruction in literacy and mathematics, supported by data-driven instruction, targeted interventions, and ongoing progress monitoring. Integrated STEAM learning will reinforce core academic skills, particularly in mathematics and science, where local data indicates lower proficiency rates.

Improving Middle Grades Engagement and Continuity

The school's K–8 structure eliminates the need for a middle school transition, providing continuity in relationships, expectations, and academic support. This directly addresses the documented decline in engagement and performance that often occurs during this transition period.

Providing a Distinct and Relevant Program

Solace Rose Innovation Academy offers a clearly differentiated model that aligns with expressed family interest, including:

- **Integrated STEAM programming**
- **Project-based, real-world learning experiences**
- **Leadership development embedded throughout the school day**

This model responds directly to the demand identified in district planning documents and community feedback for more innovative and engaging academic programs.

Supporting Girls During Critical Developmental Years

The school's all-girls model is designed to support confidence, participation, and academic risk-taking, particularly in STEM subjects. Research and community feedback both indicate that girls benefit from learning environments that intentionally support leadership development and identity formation during the middle grades.

Addressing Barriers to Access and Engagement

The school's year-round calendar provides additional opportunities for academic support and enrichment, helping to reduce learning loss and support consistent progress. The model also includes a strong focus on relationships, student support, and family engagement, which are critical for improving attendance and overall student outcomes.

Why Families Will Choose Solace Rose Innovation Academy

While some surrounding schools may have available seats, Solace Rose Innovation Academy is designed to offer a distinct educational experience that families are actively seeking based on survey data and community engagement.

Families have expressed interest in:

- **Strong academics paired with leadership development**
- **Increased access to STEAM and future career pathways**
- **A supportive environment designed specifically for girls**
- **A school model that prioritizes both achievement and well-being**

By offering a program that directly responds to these priorities, Solace Rose Innovation Academy is positioned not simply to fill available seats, but to attract families seeking a different and more aligned educational experience for their children.

Conclusion

Enrollment trends and academic performance data across Guilford County and the Triad region indicate both a need and an

opportunity for high-quality, innovative school options—particularly at the middle grades level. Solace Rose Innovation Academy responds to this need through a K–8, all-girls model that strengthens academic outcomes, increases engagement, and provides a distinct educational experience aligned with family demand.

Q178. 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).

Solace Rose Innovation Academy (SRIA) will be a K–8 public charter school serving girls only with a year-round academic calendar. The school will open with 120 students in Kindergarten, 1st Grade, and 6th Grade and will gradually expand to full enrollment of 360 students by Year 5.

According to publicly available data from Guilford County Schools (GCS), approximately 27,000 students are enrolled in grades K–8 across the district. Based on this total enrollment, SRIA's projected full enrollment of 450 students represents approximately 1.67% of the district's K–8 Average Daily Membership (ADM).

In its opening year, with 120 students, SRIA would represent approximately 0.56% of the district's K–8 ADM.

These projections reflect a modest scale within the broader district landscape. SRIA is designed to serve a small percentage of the district's overall K–8 student population while providing an additional public school option for families seeking a STEAM-focused academic program for girls. The school's phased enrollment growth allows leadership to build strong instructional systems, maintain a supportive school culture, and expand responsibly as demand increases.

Q179. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

Solace Rose Innovation Academy (will provide a public school option that differs from surrounding schools by offering a cohesive, intentionally designed model that integrates strong academics, embedded STEAM learning, leadership development, and a school environment designed specifically for girls—features that are not currently combined in existing public school options in Guilford County and the surrounding Triad region.

One of the most significant differences is the school's all-girls K–8 model. There are currently no public all-girls elementary or middle schools in Guilford County, and while there was previously a Middle College program at Bennett College, it closed in 2023 and served a limited high school population. Most surrounding schools follow a traditional K–5 elementary and 6–8 middle school structure, requiring students to transition schools at the start of middle grades. SRIA's K–8 model eliminates this transition, providing continuity in relationships, academic expectations, and student support during a period when many students—particularly girls—experience declines in confidence and engagement.

Solace Rose Innovation Academy's approach to STEAM learning is also fundamentally different from surrounding schools. While local schools teach science and mathematics as separate subjects and may offer STEM or STEAM as an elective or enrichment, SRIA will integrate STEAM across the daily instructional program. For example, students will engage in interdisciplinary units where social studies is paired with data science to analyze community issues, and science instruction includes engineering design challenges. In addition, students will participate in a dedicated project-based learning block built into the weekly schedule and complete two cross-disciplinary, project-based learning experiences each year that require application of skills across multiple subjects. This level of integration ensures that STEAM is not an add-on, but a core part of how students learn every day.

Leadership development at Solace Rose Innovation Academy is also embedded differently than in surrounding schools. While many schools offer leadership opportunities through student government or extracurricular activities, SRIA will implement a developmentally structured leadership framework across grades K–8. In elementary grades, leadership is embedded through daily classroom routines, collaborative learning structures, and core tenets that build communication, responsibility, and self-awareness. In middle school, students will participate in a dedicated leadership block within the weekly schedule, where they engage in structured lessons, presentations, and applied leadership experiences connected to real-world issues.

Partnerships with local organizations and higher education institutions are intentionally integrated into the student experience rather than existing as separate or occasional opportunities. These partnerships will be incorporated through:

- **Flourish Fridays, where community partners, college students, and professionals engage directly with students through workshops, mentorship, and project support**
- **Guest speakers and project mentors embedded within interdisciplinary units**
- **Opportunities for middle school students to engage in early exposure experiences such as shadowing, site visits, or project-based internships when developmentally appropriate**

This approach ensures that partnerships are part of the instructional program and school culture, not isolated events.

Solace Rose Innovation Academy's year-round calendar also distinguishes it from surrounding schools, which primarily operate on a traditional calendar. The year-round structure distributes instructional time more evenly and includes planned intersession breaks that can be used for targeted academic support, enrichment, and optional programming. In addition, this model allows the school to function as a community hub, providing opportunities for extended learning, summer programming, and family engagement throughout the year. Families have expressed interest in consistent, structured programming beyond the traditional school year, particularly opportunities that combine academic support with enrichment and community connection.

While surrounding schools may offer individual elements such as strong academics, STEM or STEAM coursework, or extracurricular leadership opportunities, Solace Rose Innovation Academy is unique in that it integrates these components into a cohesive, daily experience. Students will engage in STEAM learning across subjects, participate in project-based learning as part of the weekly schedule, develop leadership skills through structured programming, and remain in a continuous K–8 environment designed to support their growth.

Through this model, Solace Rose Innovation Academy offers families a clearly differentiated public school option—one that responds directly to identified gaps in current offerings and provides an environment intentionally designed to support both academic achievement and the development of confident, capable young women.

10.2. Goals for the Proposed Charter School

Q180. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

Solace Rose Innovation Academy (SRIA) will establish clear and measurable goals across four key areas: student learning, student leadership development, school climate, and operational sustainability. Progress toward these goals will be monitored regularly and communicated to the governing board and school community to support continuous improvement and accountability.

<u>Student Learning Goals</u>

Goal 1: Ensure strong academic achievement and student growth in reading and mathematics.

By the end of each school year:

- **At least 70–75% of students will perform at or above grade level in Year 1, increasing to 85% by Year 3 and 90% by Year 5, as measured by North Carolina End-of-Grade (EOG) assessments (Grades 3–8), foundational literacy and mathematics assessments (Grades K–2), and internal performance measures such as Brilliance Portfolios**
- **At least 85% of students will demonstrate one or more years of academic growth annually, regardless of starting proficiency level, as measured by a combination of i-Ready diagnostic assessments, NC Check-Ins, and state assessments**
- **The school will reduce proficiency gaps between student subgroups by at least 10% annually until gaps are eliminated**

By Year 3, SRIA will meet or exceed expected academic growth as measured by the North Carolina EVAAS growth model, and by Year 5 the school will exceed expected growth in reading and mathematics. State growth measures will be applied once tested grades are fully established.

These metrics ensure that students not only meet grade-level expectations but also demonstrate consistent academic progress.

Student Leadership and Future Pathways

Goal 2: Develop leadership skills and exposure to future college and career pathways.

To support student leadership development:

- **100% of students will complete one leadership project each quarter**
- **Students in Grades 2, 5, and 8 will complete capstone projects demonstrating proficiency in public speaking, advocacy, and design thinking**
- **All students in Grades 3–8 will participate in at least two annual experiences introducing them to college pathways, Historically Black Colleges and Universities (HBCUs), innovation careers, and women leaders through field trips, guest speakers, or project-based learning**

By Year 4, SRIA will establish and maintain a system to track at least 90% of alumni through high school, monitoring enrollment, persistence, and postsecondary readiness to inform program improvements.

These goals ensure that students develop leadership skills while preparing for strong high school and college pathways.

School Climate and Community Engagement Goals

Goal 3: Maintain a safe, supportive, and engaging learning environment.

The school will monitor school culture through the following indicators:

- **Less than 2% of students will receive out-of-school suspensions or expulsions**
- **90% or higher annual student retention rate**
- **85% or higher student and family satisfaction on annual school climate surveys**
- **An active Parent Advisory Council will meet at least four times annually to provide input on school programs and engagement efforts**
- **At least 50% of new students enrolled will be referred by an existing family, staff member, or community partner**

These indicators reflect a strong, relationship-centered school culture and high levels of family trust and engagement.

Operations, Finance, and Governance Goals

Goal 4: Ensure strong operational systems, financial sustainability, and effective governance.

Operational success will be measured through the following indicators:

- **Average daily attendance of at least 93%**
- **Teacher retention of at least 85% annually**
- **A balanced operating budget by the end of Year 1**
- **Establishment of school reserve funds by Year 4**
- **Securing at least $500,000+ in external funding by Year 2 to support enrichment programming and capital improvements**
- **The governing board will meet at least 12 times annually, with active committees for academics, finance, and governance**
- **By Year 2, the school will incorporate family, student, and staff voice into governance through advisory groups and structured feedback systems**

These goals ensure strong financial health, operational stability, and effective oversight.

Monitoring and Communication

The Executive Director and leadership team will regularly monitor progress toward these goals and communicate results to the governing board and stakeholders.

- **The governing board will receive monthly reports including financial updates, enrollment data, attendance, and key operational metrics**
- **Academic progress and school performance data will be reviewed monthly by the leadership team and governing board,**

using data from i-Ready, NC Check-Ins, and internal assessments to inform instructional decisions

- Key performance indicators will be tracked through a shared performance dashboard, reviewed during monthly board meetings
- An annual State of the School report will be shared with families and community stakeholders to promote transparency and accountability

Through these monitoring and reporting structures, Solace Rose Innovation Academy will maintain clear accountability for student outcomes, organizational health, and continuous improvement.

Q181. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board will monitor progress toward the mission of Solace Rose Innovation Academy through the specific and measurable goals outlined above, which are designed to ensure strong academic outcomes, leadership development, and a supportive learning environment for girls. These goals provide a clear framework for accountability across academics, operations, finance, and school culture.

The board will review academic performance data on a monthly basis, including student proficiency and growth in reading and mathematics. Academic data will be disaggregated by student subgroups such as economically disadvantaged students, students with disabilities, and multilingual learners. Monitoring these indicators will allow the board to assess whether students are meeting grade-level expectations and whether achievement gaps are narrowing over time.

The board will also review program implementation and student engagement indicators, including participation in interdisciplinary STEAM projects, project-based learning exhibitions, and leadership development activities such as student presentations and capstone projects. These measures ensure that the school's academic and leadership model is being implemented as designed.

In addition, the board will monitor school climate indicators, including student attendance rates, student retention, discipline data, and results from annual student and family satisfaction surveys. These measures provide insight into whether the school is maintaining a safe, supportive, and engaging learning environment that supports student success.

The governing board will also review family and community engagement data, including participation in family events, advisory groups, and school meetings, as well as feedback gathered through surveys and community conversations.

To support consistent oversight, the Head of School will provide the governing board with monthly performance reports summarizing academic results, operational indicators, and school climate data. These indicators will be presented through a school performance dashboard that allows the board to track progress toward the school's goals and mission.

The governing board will also monitor the financial health of the school through monthly financial reports that include budget-to-actual comparisons, enrollment projections, and cash flow updates. The board's Finance Committee will review these reports regularly and make recommendations to ensure the school maintains a balanced budget and operates in a financially responsible manner. In addition, the school will undergo an independent annual financial audit, and the results will be reviewed by the governing board to ensure compliance with state financial requirements and sound fiscal management.

In addition to reviewing performance data, the governing board will periodically review samples of student work, school climate results, and program outcomes to ensure that the school's academic program, leadership development opportunities, and supportive learning environment remain aligned with the mission of preparing girls for success in high school and future leadership roles.

Through these monitoring practices, grounded in the school's established goals, the governing board will ensure that Solace Rose Innovation Academy remains accountable to its mission and continues to provide a high-quality educational program for its students.

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

Solace Rose Innovation Academy will provide a year-round, STEAM-focused instructional program designed to ensure strong academic achievement, measurable student growth, and the development of leadership and problem-solving skills for girls in grades K–8.

The instructional program is grounded in a developmentally aligned model that builds a strong foundation in literacy and mathematics and progressively expands toward interdisciplinary application and independent thinking. This approach reflects principles from Lev Vygotsky, particularly the importance of scaffolded instruction that supports students in progressing from guided learning to independent mastery.

Instruction across all grade levels is anchored in structured, inquiry-based learning, differentiated instruction, data-driven instructional decision making, and the application of knowledge through interdisciplinary learning.

<u>Grades K–2: Foundational Skill Development and Guided Application</u>

In grades K–2, instruction prioritizes the development of foundational literacy and mathematics skills, which are critical to long-term academic success.

Instructional Focus:

- **Literacy development, including phonemic awareness, phonics, fluency, vocabulary, and comprehension**
- **Mathematics, including number sense, operations, and early problem solving**

Instructional Approach:

- **Explicit, systematic instruction in core skills**
- **Frequent modeling, guided practice, and immediate feedback**
- **Daily small-group differentiated instruction informed by diagnostic data**

Students apply foundational skills through guided, hands-on learning experiences, including structured STEAM activities and teacher-supported problem solving. These experiences build early critical thinking skills while ensuring mastery of core content.

<u>Grades 3–5: Strengthening Skills and Interdisciplinary Application</u>

In grades 3–5, instruction shifts toward deepening understanding and applying foundational skills across content areas.

Instructional Focus:

- **Reading to analyze increasingly complex texts**
- **Writing with structure, clarity, and evidence**
- **Mathematical reasoning and data interpretation**

Instructional Approach:

- **Continued use of structured inquiry, including models such as the 5E framework**
- **Increased emphasis on discussion, analysis, and explanation**
- **Ongoing differentiated instruction and small-group support based on assessment data**

Students engage in interdisciplinary learning experiences where literacy and mathematics are applied across science and social studies. As part of the weekly schedule, students participate in integrated STEAM learning blocks and project-based experiences that require analyzing information, interpreting data, and communicating ideas clearly.

<u>Grades 6–8: Mastery, Real-World Application, and Independent Thinking</u>

In grades 6–8, instruction emphasizes mastery, critical thinking, and independent application of knowledge.

Instructional Focus:

- **Analytical reading and evidence-based writing**
- **Algebraic thinking, problem solving, and data analysis**
- **Scientific reasoning and argumentation**

Instructional Approach:

- **Interdisciplinary inquiry-based and project-based learning**
- **Student-driven investigations requiring analysis and synthesis**
- **Continued use of data-driven differentiation and targeted support**

Students participate in a dedicated project-based learning block built into the weekly schedule, where they engage in real-world challenges that integrate multiple subject areas. Students complete two interdisciplinary projects each year, culminating in presentations, portfolios, and performance-based assessments that demonstrate mastery and application of knowledge.

<u>Assessment and Data-Driven Instruction</u>

Solace Rose Innovation Academy will implement a comprehensive assessment system to monitor student progress and inform instruction.

- **Diagnostic Assessments, such as i-Ready will be administered three times per year (beginning, middle, end of year) to measure growth and identify learning needs**
- **Foundational Literacy Assessments, such as Acadience will be administered multiple times per year in grades K–2 to monitor early reading development**

- **Benchmark Assessments, such as NC Check-Ins, will be administered quarterly in tested grades to track progress toward state standards**
- **Formative Assessments: Teachers will use weekly and biweekly assessments, including exit tickets, quizzes, and student work analysis, to guide instruction in real time**
- **Performance-Based Assessments: Projects, presentations, and portfolios will be used throughout the year to assess application of knowledge**

Assessment data will be used to drive differentiated instruction, support targeted interventions through MTSS, adjust lesson planning, and monitor progress toward proficiency and growth goals. Data will be reviewed regularly by teachers and school leaders to ensure instruction remains responsive and aligned to student needs.

Integration of STEAM and Project-Based Learning

Solace Rose Innovation Academy's STEAM model is integrated into daily instruction rather than offered as a standalone subject. Students engage in interdisciplinary units where content areas are intentionally connected, such as combining social studies with data analysis or science with engineering design.

In addition to daily integration, students participate in:

- **Weekly STEAM and project-based learning blocks**
- **Two cross-disciplinary projects annually**
- **Flourish Fridays, where students engage with community partners, guest speakers, and applied learning experiences connected to their projects**

This structure ensures that students consistently apply academic concepts to real-world problems.

Meeting the Needs of the Targeted Student Population

The instructional program is designed to meet the needs of a diverse student population, including economically disadvantaged students, multilingual learners, and students with disabilities.

A strong focus on foundational literacy and mathematics in the early grades ensures that all students build the skills necessary for long-term success. Differentiated instruction, targeted interventions, and consistent use of data support students at all levels.

Solace Rose Innovation Academy's all-girls learning environment further supports confidence and engagement, particularly in mathematics and science, where participation often declines during the middle grades.

Summary

Through a clear progression from foundational skill development to interdisciplinary application and independent problem solving—supported by structured inquiry, integrated STEAM instruction, project-based learning, and consistent data use—Solace Rose Innovation Academy will ensure that all students achieve strong academic outcomes and are prepared for success in high school and beyond.

Q183.Will the proposed charter school serve a single-sex student population?

- (●) Yes
- ( ) No

Q184.What is the objective of the single-sex charter school?

The objective of Solace Rose Innovation Academy's single-sex model is to provide a learning environment intentionally designed to support the academic achievement, confidence, leadership development, and well-being of girls from kindergarten through eighth grade. The school's all-girls design allows the instructional program, school culture, and student support systems to be intentionally structured around the developmental and educational needs of girls.

Beginning this model in the elementary grades is particularly important because research shows that early school experiences strongly shape academic identity and participation in subjects such as mathematics and science. Studies of single-sex classrooms have found that girls in all-girls settings demonstrate greater classroom participation, increased willingness to ask questions, and stronger engagement in mathematics compared with girls in mixed-sex classrooms (Younger & Warrington, 2006; Pahlke, Hyde, & Allison, 2014). Additional research indicates that single-sex environments can also support improved mathematics achievement and positive academic outcomes. For example, research on urban elementary single-sex classrooms found gains in mathematics performance (Bowe et al., 2015), while international and economic analyses suggest positive academic and non-cognitive outcomes associated with single-sex schooling (Kim & Kim, 2022; Skital & Țîru, 2021). Establishing an environment that builds confidence and belonging during the elementary years helps sustain girls' interest and achievement in STEAM subjects through later grades.

The school's objective also reflects the needs of the local community. Publicly available Guilford County Schools data indicate that many girls, particularly Black and Latina girls, experience declining mathematics proficiency and engagement in STEAM subjects by the middle grades and remain underrepresented in advanced STEAM coursework. These trends highlight the need for learning environments that intentionally cultivate confidence, belonging, and leadership development for girls beginning in elementary school.

Research on adultification bias further underscores the importance of supportive environments for girls of color. Studies have found that Black girls are often perceived as more adult-like and less innocent beginning as early as ages five to fourteen, which can influence expectations, discipline practices, and access to support in school environments (Epstein, Blake, & González, 2017). An all-girls model allows the school to intentionally cultivate supportive relationships, mentorship, and leadership opportunities that counter these patterns.

Through this design, Solace Rose Innovation Academy seeks to ensure that girls develop strong academic foundations, confidence in STEAM learning, and leadership skills that prepare them for success in high school, college, and civic life.

References

Bowe, A. G., et al. (2015). ***Urban elementary single-sex math classrooms*****. Urban Education.**

Epstein, R., Blake, J. J., & González, T. (2017). ***Girlhood Interrupted: The Erasure of Black Girls' Childhood*****. Georgetown Law Center on Poverty and Inequality.**

Kim, J., & Kim, D. (2022). ***Non-cognitive consequences of single-sex schooling*****. Journal of Economic Theory and Econometrics.**

Pahlke, E., Hyde, J. S., & Allison, C. M. (2014). ***The effects of single-sex compared with coeducational schooling on students' performance and attitudes: A meta-analysis*****. Psychological Bulletin.**

Skital, A., & Țîru, L. G. (2021). ***Single-sex and mixed-sex classrooms and math achievement in Israel*****. European Review of Applied Sociology.**

Younger, M., & Warrington, M. (2006). ***Would Harry and Hermione have done better in single-sex classes? A review of single-sex teaching in coeducational secondary schools in the United Kingdom. American Educational Research Journal.***

Q185. How is the charter school's decision to limit admission to a single sex related to that objective?

The decision to limit admission to girls is directly related to the school's objective of creating an environment specifically designed to support girls' academic success, leadership development, and engagement in STEAM learning.

Limiting admission to girls allows Solace Rose Innovation Academy to implement instructional practices, classroom structures, and leadership programming intentionally designed to address the developmental needs of girls. Research shows that girls often demonstrate stronger participation, greater academic confidence, and higher engagement in mathematics and science in learning environments specifically designed for them (Younger & Warrington, 2006; Pahlke et al., 2014).

This structure is particularly relevant in the elementary grades. Research comparing classroom types has found that girls in single-sex classrooms demonstrate stronger mathematics achievement than girls in mixed-sex classrooms, with some of the most significant gains occurring in elementary school. In one study examining mathematics outcomes, girls in single-sex elementary classrooms achieved higher average scores than girls in mixed-sex classrooms, demonstrating a statistically significant difference in achievement. These findings suggest that supportive learning environments early in students' academic experiences can help build confidence and participation before gender gaps in STEAM engagement widen in later grades.

The single-sex structure also supports the school's goal of addressing social and cultural barriers that affect girls of color. Research on adultification bias demonstrates that Black girls are frequently perceived as needing less nurturing and support beginning in elementary school (Epstein et al., 2017). An all-girls environment allows the school to intentionally create a culture that counters these perceptions through mentorship, restorative practices, and leadership opportunities that center girls' voices and development.

Solace Rose Innovation Academy's single-sex design complies with federal Title IX regulations governing public single-sex educational programs. Under Title IX and U.S. Department of Education regulations (34 C.F.R. §106.34), public schools may offer single-sex educational programs when they serve an important educational objective and when substantially equal coeducational educational opportunities are available to students of the excluded sex. The school's all-girls design advances important educational objectives related to academic achievement, leadership development, and STEAM engagement for girls. Students who do not wish to attend a single-sex school will have access to numerous coeducational public school options within Guilford County Schools and other charter schools in the region.

For these reasons, limiting admission to girls is necessary to implement the school's educational model and achieve its objectives.

References

Bowe, A. G., et al. (2015). *Urban elementary single-sex math classrooms.* ***Urban Education.***

Epstein, R., Blake, J. J., & González, T. (2017). *Girlhood Interrupted: The Erasure of Black Girls' Childhood.* ***Georgetown Law Center on Poverty and Inequality.***

Kim, J., & Kim, D. (2022). *Non-cognitive consequences of single-sex schooling.* ***Journal of Economic Theory and Econometrics.***

Pahlke, E., Hyde, J. S., & Allison, C. M. (2014). *The effects of single-sex compared with coeducational schooling on students' performance and attitudes: A meta-analysis.* ***Psychological Bulletin.***

Skital, A., & Țîru, L. G. (2021). Single-sex and mixed-sex classrooms and math achievement in Israel. European Review of Applied Sociology.

Younger, M., & Warrington, M. (2006). Would Harry and Hermione have done better in single-sex classes? A review of single-sex teaching in coeducational secondary schools in the United Kingdom. American Educational Research Journal.

Q186. What facts support the charter school's determination that limiting admission to a single sex will help it achieve its objectives?

Several research findings support Solace Rose Innovation Academy's determination that limiting admission to girls will help the school achieve its objectives.

First, research indicates that girls in single-sex classrooms can demonstrate stronger academic outcomes, particularly in mathematics. A study examining the relationship between classroom type and mathematics achievement found that girls in single-sex elementary classrooms scored significantly higher in mathematics than girls in mixed-sex classrooms. In that study, girls in single-sex elementary classrooms achieved an average mathematics score of 80.4 compared with 74.43 for girls in mixed-sex classrooms, demonstrating a statistically significant difference in achievement.

Second, research shows that single-sex environments can strengthen girls' participation and confidence. Studies of all-girls classrooms have found that girls report feeling more comfortable asking questions, participating in discussions, and collaborating with peers. These classrooms are often described by students as supportive peer environments that encourage academic risk-taking and engagement in subjects such as mathematics and science.

Third, research examining social-emotional outcomes indicates that girls in single-sex schools often experience stronger well-being and academic aspirations. Studies have found that girls in all-girls schools report higher levels of self-esteem, stronger educational aspirations, and lower levels of depressive symptoms compared with girls in coeducational schools.

Fourth, research on adultification bias highlights the importance of supportive school environments for girls of color beginning in early childhood. The Georgetown Law Center study on adultification bias found that Black girls are perceived as more adult-like and less deserving of protection beginning as early as age five, which can affect expectations and treatment in school settings (Epstein, Blake, & González, 2017). Schools designed specifically to support girls can intentionally counter these perceptions by cultivating mentorship, belonging, and leadership opportunities.

Finally, Solace Rose Innovation Academy's model is designed to prepare students for rigorous secondary school opportunities and long-term academic success. By building strong academic foundations, leadership skills, and confidence in STEAM subjects beginning in elementary school, the school aims to ensure that graduates are well prepared to pursue high-quality high school pathways across North Carolina. These may include selective or STEAM-focused programs such as Salem Academy, the North Carolina A&T STEAM Early College, and other rigorous college-preparatory high school programs in the region. Preparing girls to confidently pursue these opportunities aligns with the school's mission of cultivating leaders, innovators, and changemakers.

Taken together, this research and local context support Solace Rose Innovation Academy's determination that an all-girls K–8 model will help achieve its objectives of strong academic preparation, sustained engagement in STEAM learning, and leadership

development for girls.

References

Bowe, A. G., et al. (2015). ***Urban elementary single-sex math classrooms.*** ***Urban Education.***

Epstein, R., Blake, J. J., & González, T. (2017). ***Girlhood Interrupted: The Erasure of Black Girls' Childhood.*** ***Georgetown Law Center on Poverty and Inequality.***

Kim, J., & Kim, D. (2022). ***Non-cognitive consequences of single-sex schooling.*** ***Journal of Economic Theory and Econometrics.***

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Skital, A., & Țîru, L. G. (2021). ***Single-sex and mixed-sex classrooms and math achievement in Israel.*** ***European Review of Applied Sociology.***

Younger, M., & Warrington, M. (2006). ***Would Harry and Hermione have done better in single-sex classes? A review of single-sex teaching in coeducational secondary schools in the United Kingdom. American Educational Research Journal.***

Q187.What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

Solace Rose Innovation Academy is grounded in the belief that girls learn best in environments that combine strong academic instruction, cultural relevance, creativity, and leadership opportunities. The school's educational philosophy centers on interdisciplinary STEAM learning, inquiry-based instruction, and culturally responsive teaching so that students develop strong academic skills while building confidence, identity, and voice.

Research demonstrates that culturally responsive instruction and identity-affirming learning environments increase engagement, belonging, and academic outcomes for historically underserved students (Hammond, 2015; Muhammad, 2020). Inquiry-based and project-based learning approaches also support deeper conceptual understanding by allowing students to apply knowledge to real-world problems (Barron & Darling-Hammond, 2008).

At Solace Rose Innovation Academy, this philosophy is visible in daily classroom practice. Core subjects are connected through interdisciplinary learning experiences where science, technology, engineering, arts, and mathematics support understanding across disciplines. Teachers guide students through inquiry and discussion, encouraging them to explore questions, analyze evidence, and communicate their thinking.

Instruction includes small-group learning based on student progress data, collaborative projects, and opportunities for students to demonstrate learning through presentations and portfolio work. Creative expression, such as through music, dance, theatre, visual arts, and digital media, is integrated into academic learning so that students develop both analytical and creative skills.

Through these practices, classrooms become spaces where students explore ideas, collaborate with peers, and apply academic knowledge in meaningful ways.

References

Barron, B., & Darling-Hammond, L. (2008). ***Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning. Edutopia / George Lucas Educational Foundation.***

Hammond, Z. (2015). ***Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Corwin.***

Muhammad, G. (2020). ***Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Scholastic.***

Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

Solace Rose Innovation Academy will implement a school calendar and daily schedule designed to support strong academic learning while also addressing the developmental, social, and wellness needs of students. The schedule reflects the school's commitment to balancing high-quality instruction with opportunities for creativity, exploration, and community engagement.

The instructional day will run from 8:00 a.m. to 3:30 p.m. for all students, providing sufficient time for core academic instruction, interdisciplinary STEAM learning, enrichment, and leadership development.

Across all grade levels, the school day is intentionally structured in two parts:

- ***Morning and early afternoon (8:00 a.m. – approximately 2:00 p.m.): Core academic instruction***
- ***Late afternoon (beginning around 2:00 p.m., Monday–Thursday): Application, exploration, and enrichment***

This structure ensures that students receive strong, focused academic instruction while also engaging in developmentally appropriate opportunities to apply their learning.

<u>Developmentally Appropriate Schedule for Grades K–2</u>

Students in kindergarten through second grade will engage in core instruction from 8:00 a.m. to approximately 2:00 p.m., with a focus on foundational literacy and mathematics skills.

During this time, instruction includes:

- ***Explicit and systematic literacy instruction (phonics, fluency, comprehension)***
- ***Foundational mathematics (number sense, operations, problem solving)***
- ***Science and social studies integrated through structured inquiry***
- ***Small-group instruction and differentiated support based on student needs***

Beginning around 2:00 p.m., Monday–Thursday, the schedule transitions into structured play and small-group learning experiences. This portion of the day reflects research on early childhood development, emphasizing the importance of play, movement, and social interaction.

During this time, students will:

- ***Participate in guided outdoor play and collaborative activities***
- ***Engage in small-group instruction in literacy and mathematics for targeted support or enrichment***
- ***Explore early STEAM experiences through hands-on, curiosity-driven activities***
- ***Participate in enrichment opportunities such as visual and performing arts***

This structure preserves the integrity of early childhood learning while supporting both academic growth and social-emotional development.

<u>Full Instructional Day for Grades 3–8</u>

Students in grades 3 through 8 will participate in a full instructional day from 8:00 a.m. to 3:30 p.m., designed to meet and exceed state requirements while reflecting the school's integrated approach to learning.

From 8:00 a.m. to approximately 2:00 p.m., students engage in core academic instruction, including:

- ***English Language Arts (reading, writing, discussion, and analysis)***
- ***Mathematics (conceptual understanding, problem solving, and data analysis)***
- ***Science (hands-on investigation and engineering practices)***
- ***Social Studies (civic engagement and data-informed inquiry)***

Instruction during this time emphasizes critical thinking, collaboration, and real-world application, with STEAM integration embedded across content areas.

Beginning around 2:00 p.m., Monday–Thursday, the schedule transitions into small-group exploration and applied learning experiences. During this time, students will:

- ***Participate in STEAM-based activities and maker experiences***
- ***Engage in a dedicated project-based learning block built into the weekly schedule***
- ***Work in small groups to explore interdisciplinary challenges and real-world problems***
- ***Develop and present projects that integrate multiple subject areas***

Students will also complete two interdisciplinary, project-based learning experiences each year, allowing them to apply academic knowledge, collaborate with peers, and develop presentation and leadership skills.

Integration of Instructional Methods

Across all grade levels, teachers will use:

- ***Inquiry-based instruction***
- ***Project-based learning***
- ***Small-group differentiated instruction***
- ***Collaborative learning structures***

This ensures that students are not only learning content, but also applying knowledge, analyzing information, and communicating ideas effectively.

Friday Wraparound Model (Flourish Fridays)

Fridays at Solace Rose Innovation Academy will operate using a wraparound learning model designed to support the academic, social, and wellness needs of students and families. Flourish Fridays will begin at 12:00 p.m. for all students, following a shortened academic morning.

For all students, Fridays will include:

- ***Academic enrichment and targeted support***
- ***Leadership development workshops***
- ***Mentorship opportunities with community professionals***
- ***Service-learning projects connected to local community issues***
- ***Guest speakers from STEAM, arts, and civic organizations***
- ***Wellness activities including mindfulness, movement, and physical activity***

Fridays will also provide opportunities for family engagement, including workshops and community gatherings that support families in areas such as digital literacy, college and career awareness, wellness practices, and strategies for supporting student learning at home.

This model allows the school to function as a community hub, strengthening connections between students, families, and the broader community.

Summary

Through a thoughtfully designed daily schedule, Solace Rose Innovation Academy ensures that all students receive strong academic instruction while also engaging in meaningful opportunities for application, exploration, and growth. The transition at 2:00 p.m., Monday–Thursday, allows for developmentally appropriate differentiation, with younger students engaging in structured play and guided learning, and older students participating in STEAM-based exploration and project-based learning.

This balanced approach supports academic achievement, creativity, collaboration, and the development of confident, capable learners prepared for success in high school and beyond.

Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

Solace Rose Innovation Academy will implement a comprehensive instructional system designed to address the diverse academic needs, learning styles, and developmental levels of students. The school's approach combines differentiated instruction, targeted academic support, and continuous progress monitoring to ensure that every student receives instruction that supports growth and mastery.

Differentiated Instruction

Teachers will use differentiated instructional strategies to respond to the varying readiness levels, interests, and learning needs of students. Instruction will be designed to provide multiple entry points so that all students can access grade-level content.

Differentiation will include adjustments in instructional pacing, varied learning materials, flexible grouping, and opportunities for students to demonstrate understanding through multiple formats such as written responses, presentations, projects, and creative expression. Because Solace Rose Innovation Academy integrates STEAM across the curriculum, students will also engage in hands-on learning experiences that allow them to apply knowledge through experimentation, design, and collaboration.

Teachers will incorporate visual, auditory, and kinesthetic learning strategies to ensure accessibility for diverse learners.

Multi-Tiered System of Support (MTSS)

Solace Rose Innovation Academy will implement a Multi-Tiered System of Support (MTSS) to identify and address student learning needs in a systematic and timely manner.

Tier I – Core Instruction

All students receive high-quality, standards-aligned instruction delivered through differentiated teaching strategies. Teachers will use formative assessments and diagnostic data to identify areas where students may need additional support or enrichment.

Tier II – Targeted Interventions

Students who require additional support will participate in small-group interventions focused on specific skill development. These interventions will be primarily delivered by classroom teachers during daily small-group instruction blocks, particularly during the late afternoon learning period beginning around 2:00 p.m., when students are engaged in differentiated and flexible group instruction.

Interventions may include targeted literacy instruction, mathematics skill-building, and structured practice aligned to identified skill gaps.

Tier III – Intensive Support

Students requiring more individualized assistance will receive intensive interventions tailored to their specific needs. These supports will be delivered in collaboration with the school's Exceptional Children (EC) teacher and support staff, and may include individualized instructional plans, specialized services, and accommodations aligned with IEPs or 504 plans.

Tier III interventions may occur through pull-out or push-in support, including targeted sessions during the afternoon instructional blocks after 2:00 p.m., ensuring that students receive additional support without missing core instruction.

<u>Assessment and Progress Monitoring</u>

Solace Rose Innovation Academy will use a comprehensive assessment system to monitor student learning and inform instructional decisions.

Assessments will include:

- ***Diagnostic Assessments: i-Ready administered three times per year (beginning, middle, and end of year) to measure growth and identify learning needs***
- ***Foundational Literacy Assessments: Acadience administered multiple times per year in grades K–2***
- ***Benchmark Assessments: NC Check-Ins administered quarterly in tested grades***
- ***Formative Assessments: Weekly and biweekly classroom assessments such as exit tickets, quizzes, and student work analysis***
- ***Performance-Based Assessments: Project-based tasks, presentations, and portfolios aligned to STEAM learning***

Assessment data will be reviewed regularly by teachers and school leadership to monitor student growth and identify areas for instructional adjustment.

<u>Data-Informed Instruction</u>

Teachers will participate in regular data meetings and instructional planning sessions, where they analyze student performance data and collaborate on strategies to support student learning.

During these meetings, teachers will:

- ***Review assessment data and identify trends***

- ***Group students for targeted instruction or enrichment***
- ***Adjust lesson plans and instructional strategies***
- ***Monitor the effectiveness of interventions***

This ongoing cycle ensures that instruction remains responsive and aligned to student needs.

<u>Student Goal Setting and Reflection</u>

Students will be actively involved in monitoring their own academic progress. Through reflection activities, goal-setting conferences, and portfolio reviews, students will track their learning, celebrate progress, and identify areas for continued growth.

This process builds ownership, self-awareness, and perseverance.

<u>Continuous Improvement</u>

By combining differentiated instruction, a structured MTSS framework, and ongoing progress monitoring, Solace Rose Innovation Academy ensures that instruction is continuously adjusted to meet the needs of every student.

Targeted interventions delivered by classroom teachers and the EC teacher—particularly during small-group blocks and afternoon instructional time—ensure that students receive timely, effective support. This responsive system allows the school to both close learning gaps and extend learning for students who are ready for additional challenge.

Q190.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.

Solace Rose Innovation Academy's curriculum is intentionally designed to align with the school's mission, meet the needs of its targeted student population, and support success within the North Carolina Accountability Model. The instructional program integrates strong core academics with interdisciplinary STEAM learning, ensuring that students develop both foundational skills and the ability to apply knowledge in meaningful contexts.

<u>Alignment with the School's Mission</u>

Solace Rose Innovation Academy's mission is to prepare students to become confident learners, creative thinkers, and emerging leaders. The curriculum directly reflects this mission by combining standards-aligned instruction in English Language Arts, mathematics, science, and social studies with interdisciplinary STEAM learning and opportunities for creative expression.

Students engage in learning experiences that connect content across disciplines. For example, students may analyze community data in social studies using data science, apply mathematical reasoning within scientific investigations, or communicate ideas through creative expression such as music, dance, theatre, and visual arts. This approach supports critical thinking, creativity, and real-world problem solving, ensuring that students are not only mastering content but also developing the skills outlined in the school's

mission.

<u>Alignment with the Targeted Student Population</u>

Solace Rose Innovation Academy is designed to serve a diverse population of students across Guilford County and the broader Triad region, including students from economically disadvantaged backgrounds, multilingual learners, students with disabilities, and girls who may be at risk of disengagement in STEAM subjects during the middle grades.

The curriculum addresses the needs of this population in several specific ways:

- ***Access to Grade-Level Content: All students engage in standards-aligned instruction, supported by differentiated instruction and small-group learning***
- ***Engagement through Relevance and Application: Interdisciplinary STEAM and project-based learning experiences connect academic content to real-world problems, increasing engagement***
- ***Support for Diverse Learners: Instruction incorporates visual, auditory, kinesthetic, and hands-on learning strategies to ensure accessibility***
- ***Confidence and Identity Development for Girls: The all-girls environment and leadership programming are designed to increase participation and persistence in mathematics and science***

This approach is effective with similar student populations. Research indicates that culturally responsive, inquiry-based, and project-based learning models increase engagement, achievement, and persistence for historically underserved students by making learning relevant and affirming (National Research Council, 2012; Darling-Hammond et al., 2020). In addition, studies show that learning environments that intentionally support identity and belonging—particularly for girls and students of color—can improve participation and outcomes in STEM-related fields (Hammond, 2015; Muhammad, 2020).

By combining these research-based practices within a cohesive instructional model, Solace Rose Innovation Academy is designed to meet the needs of its targeted population and support both academic growth and long-term engagement.

<u>Alignment with the North Carolina Accountability Model</u>

The curriculum is fully aligned with the North Carolina Standard Course of Study and is designed to support success within the North Carolina School Performance and Growth Model, which evaluates schools based on both proficiency and student growth.

Instruction emphasizes:

- ***Strong literacy development across all subject areas***
- ***Conceptual understanding and problem solving in mathematics***
- ***Inquiry-based science instruction, including engineering practices***
- ***Data analysis and critical thinking across disciplines***

Student progress will be monitored using multiple measures, including formative assessments, NC Check-Ins, End-of-Grade assessments, and diagnostic tools such as i-Ready. These assessments ensure that instruction remains aligned to state standards while also supporting continuous growth for all students.

Evidence of Effectiveness

The instructional approach at Solace Rose Innovation Academy is grounded in research-based practices associated with improved student outcomes.

Integrated STEAM learning has been shown to increase student achievement and engagement in science and mathematics by connecting academic concepts to real-world applications (Honey, Pearson, & Schweingruber, 2014). Project-based learning has been associated with improved problem-solving skills, deeper understanding, and increased student motivation (Darling-Hammond et al., 2020).

These approaches have been implemented successfully in schools serving diverse and historically underserved student populations, where they have contributed to improved academic outcomes and increased student engagement.

Supporting Academic Improvement and Closing Achievement Gaps

Solace Rose Innovation Academy will support academic improvement and close achievement gaps through a combination of strong core instruction, differentiated support, and continuous progress monitoring.

Teachers will regularly analyze student data to identify learning needs and adjust instruction accordingly. Through the Multi-Tiered System of Support (MTSS), students will receive targeted small-group instruction and interventions based on their individual needs. These supports will be delivered during scheduled small-group blocks and afternoon instructional periods, ensuring timely and consistent intervention.

This model is designed to both accelerate learning for students who are below grade level and extend learning for students who are ready for additional challenge. By combining high-quality instruction, engaging learning experiences, and responsive support systems, Solace Rose Innovation Academy is positioned to drive measurable academic growth for all students while reducing achievement gaps across student groups.

References

Barron, B., & Darling-Hammond, L. (2008). ***Teaching for meaningful learning***

Darling-Hammond, L., et al. (2020). ***Science of learning and development***

Hammond, Z. (2015). ***Culturally Responsive Teaching and The Brain***

Honey, M., Pearson, G., & Schweingruber, H. (2014). ***STEM Integration in K–12 Education***

Muhammad, G. (2020). ***Cultivating Genius***

National Research Council. (2012). ***A Framework for K–12 Science Education***

Q191. 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.

Solace Rose Innovation Academy will focus on a small number of high-impact instructional strategies that are widely used in high-performing schools and supported by research. Rather than implementing multiple disconnected initiatives, the school will prioritize deep, consistent implementation of core practices that teachers are expected to master.

These strategies are organized into two key areas:
(1) Design of Instruction and (2) Delivery of Instruction, ensuring that both planning and execution lead to strong academic outcomes.

1. Design of Instruction

Instruction at Solace Rose Innovation Academy is grounded in structured, inquiry-based learning and intentional differentiation across all content areas.

In science and STEAM-related subjects, teachers will use structured inquiry models such as the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate). Lessons begin with meaningful questions or phenomena, followed by exploration, guided explanation, application, and demonstration of understanding.

In humanities subjects, including English Language Arts and Social Studies, teachers will implement guided inquiry approaches that emphasize analysis, discussion, and evidence-based reasoning. In ELA, students engage in close reading and text-based writing, analyzing complex texts and supporting responses with evidence. In Social Studies, students engage in document-based inquiry and data-informed analysis, examining primary sources, interpreting data, and constructing arguments grounded in evidence.

Across disciplines, inquiry will be structured and teacher-guided to ensure that students build strong academic knowledge while developing critical thinking skills.

Differentiated instruction is a core expectation. Teachers will use:

- ***Flexible grouping based on student data***
- ***Tiered assignments that vary in complexity***
- ***Scaffolded supports such as sentence frames, graphic organizers, and modeling***
- ***Extension tasks for students ready for deeper learning***

Instructional design will also integrate disciplines through STEAM and data-informed learning experiences, allowing students to apply literacy, mathematics, science, and data analysis skills in meaningful contexts.

2. Delivery of Instruction

The delivery of instruction focuses on strong execution, data-informed decision-making, and continuous improvement.

Teachers will consistently implement high-quality instructional practices, including strategies aligned to Teach Like a Champion, such as clear directions, frequent checks for understanding, strategic questioning, and strong classroom routines.

In addition, teachers will use research-based instructional strategies such as:

- ***Explicit instruction and modeling ("I Do, We Do, You Do") to ensure clarity and gradual release of responsibility***
- ***Checks for understanding and immediate feedback to identify misconceptions in real time***
- ***Think-Pair-Share and structured academic discourse to increase student participation and language development***
- ***Retrieval practice and spiral review to strengthen long-term retention of key concepts***
- ***Use of exemplars and success criteria so students understand expectations for high-quality work***

Teachers will engage in ongoing data analysis and progress monitoring, using formative and interim data to identify skill gaps, adjust instruction, and provide targeted small-group support.

Instructional delivery will be strengthened through regular coaching and feedback, using frameworks such as Get Better Faster, with frequent observation, targeted feedback, and opportunities for practice and refinement.

<u>Application Across Grade Spans</u>

Elementary School (Grades K–5)

Instruction will focus on building strong foundational skills through structured inquiry, explicit instruction, and scaffolding. Teachers will use modeling, guided practice, and hands-on learning to ensure students develop core literacy and mathematics skills while beginning to apply those skills through STEAM-based activities.

Middle School (Grades 6–8)

Instruction will emphasize deeper understanding and application of knowledge. Students will engage in more complex inquiry, interdisciplinary STEAM learning, and humanities-based investigations that require analysis, reasoning, and communication. Instruction will include increased student independence, collaborative problem solving, and opportunities to present and defend ideas.

<u>Impact on Student Achievement</u>

These strategies support academic achievement by combining strong instructional design with effective delivery. Structured inquiry builds deep conceptual understanding, while explicit instruction ensures that students master foundational skills. Differentiated instruction ensures that all students—including those who are below grade level and those ready for extension—can access rigorous content.

The use of structured discourse, retrieval practice, and ongoing checks for understanding increases engagement and retention, particularly for students from diverse academic backgrounds. Regular data analysis allows teachers to identify challenges early and adjust instruction to support growth.

By focusing on a small number of well-implemented, research-based practices, Solace Rose Innovation Academy will create classrooms where instruction is intentional, responsive, and consistently improving—resulting in strong academic outcomes for all students.

Q192. *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.*

Solace Rose Innovation Academy's instructional plan is designed to ensure that students develop the academic knowledge, leadership skills, and problem-solving abilities necessary to transition successfully from grade to grade and from elementary to middle school. The school will implement a standards-aligned instructional program focused on mastery of the North Carolina Standard Course of Study, supported by ongoing assessment, differentiated instruction, interdisciplinary STEAM learning, and leadership development opportunities.

Mastery of Grade-Level Standards

Students will be expected to demonstrate mastery of grade-level standards in English language arts, mathematics, science, and social studies before being promoted to the next grade. Teachers will provide clear learning objectives and use a range of instructional strategies—including inquiry-based learning, collaborative problem solving, and interdisciplinary STEAM projects—to help students build both conceptual understanding and academic skills.

Student progress will be monitored through multiple forms of assessment, including formative classroom assessments, benchmark assessments aligned with state standards, classroom assignments, and project-based work. These assessments allow teachers to determine whether students are meeting grade-level expectations and are prepared to move to the next level of instruction.

Ongoing Progress Monitoring and Academic Support

Teachers will regularly review student learning data to monitor progress and adjust instruction when necessary. Data sources may include formative assessments, student work samples, benchmark assessments, and classroom observations.

Teachers will meet regularly to review student progress and identify students who may need additional support or enrichment. Students who require additional support will receive targeted assistance through differentiated instruction, small-group support, and structured interventions designed to strengthen specific academic skills.

Additional academic support opportunities may also occur during the school's Friday wraparound model, which provides time for tutoring, enrichment, and extended learning experiences that reinforce core concepts.

Leadership Development Across Grade Bands

In addition to academic readiness, Solace Rose Innovation Academy will intentionally develop leadership skills across grade levels.

In the elementary grades, students begin developing leadership habits such as collaboration, communication, responsibility, and goal setting. Students will participate in classroom leadership roles, collaborative learning activities, and reflective practices that help them develop confidence as learners.

In the middle grades, leadership development becomes more intentional through student-led discussions, presentations, and project leadership opportunities. Students will have opportunities to lead aspects of interdisciplinary projects, present research findings, and

reflect on their academic growth. These experiences help students develop independence, communication skills, and confidence as they prepare for high school expectations.

<u>STEAM Projects and Applied Learning</u>

Interdisciplinary STEAM projects play a key role in preparing students for transitions across grade levels. These projects allow students to apply academic knowledge to real-world problems while developing critical thinking, collaboration, and problem-solving skills.

In the elementary grades, students participate in guided investigations that emphasize exploration, observation, and hands-on learning. These experiences help students build foundational inquiry and problem-solving skills.

In the middle grades, STEAM projects become more complex and interdisciplinary. Students may analyze data, design engineering solutions, or explore community-based challenges that connect science, mathematics, social studies, and the arts—including music, dance, theatre, and visual arts. These experiences help students develop deeper analytical thinking and prepare them for more advanced academic expectations.

<u>High School Readiness Pathways</u>

As students approach the completion of the middle school program, Solace Rose Innovation Academy will provide structured opportunities to prepare students for the academic expectations of high school through two focused preparation pathways. Students will choose a pathway to start in their 7th-grade year.

The STEAM Innovation Pathway will support students who are interested in advanced study in science, technology, engineering, mathematics, and the arts. Students in this pathway will engage in advanced interdisciplinary STEAM projects that emphasize data analysis, engineering design, and applied problem solving.

The Leadership and Civic Engagement Pathway will support students interested in leadership, public service, and civic engagement. Students in this pathway will explore community issues, public policy topics, and historical movements while developing skills in communication, collaboration, and civic responsibility.

Both pathways will provide accelerated learning opportunities that allow students to earn high school credit while still in middle school. These opportunities will help students experience more advanced coursework and build confidence as they prepare for the academic expectations of high school.

<u>Culminating 8th Grade Portfolio</u>

Students completing the middle school program will demonstrate readiness for high school through a culminating 8th-grade portfolio and presentation. The portfolio will showcase student learning across subjects and may include examples of academic work, STEAM projects, research, and reflections on leadership experiences.

Students will present elements of their portfolio to teachers, peers, and members of the school community, demonstrating their ability to communicate ideas, reflect on their growth, and apply what they have learned.

Through this combination of strong academic instruction, leadership development, interdisciplinary STEAM learning, accelerated coursework, and a culminating portfolio experience, Solace Rose Innovation Academy will ensure that students are prepared to transition successfully between grade levels and complete the program ready for high school and future academic opportunities.

Q193. *Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.*

Solace Rose Innovation Academy will operate on a year-round academic calendar designed to support consistent learning, reduce long gaps in instruction, and provide regular opportunities for academic support and enrichment. This calendar structure reflects the school's mission of preparing students to become confident learners, innovative thinkers, and emerging leaders through an interdisciplinary program grounded in science, technology, engineering, the arts, and mathematics (STEAM).

The year-round calendar allows instructional time to be organized into shorter learning cycles with breaks distributed throughout the year. This structure helps students maintain academic momentum while providing opportunities for targeted academic support, enrichment activities, and reflection on student learning.

During each instructional cycle, students will engage in standards-aligned instruction in English language arts, mathematics, science, and social studies, combined with interdisciplinary STEAM learning experiences that encourage inquiry, experimentation, and problem solving. The calendar supports the school's educational model by allowing time for both core instruction and extended learning opportunities such as STEAM projects, leadership development activities, and student presentations of learning.

The school's weekly schedule will also incorporate a Friday wraparound model, which provides time for academic enrichment, tutoring, mentorship, wellness activities, and family learning opportunities. These experiences strengthen the connection between academic learning, leadership development, and community engagement.

Breaks within the year-round calendar provide natural opportunities for targeted academic support, enrichment programs, and teacher planning. Teachers will also use scheduled professional development days throughout the year to review student progress, analyze instructional data, and refine teaching practices.

By organizing the academic calendar in this way, Solace Rose Innovation Academy ensures that students experience continuous learning, interdisciplinary exploration, leadership development, and opportunities to apply their knowledge throughout the year. This structure supports the school's mission and helps students develop the academic skills, creativity, and confidence needed for long-term success

Q194. *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.*

Solace Rose Innovation Academy will implement a structured school day and year-round calendar designed to maximize

instructional time, support student development, and provide consistent opportunities for academic growth, enrichment, and intervention.

The school will operate on a year-round calendar with five instructional terms, providing 204 instructional days and approximately 1,530 instructional hours annually, exceeding North Carolina's minimum requirements . The daily schedule will run from 8:00 a.m. to 3:30 p.m., offering a full instructional day that balances core academics, STEAM learning, and student development.

Daily Instructional Schedule

The instructional day is intentionally structured into two primary blocks:

Morning and Early Afternoon: Core Academic Instruction (8:00 a.m. – approximately 2:00 p.m.)

Across all grade levels, the majority of the school day is dedicated to core academic instruction aligned with the North Carolina Standard Course of Study.

Students participate in daily instruction in:

- ***English Language Arts***
- ***Mathematics***
- ***Science***
- ***Social Studies***

In grades K–5, students rotate through core subjects in structured blocks, ensuring exposure to all content areas daily . In grades 6–8, students engage in content-specific blocks that allow for deeper focus and subject specialization.

Core instructional time includes:

- ***English Language Arts: approximately 75 minutes daily (375 minutes weekly)***
- ***Mathematics: approximately 75 minutes daily (375 minutes weekly)***
- ***Science: approximately 60 minutes daily (300 minutes weekly)***
- ***Social Studies: approximately 45 minutes daily (225 minutes weekly)***

Additional instructional time is embedded through interdisciplinary STEAM integration and project-based learning, particularly within science and social studies through the school's custom curriculum design .

Late Afternoon: Exploration, Intervention, and Enrichment (Beginning ~2:00 p.m.)

Beginning around 2:00 p.m., Monday through Thursday, the schedule transitions into differentiated and applied learning.

- ***Grades K–2: Students engage in structured play, guided exploration, and small-group instruction in literacy and mathematics. This supports early childhood development while reinforcing foundational skills.***
- ***Grades 3–8: Students participate in small-group STEAM-based exploration, project-based learning, and interdisciplinary application of academic content.***

This block also serves as a dedicated time for:

- ***Targeted academic interventions (MTSS Tier II and III support)***
- ***Enrichment opportunities***
- ***Hands-on learning experiences***

This structure ensures that intervention and enrichment occur without reducing core instructional time.

<u>Weekly Schedule and Instructional Design</u>

Monday–Thursday: Full Academic Days

Monday through Thursday are structured as full instructional days, balancing:

- ***Core academic instruction***
- ***Small-group differentiation***
- ***STEAM integration***
- ***Enrichment and applied learning***

This consistent structure ensures that students receive daily exposure to all core subjects while also engaging in deeper learning experiences.

Friday: Flourish Friday Model

Fridays operate on a modified schedule designed to extend learning beyond the traditional classroom and strengthen connections between school, family, and community.

The day includes:

- ***Morning Academic Blocks: Focused instruction in ELA, math, science, and writing***
- ***Afternoon Experiential Learning and Community Engagement:***

Students participate in:

- ***Project-Based Learning (PBL) and STEAM experiences***
- ***Leadership development through Leadership Lab***
- ***Community-based learning, including guest speakers, field experiences, and service learning***
- ***Family engagement opportunities, including workshops and co-learning experiences***

This model is intentionally designed to:

- ***Reinforce academic skills in applied contexts***
- ***Provide real-world learning opportunities***
- ***Build student identity, leadership, and confidence***
- ***Engage families as partners in the learning process***

<u>Why the Schedule Supports Student Learning</u>

The Solace Rose Innovation Academy schedule is designed to optimize student learning in several key ways:

1. Maximizes Instructional Time

With 204 instructional days and extended daily hours, students receive significantly more learning time than traditional school calendars, supporting both proficiency and growth.

2. Protects Core Academic Instruction

Core subjects are prioritized during the most focused part of the day (morning and early afternoon), ensuring that all students receive consistent, uninterrupted instruction in literacy, mathematics, science, and social studies.

3. Builds in Daily Differentiation and Intervention

The daily structure includes dedicated time for small-group instruction and targeted support, allowing teachers to respond to student needs in real time without removing students from core instruction.

4. Supports Developmentally Appropriate Learning

The schedule differentiates by grade span:

- ***Younger students benefit from structured play and guided learning***
- ***Older students engage in applied, interdisciplinary learning and problem solving***

5. Integrates STEAM and Real-World Learning

STEAM is not a standalone subject but is embedded throughout the day, with additional dedicated time for project-based and experiential learning.

6. Strengthens Engagement and Reduces Learning Loss

The year-round calendar reduces gaps in learning, while Friday programming maintains engagement through varied, hands-on experiences.

7. Connects School, Family, and Community

The weekly schedule—particularly through Flourish Fridays—positions the school as a community hub, increasing family engagement and providing students with access to real-world experiences and mentorship.

<u>Summary</u>

The structure of the school day and week at Solace Rose Innovation Academy is intentionally designed to balance strong academic instruction with opportunities for application, exploration, and student development. With extended instructional time, daily

differentiation, integrated STEAM learning, and a year-round calendar, the schedule ensures that all students receive the support and opportunities needed to achieve at high levels.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

In its first year of operation, Solace Rose Innovation Academy will serve approximately 120 students in grades K, 1, and 6. The daily schedule is designed to balance strong academic instruction, inquiry-based learning, STEAM exploration, and leadership development, while ensuring teachers have sufficient time for planning, collaboration, and monitoring student progress.

Typical Student Day

Students begin the day with Morning Meeting, a short community-building time that includes announcements, reflection, and goal setting. This routine reinforces the school's culture of belonging, leadership, and shared responsibility.

The morning instructional block focuses on English Language Arts or Mathematics, the two subjects requiring the greatest concentration and sustained practice. Each day, one subject serves as the primary focus block, allowing for deeper instruction, guided practice, and differentiated small-group learning. The second subject is taught in a shorter block. This structure allows teachers to provide targeted support and enrichment based on student needs.

Following the morning academic block, students transition to Science and Social Studies, where instruction frequently includes inquiry-based investigations, discussion, and collaborative learning.

Students then participate in lunch and recess, providing time for movement, social interaction, and rest.

In the afternoon, students engage in STEAM learning blocks that integrate science, technology, engineering, arts, and mathematics. The arts component includes visual arts, music, dance, and theatre, allowing students to develop creativity while applying academic concepts through hands-on exploration and design challenges.

Students also participate in leadership and wellness activities that build communication skills, confidence, and teamwork. These experiences are designed to help students develop the habits and mindsets necessary for success in school and beyond.

The school day concludes with a reflection and closing circle, where students review learning goals and celebrate progress.

Typical Teacher Day

Teachers report to school at 7:30 AM each day to prepare instructional materials, review lesson plans, and analyze student data.

Teachers lead Morning Gathering and then facilitate instruction during the morning academic blocks focused on English Language Arts and Mathematics. Instruction includes direct teaching, guided practice, inquiry-based learning, and differentiated small-group instruction to ensure all students are progressing toward grade-level expectations.

During science, social studies, and STEAM blocks, teachers guide students through hands-on investigations, interdisciplinary projects, and collaborative learning experiences.

Teachers continuously monitor student understanding through formative assessments and adjust instruction accordingly.

The student instructional day ends in the afternoon, and teachers remain until 4:00 PM for lesson planning, grading, family communication, and student support meetings.

Once each week, teachers remain until 5:00 PM for extended planning and professional collaboration. During this time, teachers review student progress, analyze assessment data, plan STEAM projects, and coordinate instruction across grade levels to ensure strong alignment and continuous improvement.

<u>Alignment with the School's Mission</u>

The structure of the school day supports Solace Rose Innovation Academy's mission to cultivate strong academic foundations, innovative thinking, and leadership development. Prioritizing literacy and mathematics in the morning maximizes students' ability to focus on core academic learning, while STEAM experiences and leadership development later in the day allow students to apply their knowledge in meaningful ways.

By combining rigorous academics, interdisciplinary STEAM learning, and intentional leadership development within a supportive learning environment for girls, Solace Rose Innovation Academy creates a school experience designed to help students grow into confident learners, creative problem-solvers, and emerging leaders prepared for success in high school and beyond.

Q196. *Will this proposed school include a high school?*

- ○ *Yes*
- ◉ *No*

Q201. ***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*

Q202. ***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*

Q203. ***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*

11.2. Special Populations and "At-Risk" Students

Q204. *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.*

Solace Rose Innovation Academy is committed to ensuring that every student receives the academic support necessary to reach grade-level expectations and experience success as a learner. Students performing below grade level will be identified early and supported through a structured system of academic interventions, differentiated instruction, and continuous progress monitoring.

<u>Identification of Students</u>

Students performing below grade level will be identified using multiple data sources to ensure a clear understanding of their learning needs. Universal screeners in English Language Arts and mathematics will be administered three times per year, along with beginning-of-year diagnostic assessments. Teachers will also analyze classroom assignments, student work samples, and formative assessments to identify specific skill gaps.

Benchmark assessments aligned to North Carolina academic standards will help measure student progress toward grade-level expectations. Additional information, including prior school records, family input, and literacy and numeracy data collected during the school's opening Root Week, will also inform instructional planning and intervention decisions.

<u>Tiered Academic Supports</u>

Solace Rose Innovation Academy will implement a Multi-Tiered System of Supports (MTSS) to ensure students receive the level of instruction and intervention appropriate to their needs.

Tier 1: High-Quality Core Instruction

All students receive strong, standards-aligned instruction in the classroom. Teachers use differentiated instruction strategies, including flexible small-group learning, scaffolded lessons, hands-on activities, and frequent checks for understanding to support diverse learning needs. These strategies allow teachers to provide additional support to students who are struggling while also extending learning for students who demonstrate mastery of grade-level content.

Tier 2: Targeted Intervention

Students who need additional support receive targeted intervention during a daily block built into the school schedule in the afternoon. During this time, Exceptional Children teachers, teaching assistants, or classroom teachers provide small-group instruction focused on specific skill gaps. Evidence-based literacy supports and structured mathematics interventions are used to strengthen foundational skills and build student confidence.

Tier 3: Intensive Intervention

Students requiring more intensive support receive individualized intervention plans that may include one-on-one tutoring, increased instructional time, and more frequent progress monitoring. Exceptional Child Teachers and instructional leadership will review student data regularly and determine whether additional services or evaluation through the school's MTSS process or special education services may be appropriate.

Use of the Year-Round Calendar for Intervention

Solace Rose Innovation Academy operates on a year-round academic calendar organized into instructional cycles with breaks throughout the year. These breaks provide additional opportunities to support students who are performing below grade level.

During selected breaks, the school will offer optional targeted tutoring and intervention sessions focused on strengthening literacy and mathematics skills. These sessions allow teachers to provide focused instruction in smaller groups and accelerate student learning. Using breaks in this way helps prevent learning loss and allows the school to provide timely support rather than waiting for a traditional summer intervention program.

Progress Monitoring

Student progress will be monitored continuously to ensure interventions are effective. Teachers will review student data regularly during collaborative planning meetings, and the Student Support Team will conduct scheduled progress reviews to evaluate the effectiveness of interventions and adjust supports when necessary.

Students will also document their academic growth through Brilliance Portfolios, which include assessment data, work samples, project artifacts, and reflections on learning. These portfolios help students track their own progress and celebrate growth over time.

Family Partnership and Extended Learning

Families play an important role in supporting student success at Solace Rose Innovation Academy. The school will maintain consistent and meaningful communication with families through parent-teacher conferences, regular progress updates, and family learning events. These engagements will provide families with practical strategies to support literacy and mathematics development at home, strengthening the connection between school and home.

To further support student learning, the school will offer extended learning opportunities, including after-school tutoring for students who need additional academic support. Tutoring will be provided by a combination of:

- ***Classroom teachers and instructional staff, who may offer additional support through a stipend-based extended day program***
- ***The Exceptional Children (EC) teacher, for students requiring specialized or targeted interventions***
- ***Partnered with college students and student teachers from local institutions such as North Carolina A&T State University, Bennett College, and other area universities***

These supports will be aligned to student needs identified through ongoing progress monitoring and MTSS systems.

Extended learning will focus on reinforcing key skills in literacy and mathematics, providing additional time for practice, and ensuring that students have access to the support necessary to meet grade-level expectations.

Through early identification, targeted intervention, consistent progress monitoring, and strong family partnership, Solace Rose Innovation Academy will ensure that students performing below grade level receive the support needed to grow academically while maintaining access to rigorous and engaging instruction.

Q205. *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, MLs, 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 members of the founding board bring extensive experience working with diverse student populations across the K–12 education system. Collectively, three founding board members have more than 60 years of combined experience in education, including roles as classroom teachers, instructional leaders, school administrators, and district or state-level education leaders.

Through these roles, board members have worked directly with a wide range of student populations, including students with disabilities, students with 504 plans, multilingual learners (MLs), students identified as gifted, and students at risk of academic disengagement or dropping out. Their experience includes implementing inclusive instructional practices, supporting individualized learning plans, and ensuring that schools provide appropriate academic and behavioral supports for all learners.

One founding board member, Dr. Jessalyn Woods, previously served as a school principal, where they oversaw the implementation of special education services, coordinated with intervention teams, and ensured compliance with state and federal requirements related to special populations. This experience includes supervising special education staff, collaborating with families, and ensuring that Individualized Education Programs (IEPs) and 504 plans were implemented effectively within the school environment.

Two additional board members have worked at the district and state levels, supporting schools through instructional strategy and professional development for teachers and school leaders. In these roles, they helped design and deliver training focused on differentiated instruction, inclusive classroom practices, and strategies to support students with diverse learning needs.

In addition to their professional experience, these board members have supported educators in implementing instructional strategies that address a range of student needs, including scaffolding instruction, using flexible grouping, and applying data-informed practices to monitor student progress and adjust instruction.

This combined experience ensures that the founding board understands the importance of designing systems that support all learners and will provide informed oversight as Solace Rose Innovation Academy develops programs and services to support students with diverse academic and learning needs.

Q206. *Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:*

1. *Methods for identifying ML 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 ML students.*
3. *Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.*
4. *Means for providing qualified staffing for ML students.*

Solace Rose Innovation Academy is committed to ensuring that Multilingual Learners (MLs) have equitable access to rigorous

academic instruction while developing English language proficiency. As the Greensboro and Triad region continues to experience growth in multilingual communities, the school is intentionally designing systems and instructional supports to ensure that multilingual students and families are fully included in the academic program. The school will follow North Carolina Department of Public Instruction (NCDPI) and federal guidelines to identify, support, and monitor Multilingual Learners through evidence-based instructional practices and ongoing progress monitoring.

1. Identification of Multilingual Learners and Prevention of Misidentification

Solace Rose Innovation Academy will follow the two-step identification process required by the North Carolina Department of Public Instruction. Upon enrollment, all families will complete a Home Language Survey (HLS) to determine whether a language other than English is spoken in the home.

Students whose responses indicate the presence of another language will participate in a state-approved English language proficiency screener, such as those aligned with English Language Development standards used across North Carolina, to determine eligibility for multilingual learner services.

To avoid misidentification, the school will review prior educational records, academic performance data, and family input when determining placement. School staff will ensure that language acquisition needs are distinguished from learning disabilities and that multilingual students are not referred for special education services without a comprehensive review process that considers language development and cultural context.

2. Instructional Programs, Practices, and Strategies for ML Students

Solace Rose Innovation Academy will support Multilingual Learners through instructional practices aligned with research-based sheltered instruction strategies, such as those reflected in the Sheltered Instruction Observation Protocol (SIOP) framework and language development standards commonly used in North Carolina.

Teachers will incorporate strategies that support both content learning and language development, including:

- ***Visual supports and graphic organizers***
- ***Sentence frames and structured academic discussions***
- ***Explicit vocabulary instruction***
- ***Modeling and guided practice***
- ***Flexible grouping and collaborative learning opportunities***

These strategies allow ML students to access grade-level content while strengthening academic language skills.

Students identified as Multilingual Learners will receive English Language Development (ELD) instruction based on proficiency level, which may include targeted small-group instruction and language development support during the school day.

Solace Rose Innovation Academy's instructional model also incorporates hands-on STEAM learning and project-based instruction, allowing students to demonstrate understanding through multiple forms of expression such as design, visual representation, collaboration, and oral presentation. These instructional approaches support language development while maintaining access to

rigorous academic content.

<u>3. Monitoring and Evaluating Progress of ML Students</u>

The progress of Multilingual Learners will be monitored through both state-required language proficiency assessments and ongoing classroom-based assessments.

Students will participate in annual state-approved English language proficiency assessments that measure growth in listening, speaking, reading, and writing. In addition, teachers will use formative assessments, classroom performance tasks, language development rubrics, and progress monitoring tools to monitor student growth throughout the year.

The school's leadership team will review student progress regularly to determine whether instructional adjustments or additional supports are needed.

Students will exit multilingual learner services according to North Carolina state guidelines when they demonstrate sufficient English language proficiency on state-approved assessments. After exiting services, students will continue to be monitored for two years to ensure they are successfully accessing the core academic program without additional language support.

<u>4. Qualified Staffing and Family Engagement</u>

Solace Rose Innovation Academy will ensure that Multilingual Learners are supported by qualified instructional staff.

In the school's first year, Classroom teachers will receive professional development in language-supportive instructional strategies, differentiation for multilingual learners, and language development standards, and teachers will be encouraged to pursue or obtain a North Carolina ESL endorsement.

Strong partnerships with families are also essential to supporting multilingual students. The school will ensure that multilingual families have meaningful access to school communication and engagement opportunities. Important communications will be translated into commonly spoken home languages when possible, and interpretation services will be available during conferences, enrollment meetings, and family events. Family workshops and learning events will provide strategies for supporting literacy and academic development at home, ensuring that multilingual families are active partners in their child's education.

Through strong instructional practices, qualified staffing, consistent progress monitoring, and meaningful family engagement, Solace Rose Innovation Academy will ensure that Multilingual Learners have full access to the academic program and the support necessary to develop both English language proficiency and strong academic skills.

Q207. *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.

Solace Rose Innovation Academy is committed to identifying and supporting students who demonstrate advanced academic ability, creativity, leadership potential, or exceptional curiosity. The school will provide opportunities for enrichment, acceleration, and deeper learning so that advanced learners are appropriately challenged while continuing to grow academically and personally.

1. Instructional Programs, Practices, Strategies, and Opportunities for Gifted Students

Gifted students will be identified using a holistic review process that considers multiple measures of student readiness and potential. These measures may include classroom performance, teacher observations, student work samples, creativity and problem-solving tasks, benchmark assessment data aligned to North Carolina standards, and family input. When available, prior school records and screening processes aligned with North Carolina's Academically or Intellectually Gifted (AIG) identification guidelines will also be reviewed.

Solace Rose Innovation Academy will align its identification and service practices with North Carolina AIG requirements and guidance and will collaborate with families and prior schools when reviewing student records related to advanced learning services.

Beginning in elementary school (K–5), teachers will provide enrichment opportunities and differentiated instruction to extend learning for students demonstrating advanced mastery. Instructional strategies for advanced learners will include:

- ***Flexible grouping and differentiated instruction***
- ***Open-ended inquiry and problem-based learning***
- ***Advanced reading, writing, and analytical discussions***
- ***Mathematical reasoning and modeling challenges***
- ***Interdisciplinary STEAM design projects***
- ***Independent research and creative problem-solving opportunities***

The school's project-based instructional model allows advanced learners to deepen their understanding through hands-on learning experiences within The Innovative Garden, the school's makerspace and interdisciplinary learning environment.

Preparation for accelerated learning begins in elementary school as students build strong foundational skills in literacy, mathematics, critical thinking, and inquiry. Teachers will regularly provide opportunities for enrichment and deeper exploration so that students who demonstrate readiness are prepared for more advanced coursework in later grades.

Middle School Academic Pathways

In middle school, students will have the opportunity to pursue deeper academic interests through two structured pathways:

STEAM Pathway

Focused on science, technology, engineering, arts, and mathematics through innovation, design challenges, and applied problem solving.

Civic and Leadership Pathway

Focused on public leadership, communication, civic engagement, policy exploration, and community-based learning.

These pathways allow students who demonstrate advanced academic ability to pursue deeper learning aligned with their interests while continuing to develop confidence, leadership skills, and intellectual curiosity within a supportive learning environment.

Within each pathway, students may pursue either a traditional track that reinforces strong grade-level mastery or an accelerated track designed for students ready to engage in advanced coursework and potentially earn high school credit while in middle school.

Examples of accelerated opportunities may include:

- ***Advanced mathematics coursework leading to high school credit***
- ***Honors-level English coursework focused on literary analysis and argument writing***
- ***Advanced STEAM or computer science coursework***
- ***Independent research and capstone projects presented to authentic audiences***

Accelerated opportunities are open to all students who demonstrate readiness, based on a combination of teacher recommendations, benchmark data, student interest, and family collaboration. Students who wish to pursue an accelerated pathway but need additional support may enroll with an academic support plan, which may include tutoring, coaching, or additional instructional supports to ensure success.

Students are not locked into a single pathway or level of acceleration. As students grow and demonstrate readiness, they may move between traditional and accelerated opportunities within their pathway, ensuring that academic challenge remains responsive to student development over time.

2. Monitoring Progress

The progress of gifted students will be monitored through multiple measures, including formative assessments, benchmark assessments aligned to North Carolina standards, classroom performance, and project-based evaluations.

Teachers will review student progress regularly during collaborative planning meetings to ensure that advanced learners continue to receive appropriate challenges and opportunities for growth. Students will also maintain Brilliance Portfolios, which include academic work, project artifacts, reflections, and evidence of learning growth over time. For students pursuing advanced or accelerated coursework, the Brilliance Portfolio will serve as a record of extended inquiry, advanced problem-solving, and independent research completed across grade levels.

Families will participate in regular academic conferences where teachers share progress updates, review student goals, and discuss opportunities for continued enrichment or acceleration.

Solace Rose Innovation Academy will ensure that gifted learners are supported by all teachers. Teachers will receive professional development in differentiation, inquiry-based learning, and strategies for supporting advanced learners. Staff responsible for overseeing advanced learning opportunities will be knowledgeable about North Carolina AIG guidelines and best practices for supporting gifted students.

Through differentiated instruction, structured academic pathways, and consistent monitoring of student progress, Solace Rose Innovation Academy will ensure that gifted students are appropriately challenged and prepared for advanced academic

opportunities in high school and beyond.

11.3. 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.*

Q208.***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.*

Solace Rose Innovation Academy will implement clear enrollment and records procedures to identify students who have previously been found eligible for special education services under the Individuals with Disabilities Education Act (IDEA) or who are protected under Section 504 of the Rehabilitation Act.

During enrollment, families will complete a Student Information Form that asks whether the student has previously received services through an Individualized Education Program (IEP), a Section 504 Plan, or other related services such as speech therapy, occupational therapy, counseling, or behavioral support. Families will also be asked to identify the student's most recent school and district so that records may be requested promptly. Families will be encouraged to share copies of existing documentation, such as IEPs, evaluation reports, or 504 Plans, to support a smooth transition of services.

If a student is identified as having previously received special education services or accommodations, Solace Rose Innovation Academy will promptly request the student's records from the previous school or local education agency (LEA). Requested documentation will include the most recent IEP or 504 Plan, evaluation reports, progress monitoring data, and documentation of related services. The school will maintain communication with families throughout this process to confirm information and ensure that records are transferred as quickly as possible.

Once records are received, the instructional leadership team will review the documentation to verify eligibility and service requirements. The team will include the Exceptional Children (EC) Teachers and other relevant staff members or service providers as needed. If necessary, the school will convene an IEP or 504 meeting within 30 days of enrollment to review the student's plan and ensure that services are implemented appropriately within the school's instructional program.

If a student is reported to have an IEP or 504 Plan but official records have not yet been received, the school will provide interim supports and accommodations while records are being obtained. Teachers will monitor the student's academic and behavioral progress and collaborate with the Student Services Team to ensure that appropriate supports are in place until documentation is received.

All IEPs, 504 Plans, and related documentation will be maintained in a secure digital records system, with access limited to staff members who directly support the student. Teachers and service providers will receive relevant information necessary to implement accommodations and services effectively. Plans will be reviewed annually, or more frequently as required, to ensure continued compliance with IDEA, Section 504 of the Rehabilitation Act, and North Carolina Exceptional Children policies.

Through these procedures, Solace Rose Innovation Academy will ensure that students with existing IEPs or 504 Plans are identified promptly, records are transferred efficiently, and services continue without interruption.

Q209. *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.*

Solace Rose Innovation Academy will implement a comprehensive Child Find process to identify, locate, and evaluate students ages five through thirteen who may have disabilities and require special education and related services under the Individuals with Disabilities Education Act (IDEA). This process applies to all enrolled students, including those who have not previously been

identified, as well as students who transfer into the school during the academic year.

The Child Find process will ensure that students who demonstrate persistent academic, behavioral, social, or developmental challenges are identified and evaluated in a timely manner. This includes students who may be highly mobile, such as those experiencing homelessness or living in foster care, as well as English learners who continue to struggle academically despite receiving appropriate language supports.

Identification and Referral

SRIA's Multi-Tiered System of Supports (MTSS) will serve as the foundation for identifying students who may require further evaluation. The MTSS framework will include three levels of support:

- ***Tier 1: High-quality, differentiated instruction provided to all students in the general education classroom. Teachers regularly monitor student progress using classroom assessments and benchmark data.***
- ***Tier 2: Targeted small-group interventions for students who demonstrate academic or behavioral difficulties. Progress monitoring will occur regularly to determine whether the interventions are effective.***
- ***Tier 3: Intensive, individualized interventions for students who continue to experience significant challenges despite targeted support.***

Throughout this process, teachers and support staff will collect and analyze data on student performance, behavior, and response to intervention. If a student does not respond adequately to evidence-based interventions, the instructional leadership team may recommend a referral for a formal special education evaluation.

Referrals for evaluation may also be initiated at any time by a parent or guardian, teacher, or other school staff member through a written request. When a referral is received, the Student Support Team (SST) will review relevant information, including academic records, intervention history, attendance data, behavioral observations, and input from parents and teachers.

Evaluation and Assessment Procedures

If the instructional leadership team, along with the exceptional child teachers, determines that a formal evaluation is warranted, the school will provide Prior Written Notice (PWN) to the parent or guardian and obtain informed parental consent before proceeding with any evaluation.

Evaluations will be conducted by qualified professionals, which may include school psychologists, Exceptional Children (EC) teachers, speech-language pathologists, and other related service providers. The evaluation process will be multidisciplinary and nondiscriminatory, using multiple tools and methods to gather information about the student's needs.

Assessment components may include:

- ***Cognitive and academic achievement assessments***
- ***Speech-language or occupational therapy evaluations***
- ***Behavioral and social-emotional rating scales***
- ***Classroom observations***
- ***Parent interviews and developmental histories***

- ***Review of academic records and intervention data***

All evaluations will be conducted using culturally and linguistically appropriate assessment tools and will not rely on a single measure to determine eligibility. In accordance with North Carolina state regulations, evaluations will be completed within 90 days of receiving written parental consent.

If the student is found eligible for special education services, an Individualized Education Program (IEP) will be developed within 30 days of the eligibility determination. The IEP team will include the student's parent or guardian, general education teacher, EC teacher, related service providers as appropriate, and a school administrator. The plan will outline the student's goals, services, accommodations, and progress monitoring procedures.

If the student is not found eligible for special education services, the team may recommend continued support through MTSS interventions, consideration for a Section 504 Plan, or ongoing monitoring of the student's progress.

<u>Avoiding Misidentification</u>

To ensure that students are not misidentified for special education services, Solace Rose Innovation Academy will rely on multiple sources of data and a structured intervention process before making eligibility determinations. The MTSS framework ensures that students receive evidence-based academic and behavioral supports prior to referral whenever appropriate.

Evaluations will consider factors such as language proficiency, cultural background, environmental influences, trauma, and instructional history to ensure that learning differences are not mistaken for disabilities. English learners will be evaluated in a manner that distinguishes between language acquisition needs and potential disabilities.

Staff will receive ongoing professional development related to equitable referral practices, culturally responsive instruction, and trauma-informed approaches to student support. The school will also review referral and eligibility data regularly to identify any patterns of over- or under-identification among student groups.

Through these procedures, Solace Rose Innovation Academy will maintain a strong and compliant Child Find process that ensures students with disabilities are identified early, evaluated appropriately, and provided the supports necessary to succeed in the school's academic program.

Q210. *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)*

Solace Rose Innovation Academy will maintain accurate, confidential, and compliant records for students with disabilities and students receiving accommodations under Section 504 of the Rehabilitation Act. The school's record management procedures will comply with the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA),

Section 504 of the Rehabilitation Act, and all applicable North Carolina regulations. These procedures ensure that student records are handled securely while maintaining continuity of services.

1. ***Requesting Records from Previous Schools***

During enrollment, families will be asked to indicate whether their child previously received services through an Individualized Education Program (IEP) or a Section 504 Plan. If prior services are identified, Solace Rose Innovation Academy will promptly request the student's records from the previous school or Local Education Agency (LEA).

Requests will be transmitted through secure channels such as encrypted email, secure file transfer systems, or fax. The school will request all relevant documentation, including:

- ***Current or previous IEPs or 504 Plans***
- ***Evaluation and re-evaluation reports***
- ***Eligibility determinations***
- ***Progress monitoring data and service logs***
- ***Related service documentation***

If records are not received within seven business days, the school will follow up with additional requests to ensure timely transfer. Families will also be encouraged to share copies of records they may have to help support the prompt continuation of services.

2. Record Confidentiality (On-Site)

Solace Rose Innovation Academy will implement strict procedures to protect the confidentiality of student records.

Physical records, including IEPs and 504 Plans, will be stored in locked, fire-resistant filing cabinets located in a restricted-access administrative office. Access to these records will be limited to authorized personnel who directly support the student, including the School Leader, other instructional leadership, and Exceptional Children (EC) Teachers.

The school will also maintain a secure digital records system that includes password protection, role-based access permissions, and audit logs that track record access. This system will allow authorized staff to access relevant information necessary to implement services and accommodations while maintaining strict privacy protections.

All staff will receive annual training on FERPA, IDEA confidentiality requirements, and Section 504 procedures, including guidance on appropriate communication regarding student accommodations and services. Staff will be instructed not to leave records unattended and to maintain confidentiality when discussing student information.

3. Record Compliance (On-Site)

The instructional leadership and EC teachers will oversee the management and compliance of student records related to special education and accommodations. These staff members will ensure that all documentation is current, properly stored, and maintained in accordance with state and federal regulations.

The school will conduct regular internal file reviews to verify that required documentation is complete and up to date. These reviews

will confirm that:

- ***IEPs and 504 Plans are current and reviewed annually***
- ***Meeting notes and documentation are properly maintained***
- ***Service delivery logs accurately reflect provided services***
- ***Evaluation and re-evaluation timelines are monitored***

A compliance tracking system and master calendar will be maintained to monitor deadlines for IEP meetings, re-evaluations, progress reporting, and required documentation. This system will help ensure that services remain uninterrupted and that all regulatory timelines are met.

Both digital and physical records will be maintained consistently and archived according to required state retention policies.

Through these procedures, Solace Rose Innovation Academy will ensure that records for students with disabilities and students receiving Section 504 accommodations are managed securely, confidentially, and in full compliance with federal and North Carolina regulations.

Q211.***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.*

Solace Rose Innovation Academy will provide a comprehensive Exceptional Children (EC) program designed to meet the learning needs of students with disabilities while ensuring access to the general education curriculum in the least restrictive environment (LRE). The school will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable North Carolina Exceptional Children policies.

The goal of the EC program is to provide individualized services and supports that allow students with disabilities to participate meaningfully in the school's academic program while receiving the specialized instruction necessary to support their growth.

1. Continuum of Services

Solace Rose Innovation Academy will provide a continuum of services to meet the needs of students with mild, moderate, and severe disabilities. Services will be determined through the Individualized Education Program (IEP) process and tailored to each student's unique learning needs.

Students with Mild Disabilities

Students with mild disabilities will primarily receive instruction in the general education classroom with appropriate accommodations and supports. Services may include:

- ***Push-in instructional support from EC teachers***
- ***Co-teaching models between general education and EC teachers***
- ***Differentiated instruction and flexible grouping***
- ***Classroom accommodations and modifications aligned with the IEP***

- ***Targeted intervention support in reading, writing, or mathematics***

This approach allows students to remain engaged with grade-level instruction while receiving targeted support that strengthens foundational skills.

Students with Moderate Disabilities

Students with moderate disabilities may receive a combination of inclusive classroom instruction and targeted small-group support. Services may include:

- ***Co-taught classes with general education and EC teachers***
- ***Small-group instruction led by EC teachers***
- ***Pull-out services for focused academic intervention***
- ***Related services such as speech-language therapy, occupational therapy, or counseling***

Instruction will focus on strengthening foundational academic skills while maintaining access to grade-level learning opportunities whenever possible.

Students with Severe or Complex Disabilities

Students with severe or complex disabilities will receive highly individualized instruction and supports designed to address their academic, communication, behavioral, and functional needs.

Services may include:

- ***Specialized or self-contained instruction for portions of the school day***
- ***Instruction aligned with the North Carolina Extended Content Standards when appropriate***
- ***Intensive support from EC teachers and paraprofessionals***
- ***Related services such as speech-language therapy, occupational therapy, physical therapy, and behavioral supports***

When appropriate, students will participate in general education classes, electives, project-based learning experiences, and school-wide activities to promote inclusion and meaningful peer interaction.

<u>2. Inclusive Instruction and Access to Curriculum</u>

Students with disabilities will have access to the school's academic program through differentiated instruction, accommodations, and specialized supports.

General education and EC teachers will collaborate to implement:

- ***Differentiated instruction aligned with grade-level standards***
- ***Universal Design for Learning (UDL) strategies***
- ***Flexible grouping and scaffolded instruction***
- ***Assistive technology and adaptive supports when appropriate***

Students will participate in interdisciplinary learning experiences that are central to the school's instructional model, including hands-on STEAM learning in The Innovative Garden and collaborative learning opportunities during Flourish Fridays. These learning environments provide multiple ways for students to demonstrate understanding through design, collaboration, presentation, and problem solving.

Integration with the School's Instructional Model

Exceptional Children programming at Solace Rose Innovation Academy is intentionally integrated within the school's instructional model rather than operating as a separate system. Students receiving EC services will participate in the same interdisciplinary learning experiences as their peers, with appropriate scaffolds, accommodations, and specialized instruction embedded within the classroom.

Project-based learning experiences, STEAM design challenges, and collaborative learning opportunities during Flourish Fridays provide multiple entry points for students with diverse learning needs to demonstrate understanding and build confidence. Within the school's supportive learning environment, students will receive individualized instruction while developing the confidence and leadership skills that are central to the school's mission.

3. Staffing and Specialized Support

The EC program will be led by instructional leadership & EC teachers, who will oversee compliance, service delivery, and coordination of services. As the school grows, we may add addtional staff members to form an EC team.

The EC team will include:

- ***Licensed Exceptional Children teachers***
- ***Instructional paraprofessionals***
- ***Related service providers such as speech-language pathologists, occupational therapists, physical therapists, and counselors***
- ***Behavioral support specialists when appropriate***

The school may partner with regional service providers and qualified contractors to ensure that students have access to specialized services when needed. EC staff will collaborate regularly with general education teachers to ensure that accommodations and services outlined in IEPs are implemented consistently across classrooms.

4. Progress Monitoring and Individualized Planning

Each student receiving EC services will have an Individualized Education Program (IEP) that outlines instructional goals, services, accommodations, and progress monitoring procedures.

Student progress will be monitored through:

- ***Classroom assessments and instructional data***
- ***Progress monitoring aligned to IEP goals***
- ***Teacher observations and student work samples***
- ***Collaboration between EC teachers and general education staff***

IEP teams will meet at least annually to review student progress and revise plans as needed. Families will play an active role in the development and review of each student's educational program.

5. Professional Development and Collaborative Support

All staff will receive ongoing professional development to strengthen their ability to support students with disabilities. Training will include:

- ***Differentiation and Universal Design for Learning (UDL)***
- ***Trauma-informed practices and behavior support strategies***
- ***Culturally responsive special education practices***
- ***Effective co-teaching and inclusive instructional models***

The EC team and general education teachers will participate in regular collaborative planning meetings to review student progress and coordinate instructional supports.

6. Family Engagement and Partnership

Families will be valued partners in the educational planning process for students with disabilities. Parents and guardians will be actively involved in IEP meetings and decision-making processes.

The school will provide:

- ***Clear communication about services and student progress***
- ***Opportunities for family workshops and informational sessions related to special education services***
- ***Ongoing support to help families understand their rights and available resources***

Through collaboration with families and educators, SRIA will ensure that students receive consistent support across home and school environments.

7. Program Capacity and Staffing Alignment

Solace Rose Innovation Academy anticipates serving a diverse student population that includes students with disabilities across a range of learning needs. Based on typical enrollment trends, the school expects that approximately 12–15 percent of enrolled students may require special education services. To ensure adequate support, the school's staffing plan includes licensed EC teachers, with the capacity to expand staffing as enrollment grows. Instructional paraprofessionals and related service providers will be added as needed to ensure that students receive the services outlined in their IEPs. This structure ensures that the EC program remains responsive to student needs while maintaining compliance with service requirements and caseload expectations.

Q212. *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?*

Solace Rose Innovation Academy will provide a comprehensive continuum of educational programs, instructional strategies, and additional supports to meet the diverse needs of students with disabilities. Services will be determined through the Individualized Education Program (IEP) process and will ensure that students receive appropriate instruction in the least restrictive environment (LRE) while maintaining meaningful access to the general education curriculum.

Continuum of Services

The school will provide a range of service delivery models designed to support students with varying levels of need.

Students with mild disabilities will primarily receive services within the general education classroom with appropriate accommodations and specialized instructional support. Services may include consultative support for classroom teachers, push-in support from Exceptional Children (EC) teachers, and co-teaching models in core academic subjects. These supports allow students to remain engaged with grade-level instruction while receiving targeted assistance.

Students with moderate disabilities may receive a combination of inclusive classroom instruction and targeted small-group intervention. EC teachers may provide pull-out instruction for specific skill development in areas such as reading, writing, or mathematics while continuing to collaborate with general education teachers to ensure alignment with grade-level curriculum. Related services such as speech-language therapy, occupational therapy, or counseling will be provided according to each student's IEP.

Students with more significant disabilities will receive individualized instruction designed to address their academic, communication, behavioral, and functional needs. In some cases, students may participate in specialized or small-group instruction for portions of the school day while continuing to participate in general education settings whenever appropriate. Students will also participate in electives, collaborative projects, and school-wide learning experiences to promote peer interaction and inclusion.

Students with cognitive disabilities will receive instruction aligned with the North Carolina Extended Content Standards, along with individualized modifications that allow them to participate meaningfully in classroom instruction.

Strategies to Ensure Access to the General Education Curriculum

Solace Rose Innovation Academy will ensure that students with disabilities have meaningful access to the general education curriculum through differentiated instruction, collaborative planning, and targeted supports.

Teachers will provide multiple ways for students to engage with lessons and demonstrate understanding. Instruction may include visual supports, guided practice, scaffolded assignments, and flexible grouping so that students can access grade-level content while receiving appropriate support.

Assistive technology and adaptive tools will be used when appropriate to support student learning and independence. Examples may include text-to-speech tools, graphic organizers, visual schedules, and other supports aligned with student accommodations.

General education teachers and EC teachers will collaborate regularly to ensure that accommodations and modifications are integrated into daily instruction. Co-teaching and push-in support models will allow EC teachers to support students directly within

the general education classroom.

All instructional staff will receive training on implementing IEP accommodations, differentiating instruction, and supporting diverse learners. Teachers will also receive guidance on how to incorporate accommodations into lessons, assignments, and assessments so that students with disabilities can participate fully in classroom learning.

Through these coordinated instructional strategies and support systems, Solace Rose Innovation Academy will ensure that students with disabilities have consistent access to the general education curriculum while receiving the individualized instruction and services necessary to support their academic progress.

Q213. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*

Solace Rose Innovation Academy will ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE) by providing individualized instruction, services, and supports that are aligned with each student's Individualized Education Program (IEP) or Section 504 Plan. The school will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all North Carolina Exceptional Children policies. Placement and service decisions will be based on the individual needs of each student, not on program availability.

<u>Individualized Instruction and Services</u>

Students with disabilities will receive specialized instruction and related services designed to address their academic, social, and functional needs. Services may include:

- ***Specialized instruction provided by Exceptional Children (EC) teachers***
- ***Classroom accommodations and modifications outlined in the student's IEP or 504 Plan***
- ***Push-in or co-teaching support in general education classrooms***
- ***Targeted small-group instruction or intervention***
- ***Related services such as speech-language therapy, occupational therapy, counseling, or behavioral support***

Instruction will be aligned with North Carolina academic standards or Extended Content Standards when appropriate, ensuring that students are able to access meaningful academic content.

<u>Student Support Systems</u>

To ensure coordinated service delivery, Solace Rose Innovation Academy will maintain a Student Support Services Team composed of the EC Teachers, general education teachers, school leadership, counselors, and related service providers as appropriate. This team will collaborate to ensure that accommodations, instructional supports, and services are implemented consistently across classrooms.

Teachers and EC staff will work together through regular planning meetings to review student progress, adjust instructional strategies, and ensure alignment between the student's educational program and classroom instruction.

Students with disabilities will also be included in school-wide learning opportunities, extracurricular activities, and leadership experiences, ensuring that they are full participants in the life of the school.

<u>Progress Monitoring and Compliance</u>

Student progress will be monitored through ongoing assessment and progress monitoring aligned with each student's IEP goals. Teachers and EC staff will review data regularly to determine whether students are making adequate progress and whether adjustments to instruction or services are needed.

The school will maintain systems to ensure compliance with all IDEA requirements, including:

- ***Monitoring IEP implementation and service delivery***
- ***Tracking timelines for annual reviews and re-evaluations***
- ***Maintaining accurate documentation of services and progress monitoring***

Regular internal reviews will be conducted to ensure that services are delivered as outlined in each student's plan.

<u>Family Engagement and Procedural Safeguards</u>

Families will be essential partners in ensuring that students receive appropriate services and supports. Parents and guardians will participate in all IEP meetings and will receive clear communication regarding their child's progress, services, and educational goals.

The school will provide procedural safeguards, prior written notice, and opportunities for families to request meetings or revisions to their child's educational plan. Interpretation and translation services will be available when needed to ensure meaningful family participation.

Through these systems of individualized instruction, collaborative support, progress monitoring, and family partnership, Solace Rose Innovation Academy will ensure that students with disabilities receive a Free and Appropriate Public Education that supports their academic growth and participation in the school community.

Q214. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.*

Solace Rose Innovation Academy will monitor the implementation of Individualized Education Plans (IEPs) through structured oversight, clear documentation systems, and regular communication among staff and families. The school's instructional leadership team and Exceptional Children (EC) teachers will oversee IEP compliance and service delivery to ensure that all accommodations, modifications, and services outlined in each student's IEP are implemented consistently.

Each student with an IEP will be assigned a case manager, typically the EC teacher or service provider responsible for coordinating the student's plan. The case manager will monitor implementation across settings and ensure that general education teachers understand and implement required accommodations. Teachers will receive IEP-at-a-glance summaries that outline key supports, accommodations, and instructional modifications to ensure consistent implementation across classrooms.

Service providers will maintain service logs and documentation that record the frequency, duration, and focus of services delivered. These records will be reviewed by the EC teachers to ensure that services are delivered as outlined in the student's IEP. The school will also maintain systems to track compliance with IEP timelines, annual reviews, and reevaluations.

Student progress toward IEP goals will be monitored through ongoing data collection and progress monitoring. IEP progress reports will be provided to families at least quarterly, aligned with report card distribution, and will describe the student's progress toward each goal. If a student is not making expected progress, the case manager and instructional team will review the data and may recommend adjustments to instructional strategies or services.

Parents and guardians will be active participants in the IEP process. The school will hold annual IEP meetings, with additional meetings scheduled when requested by families or when a change in services or placement may be needed. Families will receive timely communication regarding their child's progress and will have the opportunity to discuss concerns or request revisions to the IEP.

Relevant staff members, including general education teachers and service providers, will participate in collaborative planning and problem-solving meetings to review student progress and ensure coordinated support across instructional settings.

Through these systems of case management, service documentation, progress monitoring, and ongoing communication with families, Solace Rose Innovation Academy will ensure that IEPs are implemented with fidelity and that students receive the services and supports necessary for their educational success.

Q215. *Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.*

Solace Rose Innovation Academy will provide related services required to support students' access to a Free and Appropriate Public Education (FAPE) as outlined in each student's Individualized Education Program (IEP) or 504. Related services will be delivered by qualified personnel and may include speech-language therapy, occupational therapy, physical therapy, counseling, behavioral supports such as the implementation of Behavior Intervention Plans (BIPs), and transportation when required by the IEP.

The school will employ licensed EC teachers and instructional support staff in alignment with student enrollment and service needs. EC teachers will provide specialized instruction, support the implementation of accommodations and modifications, and collaborate with general education teachers to ensure that students with disabilities can access the general curriculum. In the beginning years of the school, the EC teachers and instructional leadership will ensure compliance with IDEA and North Carolina Exceptional Children policies. Eventually, Solace Rose Innovation Academy will hire an EC Coordinator who will oversee the implementation of special education services, ensure compliance with IDEA and North Carolina Exceptional Children policies, and supervise EC staff and service providers.

When specialized services are required, Solace Rose Innovation Academy will contract with licensed related service providers, such as speech-language pathologists, occupational therapists, physical therapists, and school counselors. These providers will deliver services according to IEP requirements and maintain appropriate service documentation.

As enrollment grows and the needs of students become clearer, the school will adjust staffing to ensure adequate support for students with disabilities.

Through a combination of qualified EC staff, contracted related service providers, and eventually, the coordinated oversight by the EC Coordinator, Solace Rose Innovation Academy will ensure that students with disabilities receive the services and supports necessary to access the school's instructional program and participate fully in the life of the school.

11.4. Student Performance Standards

Q216. *Describe how the school will measure student performance.*

Solace Rose Innovation Academy will establish student performance standards that reflect high expectations for academic achievement, student growth, and leadership development. These standards align with the North Carolina Standard Course of Study and state accountability requirements and guide how the school measures student progress and schoolwide success.

<u>Academic Achievement and Standards Mastery</u>

Students in grades K–8 will be expected to demonstrate proficiency in English Language Arts, Mathematics, Science, and Social Studies. Academic performance will be measured through North Carolina End-of-Grade (EOG) assessments in reading and mathematics (grades 3–8) and science (grades 5 and 8), foundational literacy and numeracy assessments in grades K–2, and school-based assessments throughout the year.

To ensure alignment with the school's overall performance goals, Solace Rose Innovation Academy will implement the following proficiency targets:

- ***Year 1: 70–75% of students will meet or exceed grade-level proficiency***
- ***Year 3: At least 85% of students will meet or exceed grade-level proficiency***
- ***Year 5: At least 90% of students will meet or exceed grade-level proficiency***

The school will aim to meet or exceed the Guilford County district average in all tested subjects by Year 2 and outperform comparable schools serving similar populations by Year 3 and beyond.

These targets reflect a commitment to strong Tier I instruction, targeted intervention, and an instructional model designed to accelerate student learning. Performance will be monitored across student groups to ensure consistent progress and reduction of achievement gaps over time.

Student Growth

The school will prioritize student growth as a key measure of success.

- ***At least 85% of students will meet or exceed one year of academic growth annually, regardless of starting proficiency level***
- ***The school will aim to meet or exceed state growth expectations (EVAAS) by Year 3 and exceed growth by Year 5***
- ***Students performing below grade level will demonstrate accelerated growth through targeted intervention and progress monitoring***

Benchmark and interim assessments will be administered multiple times annually to monitor progress and inform instruction.

Social Studies and Data Science Performance

Because Social Studies is not assessed through a state End-of-Grade assessment, the school will implement a comprehensive internal system to measure mastery of social studies standards and its integrated data science focus.

Student performance will be measured through:

- ***Standards-aligned unit assessments***
- ***Data-driven performance tasks connected to real-world datasets***
- ***Interdisciplinary assessments integrating literacy, mathematics, and data analysis***
- ***Student portfolios including written analysis, data visualizations, and project artifacts***

The school will set the following expectations:

- ***At least 85–90% of students will demonstrate proficiency in social studies and data science assessments***
- ***100% of students will complete interdisciplinary projects that include data analysis***
- ***Students will demonstrate increasing proficiency in data literacy skills, including interpreting data, analyzing patterns, and constructing evidence-based arguments***

Social studies instruction will be intentionally integrated with mathematics, particularly in data analysis and interpretation, strengthening performance across both subject areas.

Application of Knowledge and Skills

Students will demonstrate learning through performance-based work, including science investigations, STEAM design challenges, interdisciplinary projects, and presentations.

Performance expectations include:

- ***100% of students participate in hands-on investigations, engineering design challenges, and data-driven projects annually***
- ***At least 85–90% of students demonstrating proficiency on performance-based tasks aligned to standards and Science and Engineering Practices (SEPs)***
- ***Students consistently demonstrating the ability to analyze data, apply quantitative reasoning, and communicate findings effectively***

This integrated approach builds deep conceptual understanding and supports strong performance on state assessments.

<u>Leadership and Personal Development</u>

Student performance standards also include leadership development aligned to the school's Leadership and Wellness model.

The school will track:

- ***100% of students maintain a portfolio, Brilliance Portfolio, of academic and leadership work***
- ***100% of students completing quarterly leadership projects***
- ***At least 90% of students demonstrating growth in communication, collaboration, and problem-solving skills***

These measures ensure that leadership development is embedded, measurable, and aligned with the school's mission.

<u>Schoolwide Monitoring and Accountability</u>

Student performance will be monitored through regular data reviews conducted by teachers and school leadership.

- ***Teachers and grade-level teams will review data weekly and biweekly to guide instruction***
- ***School leadership will conduct monthly data reviews to monitor trends and inform decision-making***
- ***The governing board will receive monthly updates on academic performance, growth, and subgroup outcomes***

The board will monitor:

- ***Student proficiency and growth outcomes***
- ***Progress toward performance targets***
- ***Subgroup performance and achievement gap reduction***

Through these clearly defined benchmarks and aligned monitoring systems, Solace Rose Innovation Academy will ensure consistent, data-driven improvement and accountability toward achieving its mission.

Q217. *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 the data will be used to inform instruction and improve*

student performance.

In addition to state and federally mandated assessments, Solace Rose Innovation Academy will use a comprehensive system of diagnostic, interim, formative, and performance-based assessments to monitor student learning, identify instructional needs, and support continuous improvement.

The school will administer benchmark and interim assessments multiple times each year in reading and mathematics to measure student progress toward grade-level standards. This will include the use of North Carolina Check-Ins, developed by the North Carolina Department of Public Instruction, which are aligned to End-of-Grade (EOG) standards and provide timely data on student readiness. These assessments will be used alongside nationally normed diagnostic tools, such as i-Ready or similar platforms, to provide detailed insight into student skill development, identify learning gaps, and support differentiated instruction.

Teachers will also use formative assessments as part of daily instruction. These include exit tickets, short quizzes, checks for understanding, and teacher-developed assessments aligned to the North Carolina Standard Course of Study. These tools allow teachers to monitor student understanding in real time and make immediate instructional adjustments.

In alignment with the school's instructional model, students will complete performance-based assessments across content areas. These include science investigations, STEAM design challenges, interdisciplinary projects, and presentations. Assessments will be aligned to grade-level standards and will incorporate the Science and Engineering Practices, as well as data analysis and problem-solving skills. Teachers will use clearly defined rubrics to evaluate student work and provide targeted feedback on critical thinking, quantitative reasoning, and communication.

Because Social Studies is not assessed through a state End-of-Grade test, the school will implement standards-aligned internal assessments that measure content knowledge, civic understanding, and the application of data science skills. Students will engage in data-driven tasks that require analyzing real-world datasets, identifying patterns, and constructing evidence-based arguments. Student portfolios will be used to track growth over time, including written analysis, data visualizations, and interdisciplinary project work.

Additional assessments may include writing benchmarks, reading inventories, and literacy assessments that track student development in reading comprehension, written expression, and analytical thinking across grade levels.

<u>Use of Data to Drive Instruction and Improve the Curriculum</u>

Assessment data will be reviewed regularly by teachers and school leadership to guide instructional decisions and improve student outcomes.

At the classroom level, teachers will analyze formative, benchmark, and NC Check-In data to:

- ***Identify specific skill gaps and misconceptions***
- ***Adjust lesson plans and instructional strategies***
- ***Provide targeted small-group instruction and differentiation***

Student data will directly inform the school's Multi-Tiered System of Support (MTSS). Students needing additional support will

receive targeted interventions, and their progress will be monitored frequently to ensure effectiveness and make adjustments as needed.

Grade-level teams will meet regularly to review student performance data, identify trends, and plan responsive instruction. These meetings will focus on aligning instructional strategies, sharing best practices, and ensuring consistent support across classrooms.

At the school level, leadership will analyze schoolwide data to:

- ***Monitor progress toward proficiency and growth targets***
- ***Identify trends across grade levels and student groups***
- ***Adjust curriculum pacing, instructional materials, and assessment practices***
- ***Plan targeted professional development aligned to identified needs***

Performance-based and interdisciplinary assessment data will also be used to evaluate how effectively students are applying knowledge across content areas, including the integration of data science, mathematical reasoning, and scientific practices.

Over time, assessment data will inform the school's curriculum review and refinement process, ensuring that instructional programs and materials are effectively supporting student learning. Adjustments will be made as needed to strengthen outcomes and ensure alignment with state standards and the school's instructional model.

Through the consistent use of multiple data sources and structured data review cycles, Solace Rose Innovation Academy will ensure that instruction remains responsive, targeted, and aligned to student needs, resulting in continuous, data-driven improvement in both teaching and learning.

Q218. *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 provided to students.*

Solace Rose Innovation Academy will implement a clear and consistent promotion policy based on students' demonstration of grade-level readiness and mastery of the North Carolina Standard Course of Study. Promotion decisions will consider a student's academic performance, progress toward grade-level standards, and overall readiness for the next grade.

Students will be evaluated using multiple sources of evidence, including classroom assessments, unit assessments, benchmark assessments, teacher observations, and student work products. Teachers will review whether students have demonstrated sufficient understanding of core subjects, including English Language Arts, Mathematics, Science, and Social Studies. In addition to traditional assessments, students may demonstrate their understanding through projects, presentations, and other performance-based tasks aligned to grade-level standards.

Attendance, effort, and engagement in learning will also be considered as part of a student's overall readiness for promotion. When students are not meeting grade-level expectations, the school will provide additional academic support through targeted instruction, intervention blocks, tutoring, enrichment opportunities, and summer learning programs before retention is considered.

Promotion for Students with Special Needs

Promotion decisions for students with disabilities will be made in alignment with each student's Individualized Education Program (IEP) or Section 504 Plan. The school will consider the student's progress toward IEP goals, access to the general curriculum, and the supports and services provided throughout the year. The student's IEP team, including parents or guardians, general education teachers, Exceptional Children staff, and school leadership, will participate in discussions related to promotion or retention when appropriate.

Students receiving additional academic support through the school's Multi-Tiered System of Support (MTSS) will have their progress monitored regularly. The school will ensure that appropriate interventions and instructional adjustments are implemented before any recommendation related to retention is made.

Communication of Promotion Criteria

Promotion standards and expectations will be communicated clearly to families and students at the beginning of each school year. Information about promotion policies will be included in the Family Handbook, reviewed during family orientation sessions, and reinforced through regular school communications.

Families will receive updates on student progress through report cards, progress reports, and scheduled conferences throughout the year. The school's academic calendar includes intermission periods, during which parent conferences will be held to review student goals, examine academic progress, and discuss recommended supports or interventions when needed. These conferences provide an opportunity for families, teachers, and students to collaboratively monitor progress and adjust strategies to support learning.

During the final conference of the school year, teachers and families will review the student's overall progress toward grade-level standards and discuss promotion to the next grade level. Through early communication, regular progress monitoring, and structured family engagement, the school will ensure that students receive the support needed to meet promotion expectations and continue progressing in their learning.

Q219. *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. If serving high school, include plans for students at risk of dropping out.*

Solace Rose Innovation Academy will prepare all students to successfully transition to rigorous high school programs by establishing clear academic and personal readiness standards for students completing the final grade served. By the end of 8th grade, students will demonstrate the knowledge and skills necessary to succeed in high school coursework aligned with the North Carolina Standard Course of Study.

Academic Readiness

Students will be expected to demonstrate proficiency in English Language Arts, Mathematics, Science, and Social Studies. Academic readiness will be measured through multiple indicators, including North Carolina End-of-Grade (EOG) assessments, classroom assessments, benchmark assessments, and teacher evaluations of student work. Students will demonstrate the ability to read and analyze complex texts, communicate ideas clearly in writing and discussion, apply mathematical reasoning to solve problems, and use scientific inquiry and evidence-based reasoning to explain phenomena.

Students will also demonstrate the ability to apply academic knowledge through projects, presentations, and other performance-based work that require critical thinking, collaboration, and problem solving.

College and Career Awareness

By the end of 8th grade, students will demonstrate foundational digital literacy skills and the ability to use technology responsibly for research, communication, and project development. Students will also participate in activities that introduce them to high school pathways, college opportunities, and career fields, helping them understand the expectations and opportunities that follow middle school.

Leadership and Communication Skills

Students will be expected to demonstrate leadership and communication skills through presentations, collaborative work, and reflection on their learning. Students will participate in activities that build confidence in public speaking, teamwork, and goal setting, and will reflect on their academic progress and future aspirations.

Support for Students at Risk of Dropping Out

The school will implement early identification and support systems to assist students who may be at risk of disengagement or academic difficulty. Through the Multi-Tiered System of Support (MTSS) framework, teachers and school leadership will monitor student attendance, academic progress, and engagement to identify students who may need additional support.

Students identified as needing additional support may receive targeted academic interventions, tutoring, mentoring, and increased communication with families. School staff will work closely with families to develop strategies that support student success and engagement.

Through clear academic expectations, leadership development opportunities, and structured student support systems, Solace Rose Innovation Academy will ensure that all students completing the final grade are prepared to enter high school ready to succeed academically and personally.

11.5. School Culture and Discipline

Q220.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.

Solace Rose Innovation Academy will cultivate a school culture that promotes high academic expectations, strong relationships, and a supportive learning environment where students feel safe, respected, and motivated to learn. The school's culture is grounded in three guiding values: Solace, Brilliance, and Legacy, which shape how students learn, interact, and grow throughout their time at the school.

Solace: A Culture of Emotional Safety, Belonging, and Wellness

The school will foster an environment where students feel emotionally safe, known, and supported. Teachers and staff will build strong relationships with students and create classroom environments that encourage respect, trust, and open communication. Establishing emotional safety allows students to take academic risks, ask questions, and engage confidently in learning.

Daily routines such as morning meetings and reflection periods will help students build community and practice social and emotional skills. The school will also promote student wellness through opportunities for reflection, goal setting, and emotional regulation. Restorative practices will be used to address conflict and support positive behavior, helping students learn accountability, empathy, and problem-solving. These structures help create a stable and supportive environment where students can focus on learning and personal growth.

Brilliance: A Culture of High Expectations and Academic Engagement

Solace Rose Innovation Academy will promote a culture of intellectual curiosity and academic effort. Teachers will set clear expectations for student learning and will encourage students to think critically, ask questions, and take ownership of their learning. Instruction will include hands-on learning experiences, collaborative work, and opportunities for students to apply knowledge to real-world challenges through projects and presentations.

In classrooms and schoolwide activities, the school will intentionally create learning environments where girls develop confidence in their thinking, actively participate in academic discussions, and take intellectual risks as scholars and emerging leaders. By creating classrooms where effort, persistence, and curiosity are valued, the school will help students develop confidence in their academic abilities.

Legacy: A Culture of Leadership and Responsibility

Students will be encouraged to develop leadership skills and a sense of responsibility for their community. Through collaborative projects, presentations, and school activities, students will practice communication, teamwork, and problem-solving. Students will also engage in activities that help them reflect on their goals, understand their role in their community, and develop the confidence to contribute their ideas and perspectives.

Through leadership opportunities, service activities, and schoolwide projects, students will begin to see themselves as individuals who can contribute positively to their communities and shape the future.

Promoting Intellectual and Social Development

The school's culture will support both academic growth and social development. Teachers will create structured classroom environments that encourage collaboration, respectful dialogue, and thoughtful inquiry. Students will participate in projects, exhibitions, and presentations that allow them to demonstrate their learning and strengthen communication skills.

Families will also be important partners in maintaining a positive school culture. The school will maintain regular communication

with families and provide opportunities for engagement through conferences, school events, and community activities.

Through clear expectations, supportive relationships, attention to student wellness, and engaging learning experiences, Solace Rose Innovation Academy will cultivate a culture that supports students' intellectual development, positive character, and readiness for future success.

Q221. *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.*

Solace Rose Innovation Academy will intentionally establish, monitor, and reinforce its school culture beginning before the first day of school and continuing throughout the year. The school's culture is grounded in its core values of Solace, Brilliance, and Legacy and is operationalized through the Leadership & Wellness through Legacy pillar, which centers student identity, well-being, and leadership development.

<u>Preparing Staff to Establish the School Culture</u>

Prior to the opening of school, teachers and staff will participate in a Summer Institute to prepare them to implement the instructional model and establish a positive learning environment. Training will include clear expectations for student engagement, classroom routines, and strategies that promote respectful communication and strong relationships.

Staff will be trained in circle practices, advisory structures, trauma-informed approaches, and the school's MTSS framework for behavior and student support. Training will also include how to use schoolwide systems for tracking student behavior and well-being, using platforms such as Kickboard or DeansList to ensure consistency across classrooms.

<u>Establishing Culture During the First Days of School</u>

During the opening weeks of school, students will participate in structured community-building experiences that introduce expectations, routines, and core values. Teachers will explicitly teach, model, and practice behavioral and academic expectations.

Students will be introduced to daily community circles and advisory structures, where they will engage in goal setting, reflection, and relationship-building. These routines establish a consistent space for trust, communication, and leadership development.

<u>Ongoing Reinforcement and Monitoring of School Culture</u>

Solace Rose Innovation Academy will use a Multi-Tiered System of Supports (MTSS) to monitor and strengthen school culture and ensure that all students receive appropriate levels of support.

- ***Tier 1 (Universal Supports):***

Clear expectations, consistent routines, advisory, community circles, and positive reinforcement systems implemented across all classrooms.

- ***Tier 2 (Targeted Supports):***

Small-group supports such as social skills groups, check-in/check-out systems, and additional advisory check-ins.

- ***Tier 3 (Intensive Supports):***

Individualized behavior plans and coordinated support with families and external partners as needed.

To monitor effectiveness, the school will use the following systems:

- ***Behavior Data Tracking: Student behavior, including positive actions and areas of concern, will be tracked using a centralized platform such as Kickboard or DeansList. Data will be reviewed regularly by leadership and grade-level teams.***
- ***School Climate Surveys: The school will administer surveys using tools such as Panorama Education to gather feedback from students, staff, and families on belonging, safety, and school climate.***
- ***Attendance and Engagement Data: Attendance and participation will be monitored as indicators of student connection and well-being.***
- ***Advisory and Circle Check-Ins: Advisory groups and circles will provide consistent opportunities to monitor student well-being and address concerns early.***
- ***Classroom Observations: School leaders will conduct regular walkthroughs to ensure consistent implementation of expectations and trauma-informed practices.***
- ***Recognition Systems: Students will be recognized for demonstrating the school's values of Solace, Brilliance, and Legacy, reinforcing positive behavior and leadership.***

Data from these systems will be reviewed regularly to guide decision-making and continuous improvement.

<u>Role of Administrators and Teachers</u>

School leadership and teachers will model the behaviors and expectations that define the school's culture. Administrators will maintain a visible presence, support teachers in implementing routines, and provide ongoing coaching aligned to both academic and behavioral expectations.

Teachers will reinforce expectations through consistent routines, clear communication, and positive feedback. Through advisory and classroom structures, teachers will integrate leadership development and wellness practices into the daily experience of students.

<u>Family Engagement in Building School Culture</u>

Families are essential partners in building and sustaining the school's culture. At the beginning of the school year, families will participate in orientation sessions to learn about the school's mission, expectations, and Leadership & Wellness through the Legacy approach.

Families will have ongoing opportunities to engage in the life of the school, including participation in Flourish Fridays, where they may contribute to enrichment experiences and engage alongside students. The school will maintain regular communication through conferences, newsletters, and school-wide updates.

<u>Acculturating Students Who Enter Mid-Year</u>

Students who enroll during the school year will participate in a structured onboarding process aligned to the school's culture and expectations. New students will receive an introduction to routines, core values, and advisory and circle practices.

Students may be paired with a peer mentor to support their transition. Teachers will conduct regular check-ins and monitor behavior, attendance, and engagement data to ensure successful integration. Families will also be engaged to support the transition process.

Summary

Through intentional preparation, consistent implementation, and ongoing use of data within a Multi-Tiered System of Supports, Solace Rose Innovation Academy will create and sustain a strong school culture rooted in leadership, wellness, and belonging. By integrating circle practices, advisory structures, trauma-informed approaches, and data systems, the school ensures that all students are supported academically, socially, and emotionally.

Q222. *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. 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.*

Solace Rose Innovation Academy will maintain a student conduct system designed to support a safe, respectful, and academically focused learning environment. The school's discipline approach aligns with its mission and educational program by establishing clear expectations for behavior, protecting instructional time, and helping students develop responsibility, self-management, and respect for others.

Practices to Promote Effective Discipline

The school will promote positive student behavior through clear expectations, consistent routines, and strong relationships between students and staff. Teachers will establish classroom norms that reflect the school's values of Solace, Brilliance, and Legacy, emphasizing respect, responsibility, and active participation in learning.

Schoolwide expectations will be introduced at the beginning of the year and reinforced throughout the school day. Students will learn appropriate behaviors through classroom instruction, modeling, and consistent feedback from staff.

Teachers and administrators will address behavioral concerns using a progressive discipline approach, which may include redirection, student reflection, conferences with staff, communication with families, and behavior support plans when needed.

Students will also be encouraged to reflect on their actions, repair harm when appropriate, and strengthen their leadership within the school community.

The school will prioritize keeping students engaged in the learning environment whenever possible and will implement interventions designed to help students understand expectations and improve behavior.

Offenses That May Result in Suspension or Expulsion

While most behavioral issues will be addressed through classroom and school-level interventions, certain behaviors may result in suspension or expulsion depending on the severity and circumstances.

Examples of offenses that may result in short-term suspension include:

- ***Repeated defiance or refusal to follow school rules after documented interventions***
- ***Physical aggression or fighting***
- ***Harassment or bullying of another student***
- ***Theft or vandalism of school or personal property***
- ***Inappropriate use of technology or electronic devices***
- ***Possession of prohibited items that disrupt the learning environment***

Examples of offenses that may result in long-term suspension or expulsion include:

- ***Possession of a weapon on school property***
- ***Physical assault resulting in serious injury***
- ***Sexual misconduct***
- ***Possession or distribution of illegal drugs or controlled substances***
- ***Repeated serious misconduct that threatens the safety of students or staff***

Each incident will be reviewed individually, and disciplinary decisions will consider the student's age, the severity of the behavior, and the impact on the school community.

Protections for Students with Disabilities

Solace Rose Innovation Academy will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable North Carolina laws when administering discipline to students with disabilities.

If a student with a disability faces disciplinary removal that exceeds ten school days or represents a pattern of removals, the school will conduct a Manifestation Determination Review (MDR) to determine whether the behavior was related to the student's disability. When appropriate, the IEP team will review and revise the student's behavior supports or intervention strategies.

Students receiving special education services will continue to receive appropriate educational services during periods of suspension in accordance with federal and state law.

Due Process and Grievance Procedures

The school will maintain clear procedures to ensure that students and families are informed of their rights during disciplinary actions.

Parents or guardians will receive prompt notification if a suspension or expulsion is being considered. Written communication will include a description of the incident, the disciplinary action taken, and the procedures available to appeal the decision.

Families will have the opportunity to meet with school administration to discuss the incident and present their perspective. If concerns remain unresolved, families may submit an appeal to the school leader and, if necessary, to the governing board in accordance with school policy.

The school's Student Code of Conduct and discipline procedures will be outlined in the Family Handbook, which will be distributed annually and available in both digital and print formats. These policies will be reviewed with students and families at the beginning of the school year to ensure that expectations and procedures are clearly understood.

Through clear expectations, consistent discipline procedures, and respect for student rights, Solace Rose Innovation Academy will maintain a safe and orderly environment that supports student learning and success.

Q223.*Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.*

- *§ 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.*

Solace Rose Innovation Academy expects that exclusion or expulsion will be used only in rare circumstances involving serious violations of the school's Code of Conduct or behaviors that threaten the safety of students or staff. The school will prioritize preventative supports, behavioral interventions, and family engagement to address behavioral concerns before exclusion or expulsion is considered.

If a situation arises that may warrant exclusion or expulsion, the school will follow all due process requirements outlined in N.C.G.S. 115C-218.60 and Article 27 of Chapter 115C of the North Carolina General Statutes, as well as the procedures outlined in the school's Charter Agreement.

Parents or guardians will receive written notification describing the alleged violation, the proposed disciplinary action, and the opportunity to participate in a disciplinary hearing. The student and family will have the opportunity to present information, respond to the allegations, and provide relevant documentation before a final decision is made.

The school leader or designated administrator will review the circumstances of the incident and determine whether exclusion or expulsion is appropriate based on the severity of the offense, the student's disciplinary history, and the impact on the safety and functioning of the school community.

If a student is excluded from the charter school, the student may be returned to another school within the local school administrative unit in accordance with the terms of the school's charter and applicable North Carolina law.

Families will have the opportunity to appeal the disciplinary decision in accordance with procedures outlined in the school's Student and Family Handbook.

The governing board will maintain oversight of expulsion decisions and appeals to ensure that all disciplinary actions are implemented in accordance with state law, the charter agreement, and the school's established policies.

All discipline policies, including procedures related to suspension, exclusion, and expulsion, will be clearly communicated to families through the Student and Family Handbook, which will be provided at enrollment and reviewed annually.

Through clear procedures and adherence to state law, Solace Rose Innovation Academy will ensure that all disciplinary actions involving exclusion or expulsion are handled fairly, transparently, and in accordance with due process protections.

Q224. *This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.*

- (●) Yes
- ( ) No

Q225. *Explanation (optional).*

11.6. Certify

Q226. *This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.*

- (●) Yes
- ( ) No

Q227. *Explanation (optional):*

12. Operations

12.1. Transportation Plan

Q228. 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

Solace Rose Innovation Academy will implement a hub-based transportation model designed to ensure that no student is denied access to the school due to lack of transportation through an outsourced model managed by the school's Operations Manager. This model is aligned with the school's mission to serve families across Greensboro and the surrounding Triad region while maintaining a cost-effective and sustainable transportation system.

Transportation Model

The school will provide transportation through centralized community bus stop locations rather than door-to-door service. This approach allows the school to serve a broader geographic area while managing costs.

The school plans to establish six community bus stop locations, including:

- ***Three locations in Greensboro (Central, East, and South Greensboro)***
- ***One location in High Point***
- ***One location in Winston-Salem***
- ***One location in Burlington***

As Solace Rose Innovation Academy grows, the transportation model will be intentionally expanded to better meet the needs of families and increase access across the region. In the early years, centralized community pick-up and drop-off locations will allow the school to operate efficiently while building enrollment and understanding family demand.

Over time, the school will use enrollment data, family feedback, and geographic trends to refine and expand transportation options. This may include adding additional community stops, adjusting locations to better reflect where students live, and increasing the number of routes to reduce travel time for families. As the school approaches full enrollment, the model will evolve toward a more comprehensive transportation system that provides broader coverage across Guilford County and surrounding areas.

This phased approach ensures that transportation planning remains responsive, cost-effective, and aligned to the needs of the

community, while maintaining the school's commitment to accessibility and equitable opportunity for all enrolled students.

<u>Bus Routes and Coverage</u>

The school anticipates operating two buses during the initial years of operation to accommodate for up to 30% of the population.

- ***One bus will serve Greensboro and Burlington routes, covering:***
  - ***Two Greensboro hub locations***
  - ***The Burlington hub location***
- ***One bus will serve High Point and Winston-Salem routes***

Routes will be designed to maximize efficiency and minimize travel time while ensuring consistent and reliable service. As enrollment grows, routes and stops will be reviewed and adjusted to meet student needs.

<u>Oversight of Transportation</u>

The school will contract with a qualified transportation provider to operate bus services during the initial years.

Daily oversight of transportation will be managed by the school's Operations Manager, who will be responsible for:

- ***coordinating routes and schedules***
- ***managing student pick-up and drop-off procedures***
- ***ensuring student safety protocols are followed***
- ***communicating with families and transportation vendors***
- ***monitoring service quality and addressing issues as they arise***

The school leader will provide overall supervision of transportation operations.

<u>Transportation for Students with Special Needs</u>

Solace Rose Innovation Academy will ensure that students with disabilities who require transportation services receive appropriate support as outlined in their Individualized Education Programs (IEPs).

The school will work with its transportation vendor to provide:

- ***ADA-compliant vehicles***
- ***trained drivers and staff***
- ***any necessary accommodations for students with mobility or other needs***

Transportation costs for students requiring specialized services will be included in the school's budget and adjusted as needed based on student enrollment and service requirements.

<u>Compliance with Laws and Regulations</u>

The school will ensure that all transportation services comply with state and federal laws and regulations. Transportation vendors will be required to meet all requirements related to:

- ***driver qualifications and background checks***
- ***vehicle safety inspections and maintenance***
- ***insurance coverage***
- ***student safety procedures***

The school will include these requirements in all vendor contracts and will monitor compliance through regular communication and review.

<u>Budget and Financial Impact</u>

Transportation costs are included in the school's operating budget and were developed in coordination with Afton Partners through the Great Schools North Carolina fellowship.

The hub-based transportation model allows the school to:

- ***reduce transportation costs compared to door-to-door service***
- ***serve students across multiple communities***
- ***maintain flexibility as enrollment grows***

Transportation expenses will be reviewed annually, and adjustments to routes, stops, or vendor contracts will be made as needed to ensure both financial sustainability and equitable access.

12.2. School Lunch Plan

Q229.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.

Solace Rose Innovation Academy will implement a comprehensive meal program to ensure that no student goes without access to healthy, nutritious meals during the school day. The school's meal plan is designed to align with the needs of the student population and will be supported through participation in the National School Lunch Program (NSLP).

<u>Participation and Compliance</u>

The school intends to participate in the National School Lunch Program (NSLP) beginning in Year 1. All meals will comply with applicable federal, state, and local nutrition guidelines, including requirements related to meal components, portion sizes, and nutritional standards.

The school will work with approved food service vendors to ensure compliance with all program regulations, including reporting, documentation, and meal service requirements.

Access for All Students

To ensure that all students have access to meals regardless of family income, the school will collect free- and reduced-price meal applications during enrollment and at the beginning of each school year.

Based on student eligibility data, the school will evaluate participation in the Community Eligibility Provision (CEP) if thresholds are met. This would allow the school to provide meals to all students at no cost.

Meal access will be structured so that no student is excluded due to an inability to pay.

Daily Meal Service

The school will provide breakfast, lunch, and snacks each day.

- ***Breakfast (morning arrival): A combination of packaged and hot options***
- ***Lunch: A balanced meal including protein, grains, fruits, and vegetables***
- ***Snack: Offered during the school day and aligned with student schedules***

Meals will reflect a variety of culturally responsive options to meet the preferences and needs of the student population.

Friday Meal Experience (Flourish Fridays)

As part of the school's modified Friday schedule, Solace Rose Innovation Academy will incorporate a special meal experience connected to its community and wellness model.

On Fridays, the school plans to partner with a chef or food service provider to offer a freshly prepared meal for students and their families. This experience will provide families with exposure to high-quality, culturally relevant meals and will reinforce the school's focus on community, wellness, and shared experiences.

This Friday meal will be aligned with the school's food service program and budget and will be implemented in a way that maintains compliance with applicable meal program requirements.

Food Service Model and Vendors

In the first few years of operation, Solace Rose Innovation Academy will participate in the National School Lunch Program to ensure that students have consistent access to nutritious, federally supported meals. This approach allows the school to provide high-quality meals from the outset while maintaining cost efficiency during the early stages of growth.

As enrollment increases and operations stabilize, the school will transition to a more flexible and scalable food service model by contracting with a qualified provider, such as The Nutrition Group, with contingency options including K-12 by Elior.

During Year 1, meals will primarily be vendor-supported to ensure reliable service and compliance. In subsequent years, the school will assess opportunities to expand on-site food preparation capacity and refine its vendor partnerships based on student needs, operational efficiency, and long-term sustainability. This phased approach allows the school to build a strong foundation while evolving toward a model that best serves its community.

Student Learning and Engagement

Over time, the school plans to connect food service to student learning through activities such as:

- ***nutrition education***
- ***school garden experiences***
- ***cooking and food-based learning opportunities***

These experiences will support healthy habits and align with the school's broader focus on student wellness and real-world learning.

12.3. 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*

Q230. ***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*

12.4. 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.

Q231.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

Logo

12.5. Start-Up Plan

Q232.Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Solace Rose Innovation Academy has developed a structured start-up plan that outlines the key tasks, timelines, and responsible individuals needed to ensure the school is fully prepared to greet students and families by August 2028.

The Board will provide overall oversight of the start-up process. Day-to-day implementation will be led by the Executive Director and Operations Manager once hired.

Great Schools North Carolina has provided a grant for facilities and financial start-up support to Solace Rose Innovation Academy, including providing technical consultants for finance, Afton Partners, and facilities management, Three Bridges Real Estate. Managed by the Head of School and ultimately reporting to the Board, these consultants, which are very experienced with charter school start-up, will work closely with the Head of School and Operations Manager to ensure that the start-up plan is implemented on-time and on-budget.

Below you will find our best guess for a month-by-month breakdown of the start-up phase, but the actual sequencing depends on which facility solution is pursued.

<u>Phase 1: Governance and Planning & Site Identification (Months 1–3)</u>

During the first phase, the Board will finalize all governance and compliance requirements. This includes completing bylaws, key policies, and conflict-of-interest disclosures. Required documentation will be prepared for submission to the North Carolina

Department of Public Instruction.

At the same time, the Finance Committee, with support from a real estate broker and a facilities management consultant, will identify and evaluate potential school sites. The Executive Director will hire an Operations Manager to assist with the facilities process.

At the time of this application submission, the Head of School and the Board have already begun site search activities to better understand the real estate market and demographics of the target geographic area in Greensboro where the future school will be located. The Head of School has identified a commercial broker with deep connections in the Greensboro area that is scouting the area for potential leasable school buildings.

With the help of Great Schools North Carolina, a facilities management consultant, Three Bridges Real Estate, has also been engaged to support Solace Rose in the early start-up phase. Together Solace Rose Innovation Academy has identified several potential sites including churches with former schools or daycares, and the team is performing site visits to assess the viability of each even before the charter application is approved so that Solace Rose Innovation Academy can hit the ground running in Month 1.

Solace Rose Innovation Academy has also started exploring community partnerships with higher education institutions in the target geographic area. As a STEAM-based school, Solace Rose Innovation Academy sees the tremendous benefit of community partnerships with local Greensboro higher educational institutions like Bennett College and North Carolina Agricultural & Technical State University.

To this end, Solace Rose Innovation Academy has initiated conversations with Bennett College to explore co-locating Solace Rose Innovation Academy on their campus, which has many underutilized buildings. As a UNCF-member college, Bennett College and UNCF are exploring the possibility of a long-term relationship with a school like Solace Rose Innovation Academy and UNCF is currently facilitating a feasibility study on the possibility of a partnership. Solace Rose Innovation Academy is excited about this possibility since the synergies between the two educational organizations are very complementary as an all-women's HBCU and an all-girls public charter school. Founded in 1873, Bennett College is one of only two all-women HBCUs in the U.S., focusing on leadership development, global thinking, and preparing women of color for the workforce.

<u>Phase 2: Facilities Site Evaluation and Due Diligence: (Option 1: Months 4–7 or Option 2: Months 4-16)</u>

As stated previously, below you will find our best guess for a month-by-month breakdown of the start-up phase for "Phase 2: Facilities Site Evaluation and Due Diligence", but the actual sequencing depends on numerous factors related to site acquisition that are out of Solace Roses Innovation Academy's control at this time.

Due in large part to instrumental technical support from Great Schools North Carolina, Solace Rose Innovation Academy is set up for success with a stellar project team, Board and Head of School that understands it will need to work backwards from the opening date in August 2028 to make sure that the activities outlined below are executed in a timely manner. Further, the team is building in a contingency in the milestone schedule to absorb unknowns that are sure to be encountered.

Facility Option 1: Months 4–7

By Month 7, the Board plans to secure an existing school or daycare facility through an affordable lease agreement for Option 1. For this base-case option, it is assumed that the landlord will deliver a building that is code compliant for school use by Month 7. The Operations Manager will work with the landlord to oversee preparation of the building, including inspections for code compliance for school use, fire safety, ADA compliance, and health requirements. If required, the Operations Manager and facilities consultant will work directly with the landlord to make any improvements that are required in order to bring the building up to full code compliance in time for the start of school.

For Option 1, which is the most straight-forward option, it is expected that the school will obtain the Educational Certificate of Occupancy by Month 7 to ensure readiness for opening.

During this phase, the Operations Manager will also secure contracts for:

- ***transportation***
- ***food service***
- ***custodial services***
- ***IT and student information systems***

Facility Option 2: ~Months 4-16 (duration depends on the facilities solution)

For Option 2, it is assumed that Solace Rose Innovation Academy is unable to secure an existing school or daycare facility that is ready to go as planned in Option 1. In this scenario, a renovation or the installation of modulars would be required. As previously stated, Solace Rose Innovation Academy is exploring the possibility of co-locating at Bennett College or another higher education institution in the Greensboro area as Option 2.

At Bennett College, for example, they currently have unutilized classroom and administrative space that could be leased by Solace Rose Innovation Academy; however, some improvements would be necessary to bring it up to code compliance for charter school use. Solace Rose Innovation Academy is currently exploring the possibility that in this case, UNCF could provide funding to Bennett College to hire a project team including an architect, engineer, facilities management consultant and general contractor to upgrade the space to be leased by the school. In this case, the Head of School and Operations Manager would be actively involved in planning and oversight of the renovations, in partnership with Bennett College and UNCF, to ensure that the project is delivered on time and the building is ready to be occupied by early summer 2028.

Another option may be to install modulars at the Bennett College campus or at another site in the target Greensboro area, for example at a Church that has available land where the modulars could be placed. This could be a temporary option until a permanent school could be developed for occupancy in years 3 or 4 for example. The advantage of this option is the affordability and quicker timeline than a full renovation, while understanding that there still may be some site work associated with this solution. Even though Solace Rose Innovation Academy strongly prefers to locate in a permanent facility starting in its first year, it will take under consideration the modular option as part of a contingency plan if necessary.

<u>Phase 3: Staffing and Academics (Months 3–7)</u>

For planning purposes, the Head of School will lead recruitment of teachers and staff beginning in Month 5 to ensure all positions

are filled before the school opens. Again, this will depend on the timeline of the facilities process.

The academic program will also be finalized during this period. This includes:

- ***selecting curriculum and instructional materials***
- ***developing the professional development plan***
- ***securing Exceptional Children (EC) service providers***

Staff training and orientation will take place in Month 7.

<u>Phase 4: Enrollment and Community Engagement (Months 2–8)</u>

Community engagement will occur throughout the start-up year. The Board and school leadership will continue to host outreach events such as Coffee Talks and Meet & Greets to build relationships with families.

The enrollment process will include:

- ***opening the application window in Month 5***
- ***conducting the lottery in Month 6***
- ***notifying families and confirming enrollment***
- ***hosting family orientation sessions in Month 7***

<u>Phase 5: Financial Readiness (Ongoing)</u>

The Board Finance Committee, with support from a financial advisory team, will oversee all financial planning.

Key actions include:

- ***finalizing the start-up budget***
- ***securing any start-up funding or grants***
- ***establishing accounting and payroll systems***
- ***monitoring expenses to ensure alignment with the budget***

<u>Final Readiness (Month 8 or with Facilities Option 2: Month 16)</u>

Before opening, the school will:

- ***conduct staff training and orientation***
- ***host student and family orientation***
- ***finalize the school safety plan and train staff***
- ***complete a final readiness walkthrough***

Below you will find a summary of our best guess for a month-by-month breakdown of the start-up phase, but as stated previously, the actual sequencing depends on when a facility is ready to be occupied.

Category	*Task*	*Timeline*	*Responsible Party*
Governance & Compliance	*Finalize Board policies and bylaws; establish conflict-of-interest disclosures*	*Months 1–3*	*Board Chair & Governance Committee*
Submit all required documents to NCDPI/OCS (insurance, safety plan, handbooks)	*Months 3–6*	*Board Secretary*	
Facilities	*Identify potential sites; conduct walkthroughs*	*Months 1–3*	*Finance Committee & Real Estate Advisor*
Site evaluation and due diligence	*Month 4-6*	*Finance Committee & Real Estate Advisor*	
Negotiate and sign facility lease	*Month 7*	*Board Treasurer*	
Facilities Option 1: Complete final readiness and inspections; secure educational Certificate of Occupancy	*Month 8*	*Operations Manager*	
Facilities Option 2:		*Operations*	

Pursue and secure funding to hire a project team to design and implement a renovation project; after completion, secure a Final Certificate of Occupancy for school use and School Readiness approval by June 2028.	*Month 8-16*	*Manager, Finance Committee & Real Estate Advisor*	
Staffing	*Hire Head of School*	*Month 2*	*Board*
Hire Operations Manager	*Month 3*	*Board & Head of School*	
Recruit and hire teachers & support staff	*Months 5–7 (depending on facilities timeline)*	*Executive Director*	
Vendors & Operations	*Secure food service vendor*	*Month 4*	*Operations Manager*
Secure transportation vendor	*Month 4*	*Operations Manager*	
Establish custodial and maintenance contracts	*Month 5*	*Operations Manager*	
Select a student information system (SIS) and IT support provider	*Months 3–4*	*Operations Manager*	

Academics & Student Services	*Finalize curriculum and order instructional materials*	*Months 5–6*	*Executive Director & Head of School in Residence*
Develop a professional development calendar.	*Month 6*	*Executive Director & Head of School in Residence*	
Finalize Exceptional Children (EC) service provider agreements	*Month 6*	*Operations Manager & Head of School*	
Community Engagement & Enrollment	*Launch community engagement campaign (Coffee Talks, Meet & Greets)*	*Months 2–8*	*Board & Executive Director*
Open lottery/enrollment application window	*Month 5*	*Operations Manager*	
Conduct a student lottery and notify families	*Month 6*	*Board Secretary & Operations Manager*	
Finance	*Finalize start-up budget allocations*	*Month 2*	*Finance Committee*
		Board Treasurer	

Secure start-up funding and grants	*Ongoing*	*& Finance Advisory Team*	
Establish payroll and accounting systems	*Month 5*	*Operations Manager*	
Pre-Opening Readiness	*Host new staff orientation and training*	*Month 7*	*Executive Director*
Conduct student/family orientation events.	*Month 7*	*Executive Director & Board*	
Finalize safety plan; train staff in emergency procedures	*Month 7*	*Operations Manager*	
First Day of School Readiness Walkthrough	*Week before opening*	*Board & Leadership Team*	

Q233. *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 Board recognizes that launching a new charter school presents several key challenges.

The school has identified priority areas and developed clear plans to address each one to ensure a successful opening.

1. Facility Acquisition and Readiness

Risk: Securing a facility that meets safety, compliance, and budget requirements within the start-up timeline.

Plan to Address:

- ***Establish a Facilities Committee to begin site identification early in the planning process***
- ***Engage a facilities management consultant / owner's representative with experience in educational facilities to assist with***

overseeing the facility planning process

- *Identify both a primary facility and a contingency option by Month 6*
- *Prepare a contingency plan "Option 2" (e.g., modular units or temporary shared space)*
- *Complete fire, full building code compliance, ADA, and health inspections by Month 7 for Option 1 and Month 14 for Option 2.*

Responsible Parties: Facilities Committee, Operations Manager

<u>2. Staffing in a Competitive Environment</u>

Risk: Recruiting and retaining high-quality teachers and staff.

Plan to Address:

- *Begin recruitment early, ahead of peak hiring season*
- *Use multiple recruitment pipelines (universities, job boards, professional networks)*
- *Offer competitive compensation aligned with the budget*
- *Emphasize a mission-driven culture to attract strong candidates*
- *Provide mentorship, professional development, and leadership opportunities*

Responsible Parties: Head of School, Personnel/HR Committee

<u>3. Enrollment and Community Trust</u>

Risk: Not meeting enrollment targets or building visibility as a new school.

Plan to Address:

- *Use a data-driven approach to enrollment target setting, including setting targets for leads, applications, offers, acceptances, and registrations, and planning to over-enroll certain grades and build waitlists where possible*
- *Implement a multi-channel outreach strategy, including community events and digital outreach*
- *Host regular Coffee Talks and Meet & Greet events*
- *Track enrollment interest and application data to monitor progress*
- *Open enrollment by Month 5 and conduct the lottery by Month 6*
- *Adjust outreach strategies if enrollment targets are not met*

Responsible Parties: Executive Director, Community Engagement & Development Committee, Board Marketing Committee, Operations Manager

<u>4. Balancing Compliance and School Culture</u>

Risk: Managing compliance requirements while building a strong school culture.

Plan to Address:

- *Engage external advisors for finance, operations, and compliance support*

- ***Maintain a compliance calendar to track all deadlines and requirements***
- ***Hold regular leadership meetings to monitor both compliance and school culture***
- ***Conduct Board reviews that include both compliance and program quality***

Responsible Parties: Operations Manager, Head of School, Governance Committee

<u>5. Financial Management and Cash Flow</u>

Risk: Delays in funding or lower-than-expected enrollment impacting cash flow.

Plan to Address:

- ***Develop a detailed cash flow model with the Finance Advisory Team***
- ***Maintain a reserve fund to cover at least 60 days of operating expenses***
- ***Secure a line of credit as a contingency***
- ***Conduct monthly budget reviews and adjust spending as needed***

Responsible Parties: Finance Committee, Board Treasurer

Conclusion

The Board has taken a proactive approach to identifying potential challenges and developing clear plans to address them. By assigning responsibilities, setting timelines, and establishing contingency strategies, the school is well prepared to manage the start-up process and ensure a successful opening.

12.6. 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.

Q234. *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.*

The Board will follow a structured process to secure a facility that meets all academic, operational, and safety requirements prior to opening. The goal is to obtain an Educational Certificate of Occupancy well in advance of the first day of school in August 2028.

<u>Overall Facility Search and Real Estate Strategy</u>

Solace Rose Innovation Academy is actively engaged in a structured site search for a facility that meets the operational, programmatic, and financial needs of the school. Given the school's startup nature and the need to preserve capital for operations and student services, all facility options under consideration are structured as leases. The school is not pursuing ownership at this stage.

Facility Acquisition Plan: Facility Size and Phasing

The school's facility planning reflects a two-phase approach tied directly to enrollment. In the initial years of operation, the school expects to serve approximately 120 to 200 students requiring approximately 12,000 to 20,000 square feet of usable space. As the school reaches a stabilized enrollment of approximately 360 students, facility requirements are expected to grow to about 30,000 to 35,000 square feet. The lease strategy accommodates this trajectory, and the school will evaluate options that either allow for phased expansion within a single location or provide a viable path to a larger facility as enrollment grows.

Greensboro Market Rent Context

Our real estate advisory team has conducted a preliminary survey of the Greensboro commercial leasing market across the asset categories that are under consideration. Current market data indicates that office space in Greensboro ranged from $19.59 psf - $14.45 psf (per square foot). (https://www.commercialcafe.com/office-market-trends/us/nc/greensboro/). For adaptive reuse candidates in the light industrial and flex categories, flex space in Greensboro averages approximately $12 psf (https://www.loopnet.com/search/flex-space/greensboro-nc/for-lease/), and industrial space averages $10.82 psf (https://www.commercialsearch.com/industrial/us/nc/greensboro/).

We expect to achieve a rental rate below typical market rates if we identify a landlord who is mission-aligned and who understands the community benefit that Solace Rose will bring. Most importantly, the Greensboro leasing environment is consistent with the school's cost assumptions reflected in the long-range financial plan. Final lease terms will depend on the specific facility selected, required tenant improvements, and the outcome of negotiations with the property owner.

Facility Options Under Consideration

Three primary categories of opportunity are being evaluated:

Institutional Partnerships. The school is exploring partnership arrangements with colleges and universities in the Greensboro area. These relationships would involve leasing underutilized campus facilities and completing any necessary build-out or upgrades in collaboration with the host institution. This model offers mutual benefit: the school gains access to well-maintained, mission-aligned facilities, while the partner institution benefits from incremental revenue, strengthened community ties, expanded programming opportunities, and potential access to additional funding through the partnership. Institutional facilities are particularly well-suited to the school's initial space requirements and may offer scalable options as enrollment grows.

Existing Educational Facilities. The school is also evaluating vacant or underutilized school buildings within the local public school system. Facilities closed or not currently in active use by the local school board represent a practical and cost-effective option because they are typically already configured for educational use and may require less capital investment to become operational. Many such facilities are appropriately sized for the school's early-stage footprint and can support the minimum 12,000 to 20,000

square foot threshold required in the opening years. Churches with former schools and daycares will also be evaluated.

Adaptive Reuse Opportunities. The school is considering a range of adaptive reuse scenarios involving commercial or community spaces that can be cost-effectively converted for educational use. This includes light industrial buildings, vacant office space, and facilities owned by faith-based organizations. These opportunities are evaluated on a case-by-case basis, with attention to location, accessibility, conversion cost, lease terms, and alignment with the school's programmatic needs. Adaptive reuse options are particularly relevant in markets where purpose-built or existing educational space is limited, and Greensboro's commercial inventory offers a meaningful opportunity in this category.

Board and Experienced Real Estate Team

The Board will continue to work with the real estate advisory team that is extremely experienced in educational facilities to identify and secure a lease on a site that aligns with enrollment projections, accessibility for families, and budget requirements.

Site selection will prioritize:

- ***accessibility for families across Greensboro and the surrounding areas***
- ***appropriate size for projected enrollment***
- ***compliance with code, zoning, traffic, and safety requirements***
- ***affordability for long-term financial sustainability***

The Board will also identify at least one contingency site to reduce risk if the primary site is delayed.

Timeline and Key Steps

Months 1–3: Site Identification

- ***Facilities Committee identifies potential sites with help of a real estate broker and real estate advisory team***
- ***Conduct initial walkthroughs***
- ***Evaluate sites based on location, cost, and feasibility, including if any renovations are needed***

Month 4-6: Site Evaluation and Due Diligence

- ***Conduct detailed assessments of shortlisted sites***
- ***Review zoning and site requirements, building conditions, traffic requirements and infrastructure to assess feasibility for shortlisted sites (with real estate professionals, including architects and contractors, if required)***
- ***Begin lease discussions with property owners***
- ***Negotiate and sign a letter of intent for a lease agreement and provide a refundable deposit***

Month 7: Lease Finalization

- ***Review terms with legal and financial advisors***
- ***Finalize lease agreement***
- ***Secure primary leased site and confirm plan for contingency option***

Months 8–11: TBD depending on Facilities Solution, see below

For Facilities Option 1:

Month 8 will be dedicated to Final Readiness:

Before opening, the school will:

- ***conduct staff training and orientation***
- ***host student and family orientation***
- ***finalize the school safety plan and train staff***
- ***complete a final readiness walkthrough***

For Facilities Option 2:

Month 8-11 will be dedicated to identifying the lender, Design and receiving permits for Renovation work (if applicable)

- ***Identify a Community Development Financial Institution (CDFI) or similar lender to provide financing for the Option 2 renovation project, if required (landlord could also provide funding for the renovation and include it in the lease agreement)***
- ***Hire an architect to start the design if a renovation is required***
- ***Hire a facilities management consultant to assist with overseeing contingency option improvements, if not already engaged***
- ***Architect prepares permit plans***
- ***Submit for permit and receive approvals***
- ***Close on CDFI loan, if needed***
- ***Hire a general contractor for renovation work***

Months 12 - 14: Facilities Option 2: Undertake Renovation Project (if applicable)

- ***Begin renovation and the Operations Manager and the project team will attend bi-weekly project meetings to oversee the renovation to ensure it tracks on time and on-budget***
- ***Complete renovation on time***

Months 15 - 16: Facilities Option 2: Inspections and School Move-in and Preparation for Start of School

- ***Receive building and fire department final inspection approvals and Final Educational Certificate of Occupancy***
- ***Operations Manager coordinates required school inspections, including:***
  - ***Health department inspection***
  - ***Ready to Open approval***
- ***Prepare building for occupancy, including classroom setup and safety checks***

Oversight and Compliance

The Operations Manager will oversee all facility preparation, inspections, and coordination with vendors and regulatory agencies.

The Board will monitor progress through regular updates from the Facilities Committee and hire needed consultants depending on the scope of work.

The school will ensure full compliance with all state and local requirements, including fire safety, health, zoning, ADA regulations, and Ready to Open. Students will not attend school and operations will not begin until the Educational Certificate of Occupancy is issued, in accordance with state law.

Conclusion

This phased approach, combined with early planning, market research, and professional support, ensures that Solace Rose Innovation Academy will secure a safe, compliant, and ready facility prior to opening. The Board's use of a primary and contingency site further reduces risk and supports a successful launch.

Q235. *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.*

Solace Rose Innovation Academy's facility needs are based on its projected enrollment, instructional model, and phased growth plan. The school will open serving Kindergarten, Grade 1, and Grade 6, with approximately 120 students, and will expand annually to reach full enrollment of 360 students in grades K–8.

<u>Classroom and Instructional Space</u>

In the initial years, each grade level will include two classroom cohorts, with approximately 20 students per class. This results in two classrooms per grade level and supports smaller class sizes and strong instructional support.

Each classroom will range from 700-750 square feet, which allows for flexible instruction, small group learning, and student collaboration.

As the school grows, additional grade levels and classrooms will be added each year, maintaining this cohort-based structure across grades K–8.

<u>Common Areas and Specialized Spaces</u>

In the short term (Years 1–2), the facility will include:

- ***a multipurpose space for meals, assemblies, and school events***
- ***administrative offices***
- ***a conference or meeting space***
- ***student restrooms***
- ***storage for instructional materials and operations***

In the long term (Years 3–5), as enrollment increases, the facility will expand to include:

- ***a dedicated cafeteria and indoor activity or gym space***
- ***teacher workrooms***
- ***student collaboration spaces***
- ***additional meeting and support spaces***
- ***expanded storage and operational areas***

Square Footage

Facility planning is based on approximately 80-100 square feet per student, which aligns with industry standards.

- ***Short-term (Years 1–2): Approximately 15,000–18,000 square feet to support initial enrollment***
- ***Long-term (Years 3–5): Approximately 30,000- 36,000 square feet to support full enrollment and programming***

Short-Term and Long-Term Facility Plan

In the short term, the school plans to lease a facility that can accommodate the initial cohort model and shared spaces. This allows the school to open efficiently while maintaining flexibility.

In the long term, the Board will evaluate options to expand within the current facility or transition to a larger or permanent site that supports the full K–8 program and additional amenities.

Alignment with Budget

The facility assumptions are reflected in the school's financial plan and were developed in collaboration with Afton Partners through the Great Schools North Carolina fellowship. Great Schools North Carolina advises that schools plan to spend no more than 12% of recurring public revenues on lease/debt service costs when at full enrollment.

The cohort model and phased growth approach allow the school to scale facility space in alignment with enrollment, ensuring both effective use of space and financial sustainability.

Q236. *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.*

In addition to general classrooms and common areas, Solace Rose Innovation Academy will provide specialized spaces that support its academic program, including STEAM learning, the arts, and student collaboration. These spaces will be phased in over time as enrollment grows and as the school expands its facilities.

Short-Term Plan (Years 1–2)

During the initial years, the school will use flexible spaces to support specialized programming:

- ***Science: Instruction will take place in classrooms using portable lab kits and materials***
- ***Art: Art instruction will be integrated into classrooms and shared spaces***
- ***Technology: Students will use classroom-based devices, such as 1:1 or cart-based technology***
- ***Library/Media: A combination of digital resources and mobile classroom libraries will be used***
- ***Performance and Dance: Multipurpose space will be used for movement, performance, and arts instruction***
- ***Physical Education: Activities will take place in multipurpose spaces and, when needed, through shared community facilities***
- ***Administrative Spaces: The school will include a main office, conference space, and basic student support areas***
- ***Teacher Workspaces: Shared planning and work areas will be provided***
- ***Storage and Operations: Shared storage and copier/printer areas will be available***
- ***Maker Space (Innovative Garden): A flexible classroom or shared space will be used for hands-on STEAM learning***

<u>Long-Term Plan (Years 3–5)</u>

As enrollment grows, the school plans to expand to include dedicated spaces such as the following (depending on the final selected facility solution):

- ***Science Labs: Dedicated labs with sinks, safety equipment, and lab tables***
- ***Art Room: A dedicated art studio with storage and workspace for projects***
- ***Technology Lab/ Library/Media Center: A full library with physical books, reading areas, and digital access as well as an area for a computer lab with flexible seating and collaborative workstations***
- ***Performance/Dance Space: A dedicated studio with mirrors, a sound system, and a performance space***
- ***Gymnasium and Athletics: Indoor gym space and outdoor activity areas***
- ***Auditorium: A space for performances, presentations, and school events***
- ***Administrative Offices: Expanded office space, including student services, wellness, and family meeting areas***
- ***Teacher Workrooms: Dedicated collaboration and planning spaces***
- ***Storage and Operations: Expanded storage, copy room, and staff support areas***
- ***Maker Spaces (Innovative Garden): Dedicated spaces by grade band (K–2, 3–5, and 6–8) to support design, engineering, and project-based learning***

Summary

This phased approach allows the school to provide meaningful learning experiences from the first year while expanding specialized spaces over time as more funding becomes available. The plan aligns with the school's academic model and ensures that facility growth matches enrollment and program needs.

Q237. *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.*

<u>Proposed Facility Cost per Square Foot</u>

Based on our preliminary market analysis, we anticipate that Solace Rose can secure an educational facility in its target area in Greensboro at a long-term lease rate that is competitive with prevailing educational and commercial market conditions and financially sustainable within the school's long-range budget.

Solace Rose's long-range financial budget estimates a lease cost of approximately $400,000 per year at full scale to be affordable for Solace Rose, which represents approximately 12% facility costs as a percent of recurring revenue at full scale (including facilities operations and debt). This is intentionally conservative and is designed to provide a buffer for potential capital needs, including tenant improvements, building upgrades, or other facility related investments that may not be reflected in base lease assumptions.

Final occupancy costs will ultimately depend on the specific facility selected, the scope of tenant improvements required, lease structure, and negotiated business terms. However, based on current market conditions and our preliminary parental analysis, Greensboro presents a viable and financially achievable environment for the school's planned facility needs.

The Greensboro market currently reflects the following approximate rental ranges:

- ***Office Space: $14.45 to $19.59 per square foot annually***
- ***Flex / Adaptive Reuse Space: approximately $12.00 per square foot annually***
- ***Industrial Space: approximately $8.25 to $10.82 per square foot annually***

Solace Rose's first preference would be to lease an existing educational building with a landlord overseeing the improvements and the improvement costs to be amortized over the long-term lease.

However, if an educational building cannot be secured via a lease to meet the school's long-term facility needs, then it will also consider adaptive reuse opportunities that provide a strong value proposition at approximately $12.00 lease per square foot annually —particularly flex and light industrial properties that permit schools as an allowable use, which can be converted through a renovation fund to educational use. These asset types typically offer larger floor plates with fewer interior walls, ample parking, outdoor circulation opportunities, and lower base rental rates than traditional office products, making them well-suited for charter school occupancy.

Based on these market conditions, we project a target facility cost in the range of $11.00 to $15.00 per square foot annually, depending on building condition, location, lease term, and the extent of tenant improvements required.

In addition to prevailing market conditions, we believe there is a strong opportunity to secure long-term lease terms below standard market pricing by identifying a landlord or property owner, such as a church or a higher educational institution, who is aligned with the school's mission and recognizes the long-term community value that Solace Rose Public Charter School will provide. For example, Solace Rose is already in discussions with Bennett College to explore such an opportunity.

<u>Cost Comparison to Comparable Uses</u>

This projected range compares favorably to other commercial uses in the Greensboro market and is consistent with what many charter schools achieve.

Facility Type	*Approx. Annual Cost / SF*
Industrial	*$8.25 - $10.82*
Flex / Adaptive Reuse	*$12.00*
Projected School Facility Target	*$11.00 – $15.00*
Office	*$14.45 – $19.59*

This comparison demonstrates that the proposed facility assumptions are realistic, market-supported, and aligned with prudent financial planning. While educational users may incur additional upfront costs for code compliance, life safety upgrades, and interior classroom improvements, those costs are typically negotiated as part of the lease transaction, amortized over the lease term, or offset through landlord concessions.

Additionally, mission-aligned property owners and community partners, such as turnkey non-profit developers like Civic Builders, may provide below-market economics in recognition of the public benefit the school creates. For these reasons, we are confident that the proposed facility budget is achievable and appropriately reflects the Greensboro market.

Q238. *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.*

The Board recognizes the importance of ensuring that the school opens on time, even if the primary facility is not ready. To address this, the Board will develop a contingency plan that includes both alternative facility options and temporary program adjustments that minimize the disruption to students and families.

<u>Contingency Facility Options</u>

If the identified permanent facility is delayed, the Board will implement one of the following options, with the assistance of an owner's representative to facilitate if needed:

- ***Modular Classrooms:***

The school may install leased modular classrooms on a secured site that meets zoning and use code compliance and safety requirements. Potential vendors include Mobile Modular or Boxx Modular, which carry an inventory of leasable modular classrooms for this purpose. These units can be installed relatively quickly and equipped to support instruction, allowing the school to open on schedule. This plan will be put into place with the assistance of an architect and engineer, within 8 months of planned occupancy to ensure there is enough time to get required approvals and install the leased modulars on site with adequate time before school starts.

- ***Shared-Use Facility:***

The school may enter into a short-term agreement with a community partner, such as a church, community center, or higher education institution, such as Bennett College which has underutilized classroom space. This would provide access to classrooms, restrooms, and multipurpose spaces while the permanent facility is finalized. This plan will be put into place within 8 months or more of planned occupancy to ensure there is enough time to get required approvals and prepare the location for the start of school.

Both options will meet all state and local requirements, including use, building, site, fire, health, and ADA compliance, and will support a safe and functional learning environment.

Immediate Spatial Needs

The school's priority during any contingency period will be to ensure that all core instructional spaces are available and code compliant, including:

- ***classrooms for each grade level***
- ***administrative office space***
- ***student restrooms***
- ***a shared multipurpose space for meals and gatherings***

These spaces will allow the school to fully operate its academic program from the first day of school.

Program Adjustments (Temporary)

During a temporary facility arrangement, some programs may be modified or phased in over time, including:

- ***Maker Space (Innovative Garden): Activities will take place in classrooms or shared spaces instead of dedicated maker rooms***
- ***Technology: Classroom-based devices and carts will be used instead of a dedicated computer lab***
- ***After-School Programming: Certain programs, such as robotics or specialized enrichment, may be offered through community-based partnerships during the first year***
- ***Athletics (Middle School): Initial offerings may focus on a smaller number of sports, with additional programs added as space and resources expand***

All core academic programming, leadership development, and student supports will remain fully in place.

Oversight and Communication

With the support of the Board, the Operations Manager will oversee the contingency facility, including coordination of logistics, safety procedures, and compliance requirements.

The school will communicate proactively with families regarding any temporary adjustments and will provide regular updates on progress toward transitioning to the permanent facility.

<u>Conclusion</u>

This contingency plan ensures that Solace Rose Innovation Academy can open on time and provide a high-quality educational program, even if the primary facility is delayed. By identifying multiple facility options and planning for temporary adjustments, the Board is prepared to maintain continuity, safety, and strong instruction for all students.

Q239. *Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.*

The Board brings a combination of experience in operations, project management, financial oversight, and organizational leadership that supports effective oversight of facility acquisition and management. Board members have demonstrated experience managing complex projects, overseeing budgets, coordinating timelines, and working with external vendors and partners, all of which are directly applicable to securing and preparing a school facility.

The Board recognizes that facility acquisition and build-out require both strategic oversight and technical expertise. To support this work, the Board will engage qualified professionals, including real estate advisors, brokers, legal counsel, architects and engineers, contractors, and inspectors, to assist with site identification, lease or purchase negotiations, due diligence, and any necessary renovations or build-out activities. These partners will ensure that all work meets local, state, and federal requirements, including zoning and code compliance, traffic, safety, and accessibility standards.

The Board will provide structured oversight through a dedicated Facilities Committee, which will be responsible for monitoring progress related to site selection, budget alignment, construction or renovation timelines, and regulatory compliance. The committee will work closely with the Operations Manager and consultant partners to ensure that all facility-related tasks are completed on schedule and within budget.

Through this combined approach, leveraging internal leadership capacity and external expertise, the Board is well-positioned to successfully acquire, prepare, and manage a facility that meets the needs of the school's educational program and ensures a safe and compliant learning environment.

12.7. Certify

Q240. *I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.*

◉ *Yes*

○ *No*

Q241.Explanation (optional):

13. Financial Plan

13.1. 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.

Q242.**If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

Q243.**Attach as Appendix N: Proposed Budget for Year 1 through Year 5** Click here to access and download the Budget Template **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use:**

Excel 2021 or later (PC and Mac)

Excel for Microsoft 365 Subscriptions (PC and Mac Versions)

Excel Online"

☑ Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

13.2. Budget Narrative

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

Q244.Provide the break-even point of student enrollment.

The school's break-even point represents the minimum number of students required for the school to operate sustainably while maintaining its instructional program and staffing structure and ensuring financial health and sustainability.

Based on financial modeling developed with Afton Partners through the Great Schools North Carolina fellowship, the school's break-even point is projected to be approximately 100 students.

Solace Rose Innovation Academy plans to open with 120 students across Kindergarten, Grade 1, and Grade 6, which exceeds the projected break-even point. This allows the school to begin operations with a financial buffer while continuing to grow enrollment each year until reaching full enrollment of 360 students in grades K–8.

The financial model was intentionally developed using conservative revenue and expense assumptions to ensure the school can operate sustainably during its early years and build its financial health to support its facilities strategy and future investments in the school and its program.

Q245. *Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

The board has developed several strategies and clear financial health guardrails (outlined below) to maintain financial stability if revenues are lower than projected.

First, the school's financial plan is based on conservative enrollment projections and a phased grade-level expansion model. Opening with three grade levels allows the school to align staffing and operational costs with enrollment growth.

Second, certain staffing positions may be phased in as enrollment increases, allowing the school to adjust expenses if needed while maintaining appropriate student support. For example, instructional leadership & additional elective teachers could be deferred until later years if needed, based on actual enrollment.

0% net margin) to ensure sufficient liquidity and build the organization's financial health and stability, which will be monitored monthly by the school's leadership and the board.

Fourth, the school will pursue grants and philanthropic support to assist with startup costs and enrichment programming, including Great Schools North Carolina, the state's new federal CSP grant opportunity for new and growth charter schools (NC GROW), and other local and national funders that support charter schools (e.g., NewSchools Venture Fund and Charter School Growth Fund) to bring additional resources to support a successful launch.

Finally, the board worked with Afton Partners, a national nonprofit financial advisory organization supporting charter schools through the Great Schools North Carolina fellowship. Afton Partners assisted the board in modeling multiple financial scenarios and identifying strategies to maintain financial stability under varying enrollment conditions. The school and board will continue to utilize this disciplined approach to its financial planning and management.

Q246. *Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If*

so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The school's core operating budget is based on state, county, and federal public funding tied to student enrollment. These public funds are sufficient to support all essential school operations.

At this time, the board has not secured any grants or in-kind donations that are required for core operations, and the school is not dependent on unconfirmed funding sources to open or sustain programming.

During the startup phase, the board plans to pursue grants and philanthropic contributions to support early planning activities, professional development, and program enhancements. These funds will supplement, but not replace, the school's primary public funding sources.

<u>Prospective funding sources include:</u>

- ***Support through the Great Schools North Carolina Founder's Fellowship, which may provide startup and planning resources upon charter approval***
- ***Competitive grants from organizations such as NewSchools Venture Fund and Charter School Growth Fund, which offer funding and technical support for high-quality school development***
- ***Additional local and national philanthropic opportunities aligned to STEAM education, leadership development, and school startup initiatives***

These funding opportunities are not yet committed and are contingent upon application processes, charter approval, and meeting eligibility requirements.

The founding board brings collective experience in securing philanthropic support, grant funding, and community partnerships across education and nonprofit sectors. This experience positions the school to effectively pursue and manage supplemental funding aligned to its mission.

The school will maintain documentation for any grants or in-kind donations received, including required assurances, which will be included in the appendices as applicable.

Q247. *Provide the student to teacher ratio that the budget is built on.*

The school's budget is built on an average student-to-teacher ratio of approximately 20:1 during the early years of operation. This ratio reflects a financially responsible approach to launching the school while ensuring that classrooms remain structured for effective instruction and student support.

Maintaining manageable class sizes is aligned with the school's instructional model, which emphasizes inquiry-based learning, differentiated instruction, and strong relationships between students and teachers. Even at this initial ratio, teachers will be supported in providing targeted instruction and monitoring student progress.

As enrollment grows and the school's financial position strengthens, the school plans to intentionally phase toward a lower student-to-teacher ratio of approximately 17:1. This gradual shift will allow for smaller class sizes over time, further strengthening individualized support, student engagement, and the overall quality of instruction.

This approach ensures that staffing decisions remain both educationally sound and financially sustainable as the school scales.

Q248. *Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.*

The Board possesses the collective expertise, professional experience, and oversight structures necessary to implement the school's financial plan with integrity and long-term sustainability. Individually, board members bring experience in areas such as nonprofit financial management, budgeting, auditing, public administration, real estate development and financing, and organizational leadership. Several members have managed multi-million-dollar budgets in educational, governmental, or nonprofit settings, giving them firsthand knowledge of financial controls, risk mitigation, and compliance requirements. Others contribute legal, operational, or community-based expertise that strengthens the board's ability to evaluate financial decisions within broader strategic and regulatory contexts.

Collectively, the Board is equipped to provide rigorous financial oversight. Members understand how to analyze financial statements, monitor cash flow, evaluate budget assumptions, and assess whether resource allocations align with instructional priorities. The Board has established a structured finance oversight process that includes monthly review of financial reports, monitoring of expenditures against budget, and close collaboration with the Executive Director and back-office financial support providers. This routine review process enables the Board to identify emerging trends, anticipate needs, and take corrective action when necessary.

The Board also upholds strong internal controls through the adoption of clear fiscal policies, transparent reporting practices, and organizational safeguards such as dual authorization for expenditures and annual independent audits. These systems ensure accountability and protect public funds. By combining professional expertise, ongoing financial monitoring, and well-defined oversight structures, the Board can successfully implement the school's economic plan and steward resources in alignment with the school's mission and long-term stability.

Q249. *Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.*

The school recognizes that students with significant disabilities may require additional services, specialized staff, or related supports that could affect the budget.

To prepare for this possibility, the school's financial model includes funding for exceptional children staffing, related services, and student support programs. The school will allocate resources for EC teachers, instructional support staff, and contracted related service providers such as speech therapists, occupational therapists, and behavioral specialists.

If additional services are required beyond what was anticipated in the initial budget, the school will work with the local education agency and access available state and federal exceptional children funding to support those services. The school may also contract with qualified service providers to ensure students receive the appropriate support outlined in their Individualized Education Programs (IEPs). The Board understands that the school may need to make tradeoffs in other areas to ensure it meets its mandated responsibility to meet the needs of its EC population.

The board will monitor these expenses through regular financial reviews and adjust staffing or service contracts as necessary to ensure students receive the services required by law while maintaining overall financial stability.

Q250. *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.*

If the school decides to outsource any component of its financial management, such as payroll processing, benefits administration, audits, fundraising support, or general accounting (which it expects to do), the Board will follow a transparent, competitive, and criteria-based process to select vendors. Vendors will be evaluated on their demonstrated experience working with public charter schools, knowledge of North Carolina accounting and compliance requirements, quality of internal controls, technological capacity, strong financial reporting and forecasting capabilities, cost-effectiveness, and references from current or past clients. As a part of the vendor selection process the Board will require the school to obtain at least 3 qualified bids. The Finance Committee will review proposals, interview candidates, make a recommendation, and the Board will approve the final selection.

Oversight of outsourced vendors will be embedded into the school's monthly financial monitoring practices and overseen day-to-day by the Head of School and Operations Manager. The Board will receive monthly financial reports, reconciliations, and documentation prepared by both the back-office partner and the Executive Director. The Finance Committee will meet monthly to review year-to-date financial performance and forward projections (including cash flow), ensure compliance with state and federal requirements and guidelines, and verify that transactions align with the approved budget and support the school's financial health and sustainability. The Board will also conduct annual evaluations of contracted financial service providers and incorporate feedback into renewal decisions. Through this combination of careful selection and ongoing monitoring, the Board ensures fidelity, transparency, and compliance in all outsourced financial management functions. The school and board understand that it is their responsibility to proactively manage and oversee the selected back-office provider and own the organization's financial strategy and health.

Q251. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.*

The school may contract for specialized services, including student accounting and financial services, exceptional children instructional support, custodial and maintenance services, technology support, and student transportation partnerships. Contractors will be selected through a process that includes clear criteria and fair competition that meets the procurement requirements of the funding source. The school will review proposals based on vendor experience with charter or public schools, demonstrated capacity to meet service expectations, cost competitiveness, alignment with school needs, and compliance with legal and safety requirements. Additionally, the school will speak with other school leaders who have worked with these partners to better understand their strengths and weaknesses and how they need to be managed to inform its recommendation.

For purchases or contracts above the threshold established in the school's fiscal policies, the school will solicit multiple quotes or formal proposals to ensure fairness and cost efficiency. The Executive Director will conduct the initial review and make recommendations to the Board or the relevant committee. The Board will approve any contracts that represent major expenditures, multi-year financial commitments (e.g., a facility lease), or essential services tied to safety, compliance, or instructional quality. By applying rigorous criteria and a transparent selection process, the school ensures that all contracted services support operational effectiveness and student success.

Q252. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The school's budget was intentionally designed to support its mission, academic model, and operational priorities as a STEAM-focused school for girls in Grades K-8. Significant resources are directed toward the purchase of curricular materials that reflect the school's healing-centered, culturally responsive, and STEAM-integrated instructional approach, and high-quality instruction through competitive teacher salaries and robust professional development. For example, the school is investing in curriculum, training, equipment, and community experiences to support its STEAM model for girls. Student support services, including counseling, special education, and multilingual learner support, are funded to ensure inclusive, equitable access for all students.

The budget also reflects the operational needs of the school's transportation plan, ensuring students have safe and reliable access to school. Facility expenditures will meet the long-term target metric advised by Great Schools North Carolina of no more than 12% of recurring revenue. The facility design and overall budget will be aligned with the need for flexible learning environments, appropriate safety measures, and adequate space for STEAM programming, small-group instruction, and robust family engagement. Across all categories, the budget prioritizes staffing, financial sustainability, supports the well-being of students and educators, and allocates funds to resources that directly advance the school's mission and programmatic goals in a code-compliant manner.

Q253. *What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

The school's goal is to build and maintain a general fund balance of approximately 10–15% of annual operating expenditures by its fifth year of operation.

Building and maintaining a healthy fund balance will help ensure the school has sufficient reserves to manage unexpected expenses, fluctuations in enrollment, or changes in funding levels. It will also help support its future facility strategy and any future financings that may be required.

The school will develop this fund balance gradually through prudent and careful budgeting, responsible spending, and budgeting and managing to generate annual operating surpluses to build the organization's cash and reserves as the school grows. The board will monitor the fund balance through monthly financial reports and annual budget planning to ensure the school maintains strong financial health (fund balance, days cash on hand, and annual operating margin).

Q254. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.*

The school's financing structure will support both startup and ongoing operational needs and the path toward financial sustainability and health.

Startup expenses, including planning, early staffing, and initial operational costs, will be supported through the school's startup budget and available planning resources. Once the school begins operations, primary funding will come from state and local per-pupil allocations and federal education funds associated with student enrollment.

For its launch and early years of operation, the school plans to lease its initial facility space, allowing flexibility during the early years of operation while it grows its enrollment and track record. Leasing reduces upfront capital costs and allows the school to scale its facility needs as the student population increases, and the school will look for mission-aligned partners that are willing to finance any necessary improvements for the early years.

As the school grows, the board will continue to evaluate long-term facility partnerships with mission-aligned landlords and financing partners and options that fall within the target 12% metric of recurring revenue, including extended lease agreements or potential future facility financing to purchase a facility, to ensure the school has an appropriate learning environment for students

Q255. *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.*

At this time, the school does not anticipate beginning operations with assets donated from external partners. All essential items required for the school's opening, such as furniture, desks, chairs, technology, classroom materials, and equipment, will be purchased through the school's startup budget and aligned to the opening-year facility plan. As the school continues to build community partnerships, it may receive additional non-essential items such as books, classroom supplies, or enrichment materials; however, these items are supplemental and not required for core operations.

To the extent that any assets are secured in the future through donations or partnerships, the school will maintain documentation of ownership, condition, and value, and will ensure that no essential operational function relies on unconfirmed contributions. All assets necessary for instruction, safety, and day-to-day operations will be procured through the school's approved financial plan to guarantee readiness and stability.

13.3. Financial Compliance

Q256. *How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?*

Solace Rose Innovation Academy will implement strong internal financial controls to ensure responsible management of public funds.

The school will establish clear fiscal policies and procedures that define financial procedures, approval authority, purchasing guidelines, and documentation requirements. Financial responsibilities will be separated among multiple individuals to ensure proper segregation of duties (particularly for contracts, purchasing, payroll, and any cash transactions) and reduce the risk of error or misuse of public funds. Additionally, the back-office provider will provide an additional layer of checks and balances, and the Board Chair will review and approve larger expenditures and contracts, as well as the Executive Director's reimbursements.

During the early years of operation, the school will partner with an experienced external financial management provider to support budgeting, accounting, payroll, and compliance. This partner will work closely with the Executive Director and the Board Finance Committee to ensure accurate financial reporting and adherence to all state and federal requirements.

An Operations Manager will support day-to-day financial processes, including purchase coordination, documentation, and internal tracking. While the Operations Manager may carry some operational oversight in the first few years, financial controls will remain distributed across the external financial partner, the Executive Director, and the Board Finance Committee to ensure appropriate checks and balances.

As the school grows, the organization will build additional internal capacity by adding a dedicated Business Manager role, anticipated by Year 3. This role will further strengthen financial oversight, internal controls, and segregation of duties across all financial functions.

The school will maintain accurate financial records using a recognized accounting system and will conduct regular reconciliations of bank accounts and financial statements. Monthly financial reports will be reviewed by the Executive Director and the Board Finance Committee, and the full board will receive regular updates on financial performance.

In addition, the school will undergo an annual independent financial audit conducted by an audit firm approved by the North Carolina Local Government Commission. These practices ensure transparency, accountability, and compliance with state and federal requirements and serve as an additional layer of checks and balances.

Q257. *Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).*

None. If any arise in the future, the school will utilize board-adopted conflict of interest and anti-nepotism policies to ensure proper disclosure, abstention, and proper stewardship of public dollars.

Q258. *Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.*

The board is currently reviewing audit firms approved by the North Carolina Local Government Commission (LGC) and will select an independent auditing firm prior to the school's first year of operation.

The board has reviewed several firms experienced in auditing North Carolina charter schools and will select a firm based on expertise, experience with charter school financial compliance in North Carolina, service level and responsiveness, and cost-effectiveness. Once selected, the firm's contact information will be provided to the Office of Charter Schools and included in the school's financial records.

13.4. Certify

Q259.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) *Yes*
- ( ) *No*

Q260.Explanation (optional):

14. Other Forms

Q261. 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

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

- (●) Yes
- ( ) No

Q263. Give the name of the third-party person or group:

Great Schools North Carolina

Q264. Fees provided to the third-party person or group:

N/A

16. 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 24, 2026, at 5:00 pm EDT*** *for Fast Track and Accelerated applications, and* ***April 24, 2026, at 5:00 pm EDT*** *for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.*

Q265.*Application Note: ***The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.***

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

Signature

Logo

17. Signature page

Q266. 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: 5

Q267. Board chair, please digitally sign your application here.

Signature

Logo

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

SOLACE ROSE INNOVATION ACADEMY

the original of which was filed in this office on the 4th day of November, 2025.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 5th day of November, 2025.

Elaine F. Marshall

Secretary of State

SOSID: 3168078
Date Filed: 11/4/2025 4:50:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C2025 295 01950

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: Solace Rose Innovation Academy.

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: Chéla S. Wallace.

4. The street address and county of the initial registered agent's office of the corporation is:

   Number and Street: 1908 Porter Hill Drive

   City: Whitsett State: NC Zip Code: 27377 County: Guilford

   The mailing address ***if different from the street address*** of the initial registered agent's office is:

   Number and Street or PO Box: _____

   City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
Chéla S. Wallace	1908 Porter Hill Drive Whitsett, NC 27377

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: 2104870542

Number and Street: 1908 Porter Hill Drive

City: Whitsett State: NC Zip Code: 27377 County: Guilford

The mailing address ***if different from the street address*** of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Karyn Pleasant	4107 Vershire Avenue Greensboro, NC 27406	Founding Board Member

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 19 day of August ,20 25.

Solace Rose Innovation Academy

Incorporator Business Entity Name

Verified by pdfFiller 08/19/2025

Chéla S. Wallace

Signature of Incorporator

Founder & Executive Director

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 P. O. BOX 29622 RALEIGH, NC 27626-0622
(Revised August, 2017) *Form N-01*

Item 7
Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Item 8
This nonprofit corporation is organized and operated for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code to operate, advise, and support public charter schools in the State of North Carolina.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, 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 the Corporation's charitable and educational purposes. 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 provision of these articles, the Corporation shall not carry on any activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Item 7: Provisions Regarding Distribution of Assets Upon Dissolution

Articles of Incorporation of Solace Rose Innovation Academy

The undersigned, a majority of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of North Carolina, do hereby certify:

First: The name of the Corporation shall be Solace Rose Innovation Academy.

Second: The place in this state where the principal office of the Corporation is to be located is the City of Whitsett, Guilford County.

Third: Said corporation is organized exclusively for charitable, educational, and other purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Fourth: The names and addresses of the persons who are the initial trustees of the corporation are as follows:

- Name: Chéla S. Wallace
- Address: 1908 Porter Hill Drive, Whitsett, NC 27377

Fifth: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, 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 the purposes outlined in Article Third hereof. 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 provision 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 Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Sixth: This nonprofit corporation is organized and operated for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code to operate, advise, and support public charter schools in the State of North Carolina.

Seventh: Provisions Regarding Distribution of Assets Upon Dissolution
Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located (Guilford County, North Carolina), exclusively

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for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we have hereunto subscribed our names this 12 day of September, **2025**.

Item 8: ***Provisions Regarding Purpose and Limitations***

Articles of Incorporation of Solace Rose Innovation Academy

The undersigned, a majority of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of North Carolina, do hereby certify:

First: The name of the Corporation shall be Solace Rose Innovation Academy.

Second: The place in this state where the principal office of the Corporation is to be located is the City of Whitsett, Guilford County.

Third: This nonprofit Corporation is organized and operated for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, to operate, advise, and support public charter schools in the State of North Carolina. The Corporation is further organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Fourth: The names and addresses of the persons who are the initial trustees of the corporation are as follows:

- Name: Chéla S. Wallace
- Address: 1908 Porter Hill Drive, Whitsett, NC 27377

Fifth: No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, 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 the Corporation's charitable and educational purposes. 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 provision of these articles, the Corporation shall not carry on any

activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Sixth: Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we have hereunto subscribed our names this 12 day of September, **2025**.

Solace Rose Innovation Academy
BYLAWS

Adopted by the Board of Directors
January 23, 2026

Revised April 2026 to be voted in May 2026

A North Carolina Public Charter School
Organized under Section 501(c)(3) of the Internal Revenue Code

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ARTICLE I: Name

The name of the Corporation shall be Solace Rose Innovation Academy.

ARTICLE II. FOUNDER RECOGNITION

Section 1. Founder Recognition

The Founder of Solace Rose Innovation Academy is Chéla S. Wallace. The Corporation acknowledges the Founder's role in establishing the organization's mission, vision, and founding framework.

Section 2. Start-Up Phase Governance

During the initial planning and pre-operational phase of the Corporation, the Founder may serve as a voting member of the Board of Directors, subject to election and approval by the Board and in accordance with all applicable laws and these Bylaws.

Such service is intended to support the successful establishment of the school and shall be temporary in nature.

Section 3. Transition Upon Employment

Upon the Founder's employment by the Corporation in any paid capacity, including as Executive Director, the Founder shall immediately resign from the Board of Directors and shall no longer serve as a voting member.

This provision is intended to ensure compliance with applicable law and to preserve the independence of the Board of Directors as required under N.C.G.S. § 115C-218.15.

Section 4. Executive Director Participation

Following transition to employment, the Founder, in their capacity as Executive Director, shall attend Board meetings in a non-voting, staff role to provide reports, recommendations, and operational leadership.

The Executive Director shall not participate in Board votes and shall be excluded from closed sessions involving personnel matters, compensation, or evaluation.

Section 5. Optional Advisory Role

The Board may invite the Founder to provide additional strategic or historical input outside of formal governance processes. Any such role shall be non-voting and advisory only and shall not confer fiduciary authority.

Section 6. Governance Authority

Nothing in this Article shall be construed to grant the Founder any authority over the governance or management of the Corporation beyond that of any other employee. Per N.C.G.S. § 115C-218.15, the Board retains ultimate responsibility for the operation, policy, and fiscal management of the charter school.

ARTICLE III. CORPORATE PURPOSE

Section 1. Nonprofit Purpose

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 2. Specific Purpose

The specific objectives and purposes of this corporation shall be:

1. To operate a year-round, healing-centered, STEAM-focused public charter school for girls in the Piedmont Triad Region, which includes Guilford, Forsyth and Alamance County region of North Carolina.

2. To provide an inclusive, culturally affirming educational experience grounded in the principles of equity, social justice, and leadership development.

3. To uplift historically marginalized students through an academic model rooted in innovation, resilience, and the rich historical legacy of the Guilford County region.

4. To cultivate student leadership through community engagement, creative expression, and experiential learning opportunities that connect classroom knowledge to real-world impact.

5. To sponsor, host, and participate in programs, partnerships, and community initiatives that promote the advancement of girls in science, technology, engineering, arts, and mathematics (STEAM).

6. To secure and manage resources, including grants, donations, and partnerships, that further the educational and operational mission of Solace Rose Innovation Academy.

ARTICLE IV: Membership

Section 1. Membership Structure

Solace Rose Innovation Academy shall have no voting members. The management, control, and governance of the corporation shall rest exclusively with its duly elected Board of Directors, as outlined in Article V of these Bylaws.

Section 2. Non-Voting Participants

The Board of Directors may, at its discretion, recognize individuals, community partners, or advisory participants who contribute to Solace Rose Innovation Academy's mission and work. Such individuals or entities shall be considered non-voting participants and shall not be deemed members of the corporation for any legal purpose.

Section 3. Rights of Members

Because Solace Rose Innovation Academy does not have voting members, no individual or entity shall possess membership rights under these Bylaws, including but not limited to rights of voting, inspection, or participation in corporate governance. All such rights and responsibilities are vested solely in the Board of Directors.

Section 4. Resignation and Termination

In the event that the Board recognizes non-voting participants or advisory members, such participation may be ended at any time by written notice from either party. Termination or resignation of non-voting participants shall not affect the governance or operations of the corporation, which remain under the authority of the Board of Directors.

Section 5. Authority of the Board

All corporate powers shall be exercised by or under the authority of the Board of Directors. The Board shall have full responsibility for the management of the affairs of the corporation, including the authority to establish committees, appoint advisors, and delegate responsibilities as necessary to fulfill the organization’s mission. Solace Rose Innovation Academy does not have voting members. Therefore, no member meetings are required or provided for under these Bylaws.

ARTICLE V: Board of Directors

Section 1. General Powers

The affairs of Solace Rose Innovation Academy shall be managed by its Board of Directors. The Board shall have control of and be responsible for the management of the affairs, property, and overall governance of the Corporation, including long-term strategic

direction, fiscal oversight, policy adoption, and accountability for the operation of the public charter school.

Section 2. Number, Tenure, Requirements, and Qualifications

The number of Directors shall be not less than three (3) and not more than fifteen (15), including the officers of the Corporation: President, Vice President, Secretary, and Treasurer.

- Each Director shall serve a three (3) year term and may be re-elected for one (1) additional consecutive term. After two consecutive terms, a Director shall rotate off the Board for at least one (1) year before being eligible for re-election.

- Terms shall be staggered so that approximately one-third (1/3) of Directors are elected each year. At adoption of these Bylaws, the Board shall assign initial one-, two-, and three-year terms to establish staggering.

- All Directors, including any founding Directors, shall be subject to the same fiduciary duties, qualifications, term provisions, and removal procedures established in these Bylaws.

- Directors shall enter upon the performance of their duties immediately following election and shall continue in office until their successors are duly elected and qualified.

- Directors must be committed to the mission and vision of Solace Rose Innovation Academy and demonstrate experience, expertise, or influence in areas such as education, community development, finance, law, or nonprofit leadership.

- No two Directors related by blood, marriage, or domestic partnership within the second degree of consanguinity or affinity may serve on the Board at the same time.

- All members of the Board of Directors must be approved by a majority vote of the current Board members. No vote on new Board members shall occur without a quorum present.

- Directors are expected to attend all regularly scheduled meetings. Failure to attend three consecutive regular meetings, absent excuse approved by the Board, constitutes grounds for removal.

- Each Board member is encouraged to make an annual financial or in-kind contribution to support the mission of Solace Rose Innovation Academy.

Directors shall:

- Fulfill fiduciary duties of care, loyalty, and obedience;

- Comply with all training requirements established by law, Board policy, or charter authorizer expectations;

- Complete onboarding and ongoing governance development as required by Board policy.

Section 3. Regular and Annual Meetings

All meetings of the Board and its committees shall be conducted in accordance with

- North Carolina Open Meetings Law (N.C.G.S. 143-318.9 et seq.);
- Closed session provisions under N.C.G.S. 143-318.11;
- Public records requirements under Chapter 132 of the North Carolina General Statutes.

Public notice shall be provided for all regular, annual, and special meetings as required by law.

Regular meetings shall be held monthly, at times established by the Board with a hybrid option (in person and/or through other means as determined by the board).

An Annual Meeting shall be held each year to elect officers, review organizational performance, and establish priorities for the upcoming year.

Notice of all regular and annual meetings shall be sent to all Board members at least ten (10) days in advance.

Section 4. Special Meetings

Special meetings of the Board of Directors may be called by or at the request of the President or any two (2) members of the Board. The person or persons calling the special meeting may fix the meeting's location and time. Notice of any special meeting shall be provided at least two (2) days in advance by telephone, electronic communication, or written notice.

Section 5. Quorum

A quorum shall consist of a simple majority of current Board members. The act of a majority of the Directors present at a meeting at which a quorum is present shall constitute the act of the Board unless otherwise required by law or these Bylaws.

Section 6. Voting and Action Without a Meeting

Each Director shall have one (1) vote. Decisions shall be made by majority vote of those present.

Any action required or permitted to be taken at a meeting of the Board of Directors may

be taken without a meeting if all Directors consent in writing or electronically. Such consent shall have the same force and effect as a unanimous vote of the Board and shall be recorded in the minutes of the next regular meeting.

Remote and Electronic Participation.

Directors may participate in any meeting of the Board of Directors through the use of conference telephone, video conferencing, or other electronic communications equipment by means of which all persons participating in the meeting can hear one another. Participation in a meeting pursuant to this section shall constitute presence in person for purposes of quorum and voting.

Section 7. Vacancies

Vacancies occurring on the Board for any reason shall be filled without undue delay by a majority vote of the remaining Board members. Directors elected to fill a vacancy shall serve for the remainder of the unexpired term.

Section 8. Compensation

Members of the Board of Directors shall not receive any compensation for their services as Directors. Reasonable reimbursement for expenses incurred in the performance of Board duties may be approved by the Board in accordance with established policy.

Section 9. Confidentiality

Board members shall maintain confidentiality regarding all proprietary or sensitive information obtained through service to Solace Rose Innovation Academy. Directors shall not discuss or disclose such information to any person or entity unless it is already public or disclosure is authorized by the Board. Each Director shall sign a confidentiality agreement upon appointment.

Directors shall preserve the confidentiality of matters discussed in lawful closed session except as disclosure is authorized or required by law.

Section 10. Removal

Any Director may be removed, with or without cause, by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the Director subject to removal. Written notice of the proposed removal shall be provided to all Board members at least ten (10) days in advance of the vote.

Section 11. Advisory Council (Optional)

The Board may establish an Advisory Council composed of individuals who support the mission and goals of Solace Rose Innovation Academy. Members of the Advisory Council

shall not have voting privileges or fiduciary responsibilities but may serve in an advisory capacity at the invitation of the Board. Advisory Council members shall comply with the confidentiality provisions of these Bylaws.

Section 12. Board Development and Evaluation

The Board of Directors shall engage in ongoing governance development consistent with North Carolina charter school expectations.

The Board shall:

1. Participate in orientation for all new Directors.
2. Complete governance training required by law, authorizer expectations, or Board policy.
3. Conduct an annual self-assessment of Board effectiveness.
4. Periodically review Board composition and skills to support strategic governance.

ARTICLE VI: Officers

Section 1. Enumeration of Officers

The officers of Solace Rose Innovation Academy shall consist of a President (Chair), Vice President (Vice Chair), Secretary, and Treasurer. All officers shall be elected by and from the Board of Directors. Officers must be active, voting members of the Board. One individual may hold more than one office, except that the same person shall not hold the positions of President and Secretary.

Section 2. Duties of Officers

A. President (Chair)

The President shall preside at all meetings of the Board of Directors and shall have general supervision of the affairs of the Corporation. The President’s duties shall include:

1. Providing leadership and active management of the business and operations of the Board.

2. Ensuring that all Board orders, policies, and resolutions are carried into effect.

3. Overseeing the work of other officers and ensuring their duties are properly performed.

4. Submit a report of the Corporation’s operations and progress at the Annual Meeting.

5. Serving as an ex officio member of all standing committees.

6. Performing such other duties as are customarily associated with the office of President or as directed by the Board.

B. Vice President (Vice Chair)

The Vice President shall perform the duties of the President in their absence or inability to act and shall perform such other duties as may be assigned by the President or the Board of Directors. The Vice President's duties shall include:

1. Supporting the President in executing the strategic priorities of the organization.
2. Chairing committees or task forces as assigned by the Board.
3. Assisting in the orientation and mentorship of new Board members.

C. Secretary

The Secretary shall be responsible for ensuring the accurate recording and maintenance of corporate records. The Secretary's duties shall include:

1. Recording all votes and minutes of meetings of the Board of Directors.
2. Ensuring that meeting notices, agendas, and supporting materials are distributed in accordance with these Bylaws.
3. Maintaining all official records of the Corporation, including Board rosters, policies, and governance documents.
4. Certifying Board actions when required and ensuring proper filing of records in compliance with applicable law.
5. Performing such other duties as may be assigned by the President or the Board.

D. Treasurer

The Treasurer shall oversee the financial affairs of the Corporation and the financial committee. The Treasurer's duties shall include:

1. Overseeing budgeting, accounting, and financial reporting in coordination with the school's financial management systems.
2. Presenting complete and accurate financial reports to the Board at each regular meeting.
3. Ensuring that appropriate internal controls and financial procedures are in place.
4. Assisting in audits and financial reviews as required by state law or the Board.
5. Performing other duties as may be assigned by the President or the Board.

Section 3. Term of Office

The officers of the Corporation shall be elected annually by the Board at the annual meeting and shall serve at the discretion of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 4. Election of Officers

The Governance Committee shall submit, before the Annual Meeting, a slate of candidates for officer positions. Additional nominations may be made from the floor. Elections shall be held at the Annual Meeting of the Board of Directors. Newly elected officers shall assume their duties immediately following the meeting.

Section 5. Removal of Officers

Any officer may be removed from office, with or without cause, by a three-quarters (3/4) vote of the members of the Board of Directors whenever, in their judgment, the best interests of the Corporation would be served thereby. Written notice of the proposed removal shall be provided to all Board members at least twenty (20) days prior to the meeting at which the action is to be taken.

Section 6. Vacancies

In the event of a vacancy among the officers of the Corporation, the Governance Committee shall recommend a replacement to the Board. The Board shall elect a successor to serve for the remainder of the unexpired term.

ARTICLE VII: Committees

Section 1. Committee Formation

The Board may establish standing committees, including Governance, Finance, Academic Excellence, and Community Engagement and Development Committee. Each committee must include at least one (1) Board member.

Standing committees of the Board may exercise only those responsibilities delegated by Board resolution and shall remain accountable to the full Board.

Advisory committees or councils that do not exercise delegated Board authority shall serve solely in a non-governing advisory capacity.

No committee shall exercise powers reserved by law or these Bylaws to the full Board. No committee may bind the Corporation unless expressly authorized by Board resolution.

The President (Chair) of the Board shall appoint committee chairs and members, subject

to approval by the Board. Each committee shall include at least one (1) member of the Board of Directors and shall operate under a written charge or description approved by the Board.

Section 2. Governance Committee

The Governance Committee shall consist of at least one (1) member of the Board of Directors appointed by the Board Chair. The Governance Committee shall:

- Recommend individuals qualified to serve on the Board of Directors and Board committees, ensuring a balance of skills, expertise, and community representation aligned with the mission of the Corporation.
- Develop and oversee a process for Board recruitment, orientation, training, and ongoing development.
- Monitor compliance with Board policies, ethical standards, and conflict-of-interest requirements.
- Lead periodic evaluations of Board performance, including self-assessments and governance effectiveness reviews.
- Review and recommend updates to the Bylaws and Board governance policies for consideration by the full Board of Directors.

The Governance Committee shall report its activities and recommendations to the full Board of Directors on a regular basis.

Section 3. Finance Committee

The Finance Committee shall be chaired by the Treasurer and shall include at least one (1) member of the Board of Directors. The Finance Committee shall:

1. Develop and review fiscal procedures, fundraising plans, and the annual budget in collaboration with school leadership and other Board members.
2. Monitor the organization's financial performance and ensure expenditures align with the approved budget.
3. Review any major financial adjustments or budget amendments before submission to the full Board for approval.
4. Ensure compliance with all applicable financial reporting, audit, and transparency requirements for charter schools.
5. Provide quarterly financial reports to the full Board.

The fiscal year of Solace Rose Innovation Academy shall begin on July 1 and end

on June 30. The financial records of the Corporation shall be considered public information and made available in accordance with North Carolina public charter school requirements.

Section 4. Academic Excellence Committee

The Academic Excellence Committee shall consist of at least one (1) member of the Board of Directors with interest or expertise in education, curriculum, assessment, or student outcomes. The Academic Excellence Committee shall:

- Provide oversight of the academic program to ensure alignment with the mission, charter application, and accountability expectations of the North Carolina Office of Charter Schools.
- Review and monitor student achievement data, academic goals, and school performance indicators.
- Support the development and evaluation of the school's instructional model, curriculum framework, and assessment practices.
- Monitor compliance with applicable academic, instructional, and student support requirements.
- Make recommendations to the full Board regarding academic priorities, programmatic adjustments, and school improvement strategies.

The Academic Excellence Committee shall provide regular updates and reports to the full Board of Directors.

Section 5. Community Engagement and Development Committee

The Community Engagement and Development Committee shall consist of at least one (1) members of the Board of Directors. The Community Engagement and Development Committee shall:

- Support fundraising strategies, resource development, and sustainability planning in collaboration with school leadership and the Finance Committee.
- Assist in cultivating relationships with donors, foundations, community partners, and strategic stakeholders.
- Promote community engagement efforts that build awareness, trust, and support for Solace Rose Innovation Academy.
- Support marketing, communications, and outreach initiatives aligned with the school's mission and growth plans.
- Provide recommendations to the full Board regarding development priorities and

community partnership opportunities.

The Community Engagement and Development Committee shall report its activities and progress to the full Board of Directors.

Section 6. Other Committees

The Board may create additional standing or ad hoc committees as needed to fulfill the mission and oversight responsibilities of the Corporation. Each committee shall be accountable to the Board and shall report its activities and recommendations at regular Board meetings.

ARTICLE VIII: Conflict of Interest

Section 1. Purpose

The purpose of this Conflict of Interest Policy is to protect the interests of Solace Rose Innovation Academy (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in an excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Section 2. Compensation and Governance Restrictions

1. No Paid Employees on Board: No voting member of the Board of Directors shall be a paid employee of the Corporation.

2. Executive Director Role: The Executive Director shall attend Board meetings to provide operational reports but shall do so in a non-voting, advisory capacity only.

3. Recusal: Any individual serving in a non-voting, ex-officio capacity who has a financial interest in a contract or transaction (including their own employment) shall not be present during the Board’s final discussion or vote on that matter.

Section 2A. Charter School Conflict Restrictions

Directors, officers, and employees shall comply with all conflict-of-interest provisions applicable to North Carolina nonprofit corporations and public charter schools, including restrictions regarding self-dealing, related-party transactions, private inurement, and impermissible personal benefit.

No Director shall participate in deliberation or voting on any matter in which the Director or a related person has a financial interest.

All actual or potential conflicts shall be disclosed annually and as they arise and documented in Board minutes.

Related-party contracts or transactions, if legally permissible, shall require:

- Full disclosure;
- Review by disinterested Directors;
- Determination that the arrangement is fair, reasonable, and in the best interest of the Corporation;
- Approval recorded in the minutes.

Section 3. Definitions

A. Interested Person

Any director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is considered an *Interested Person.*

B. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or appropriate committee determines that a conflict of interest exists.

Section 4. Procedures

A. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and all material facts to the Board of

Directors or to members of a committee considering the proposed transaction or arrangement.

B. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, that individual shall leave the meeting while the determination of a conflict of interest is discussed and voted upon. The remaining members shall decide whether a conflict of interest exists.

C. Procedures for Addressing the Conflict of Interest

1. An Interested Person may make a presentation to the Board or committee but shall leave the meeting during the discussion and vote on the transaction or arrangement involving the possible conflict of interest.

2. The chairperson may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement that would not give rise to a conflict of interest.

4. If a more advantageous arrangement is not reasonably possible, the Board or committee shall determine by majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable.

C. Violations of the Policy

If the Board or committee has reasonable cause to believe a member has failed to disclose an actual or possible conflict of interest, it shall inform the member of the basis for such belief and allow the member an opportunity to explain. If the member fails to adequately address the concern, the Board shall take appropriate disciplinary and corrective action.

D. Conflict of Interest Disclosure

Each Director shall complete an annual written conflict-of-interest disclosure.

Section 5. Records of Proceedings

The minutes of the Board and all committees with Board-delegated powers shall contain:

1. The names of persons who disclosed or were found to have a financial interest, the nature of the interest, any action taken to determine whether a conflict existed, and the Board's or committee's decision.

2. The names of persons present for discussions and votes, the content of the discussion (including any alternatives considered), and a record of any votes taken.

Section 6. Annual Statements

Each Director, principal officer, and member of a committee with Board-delegated powers shall annually sign a statement affirming that such person:

1. Has received a copy of this Conflict of Interest Policy;

2. Has read and understands the policy;

3. Agrees to comply with the policy; and

4. Understands that the Corporation is charitable and must primarily engage in activities that accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the Corporation operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. These reviews shall, at a minimum, consider:

1. Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining, and

2. Whether transactions, partnerships, or arrangements conform to written policies, are properly recorded, and do not result in private inurement or impermissible benefit.

Section 8. Use of Outside Experts

When conducting the periodic reviews provided for in this Article, the Corporation may, but need not, use outside advisors. The use of outside experts shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 9. Anti-Nepotism

The Corporation shall maintain and enforce an anti-nepotism policy consistent with applicable law and sound governance practices. No Board member shall participate in decisions involving employment, supervision, compensation, or evaluation of a family member.

ARTICLE IX: Indemnification

Section 1. General

To the fullest extent permitted under the North Carolina Nonprofit Corporation Act (Chapter 55A) and other applicable law, Solace Rose Innovation Academy shall indemnify and hold harmless any person who is or was a Director, Officer, employee, or agent of the Corporation, or who is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another organization (each an “Indemnitee”), against any and all liabilities, expenses, and claims (including reasonable attorney’s fees, judgments, fines, and amounts paid in settlement) actually and necessarily incurred by such Indemnitee in connection with any action, suit, or proceeding, whether civil, criminal, administrative, or investigative, to which the Indemnitee is made a party by reason of serving in such capacity.

Indemnification shall not apply to matters in which the Indemnitee has been adjudged liable for negligence or misconduct in the performance of duty. However, the Corporation may indemnify such a person to the extent the Board of Directors determines such indemnification is proper and permitted by law.

The right of indemnification provided by this Article shall not be deemed exclusive of any other rights to which any Indemnitee may be entitled under any bylaw, agreement, vote of the Board of Directors, or otherwise.

Section 2. Advancement of Expenses

Expenses (including reasonable attorney’s fees) incurred in defending any civil or criminal action, suit, or proceeding may be paid by the Corporation in advance of the final disposition of such matter if authorized by the Board of Directors. Such payment shall be made upon receipt of a written undertaking by or on behalf of the Indemnitee to repay the amount if it is ultimately determined that the Indemnitee is not entitled to indemnification under this Article.

Section 3. Insurance

The Corporation may purchase and maintain Directors and Officers (D&O) liability insurance or other similar coverage on behalf of any person who is or was a Director, Officer, employee, or agent of the Corporation, or who is or was serving at the request of the Corporation in any such capacity with another organization, against any liability asserted against and incurred by that person in such capacity, whether or not the Corporation would have the power to indemnify the person against such liability under the provisions of this Article.

NEW ARTICLE X. Fiduciary Duties of Directors

Each Director owes fiduciary duties to the Corporation, including:

Duty of Care: To act in good faith, be reasonably informed, and exercise the care an ordinarily prudent person would exercise under similar circumstances.

Duty of Loyalty: To act in the best interests of the Corporation and avoid conflicts of interest or personal benefit.

Duty of Obedience: To ensure the Corporation operates in furtherance of its mission and in compliance with applicable laws, charter requirements, and governing documents.

ARTICLE XI. CORPORATE STAFF

Section 1. Executive Director

The Board of Directors may hire an Executive Director, who during the start-up and early operational years of the school may also serve as the Head of School. The Executive Director shall serve at the will of the Board of Directors and shall be responsible for the day-to-day management, administration, and educational leadership of Solace Rose Innovation Academy, ensuring alignment with the mission, policies, and strategic direction established by the Board.

The Board shall govern and set policy; the Executive Director shall manage day-to-day operations. The Board shall not involve itself in routine administration except through lawful oversight and policy authority.

During the initial phase of the school's operation, the Board may designate the position as Executive Director. As the organization matures, the Board may hire a separate Head of School, at which time the Board would transition some of the Executive Director's responsibilities to the Head of School. Such transition shall not require an amendment to these Bylaws.

The Executive Director shall:

- Oversee daily operations, academic programming, and personnel of the Corporation.
- Hire, supervise, evaluate, and, when necessary, terminate staff in accordance with applicable law, Board policy, and the approved organizational structure.
- Develop and implement the annual budget in coordination with the Treasurer and Finance Committee, subject to approval by the Board of Directors.

- Ensure compliance with all applicable local, state, and federal laws, regulations, and reporting requirements.
- Maintain accurate organizational and financial records and ensure timely submission of required reports to the Board and oversight agencies.
- Provide regular reports to the Board of Directors on organizational performance, academic outcomes, operational compliance, and long-term planning needs.
- Support implementation of the strategic plan and recommend operational improvements.
- Perform such additional duties as may be assigned by the Board of Directors

The Board of Directors shall evaluate the performance of the Executive Director at least annually using criteria established by the Board.

The Executive Director shall comply with the Corporation's conflict-of-interest and anti-nepotism policies and shall not be related within the prohibited degree established in those policies to any member of the Board of Directors.

The Executive Director may be appointed or removed by a majority vote of the Board of Directors. Such removal may be with or without cause. Nothing in this Article shall be construed to grant a contractual right to employment. The Executive Director shall be an at-will employee of the Corporation unless otherwise provided in a written employment agreement approved by the Board.

In the event of vacancy, absence, incapacity, or separation of the Executive Director, the Board of Directors may appoint an interim leader and establish transitional authority as necessary to ensure continuity of operations.

ARTICLE XII. FISCAL POLICIES

Section 1. Fiscal Year

The fiscal year of Solace Rose Innovation Academy shall begin on July 1 and end on June 30 of each year, unless changed by resolution of the Board of Directors.

Section 2. Budget

An annual operating budget shall be prepared by the Executive Director (or designee) in collaboration with the Treasurer and Finance Committee and submitted to the Board of Directors for review and approval prior to the start of each fiscal year.

All expenditures shall be made in accordance with the approved budget. Any material changes or reallocations exceeding the threshold established by Board policy must receive prior approval from the Board of Directors or Finance Committee.

Section 3. Financial Controls

The Corporation shall maintain sound financial management practices and internal controls to safeguard assets and ensure fiscal integrity.

1. All disbursements shall require dual authorization as established by Board policy.
2. The Treasurer shall oversee financial reporting and ensure timely reconciliation of accounts.
3. The Executive Director (or designee) shall maintain accurate financial records and present monthly or quarterly reports to the Finance Committee and the Board.
4. The Board shall adopt policies governing:
    a. Procurement and contracting;
    b. Segregation of duties;
    c. Check signing and expenditure authorization;
    d. Fraud prevention;
    e. Financial monitoring and reserve practices.

Section 4. Audits and Reporting

The financial accounts of the Corporation shall be audited or reviewed annually by an independent certified public accountant, in accordance with applicable laws and charter school requirements.

The audit report shall be presented to the Finance Committee and submitted to the full Board for review and acceptance.

All required financial reports shall be filed with federal, state, and local agencies in a timely manner.

Section 5. Fiscal Transparency

The Corporation shall adhere to all fiscal transparency requirements applicable to public charter schools, including public access to approved budgets, annual audits, and financial statements as required by law.

ARTICLE XIII. RECORDS AND BOOKS

Section 1. Maintenance of Records

The Corporation shall maintain complete and accurate books and records of account, minutes of the proceedings of the Board of Directors and its committees, and all other documentation required by law or Board policy.

Section 2. Corporate Documents

The Corporation shall maintain, in its principal office or designated electronic repository:

1. A copy of its Articles of Incorporation and Bylaws;
2. Current Board-approved policies;
3. The names, addresses, and contact information of current Directors and Officers;
4. Minutes of all Board and committee meetings; and
5. All financial reports, audits, and related filings.

Section 3. Access to Records

All corporate records shall be available for inspection by any member of the Board of Directors at any reasonable time.

The Corporation shall make records available for public inspection in accordance with Chapter 132 of the North Carolina General Statutes, charter school requirements, and applicable exemptions permitted by law.

Section 4. Record Retention

Records shall be maintained in accordance with applicable federal and state laws, including public charter school retention requirements. The Board may adopt a Record Retention and Destruction Policy specifying minimum retention periods for various types of documents.

ARTICLE XIV. AMENDMENTS

Section 1. Articles of Incorporation

The Articles of Incorporation of Solace Rose Innovation Academy may be amended at any regular or special meeting of the Board of Directors, provided that specific written notice of the proposed amendment setting forth the full text or a summary of the proposed changes has been delivered to each Director at least three (3) days in advance if delivered

electronically or personally, or at least five (5) days in advance if delivered by mail.

Amendments to any article of the Articles of Incorporation that govern the Corporation's purpose or structure shall require the affirmative vote of an absolute majority of Directors then in office.

Section 2. Bylaws

These Bylaws may be amended, altered, or repealed by an affirmative vote of two-thirds (2/3) of Directors then in office of the Board of Directors at any regular or special meeting, provided that written notice of the proposed amendment setting forth the full text or summary of the proposed changes has been given to each Director at least five (5) days before the meeting.

All adopted amendments shall be recorded in the official minutes and incorporated into the official copy of the Bylaws maintained by the Secretary.

ARTICLE XV. ADOPTION OF BYLAWS

We, the undersigned, being all of the initial Directors or Incorporators of Solace Rose Innovation Academy, hereby consent to and adopt the foregoing Bylaws, consisting of 24 preceding pages, as the official Bylaws of this Corporation.

ADOPTED AND APPROVED by the Board of Directors on this 23 day of January 2026.

Jessalyn Woods, EdD, President – Solace Rose Innovation Academy
Karyn Pleasant, Vice President and Secretary – Solace Rose Innovation Academy
Ryan Johnson, Treasurer–Solace Rose Innovation Academy

Board Member Name	Board Title	Phone Number	Email Address	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Dr. Jessalyn Woods	President; Academic Excellence Chair & Governance Chair	1-336-254-1232	drjessalynwoods@gmail.com	Guilford	Education Specialist Education Consultant & Graduate Student at North Carolina A&T State University	Biology Secondary Education; Middle Grades Science; High School Comprehensive Sciences, K-12 Administrator, K-12 Superintendent	No
Chéla S. Wallace	Board Member	210-487-0542	cwallace@solacerose.org	Guilford		Texas Education License: Science 4-8, Science 8-12, ESL Endorsement K-12	No
Karyn Pleasant	Vice President & Secretary	1-919-345-6072	pleasantkaryn@gmail.com	Guilford	Managing Director, Local Programs & Acceleration, North Carolina	NYC Public School Teacher Certificate (Biology 7-12), NC Professional Educator's License (Professional I & II Middle Grades Science; Professional I & II Biology 9-12), NC Professional Educator's License (School Administration)	No
Ryan Johnson	Treasurer & Finance Chair	1-973-768-4668	ryangj1@gmail.com	Union (New Jersey)	Managing Director of Real Estate	Counselor of Real Estate (Current)	No
Dr. Vallie Pearson	Community Engagement & Development Co-Chair	1-917-209-4708	valj.pearson15@gmail.com	Guilford	Pharmacist	NC Board of Pharmacy Licensed Pharmacist , Clinical Pharmacist Practitioner	No
Quentin Washington	Community Engagement & Development Co-Chair	1-804-943-4509	qwashington@gmail.com	Warwick (Virginia)	Chief Product Officer		No



Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Summary Tabl

Academic School Year	Grade Levels
Year 1	K,1,6
Year 2	K,1,2,6,7
Year 3	K,1,2,3,6,7,8
Year 4	K,1,2,3,4,6,7,8
Year 5	K,1,2,3,4,5,6,7,8

e

Total Projected Student Enrollment
120
200
280
320
360

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	2	1%
Asian	22	6%
Black or African American	155	43%
Hispanic	68	19%
Native HI or Pacific Islander	2	1%
Two or More Races	14	4%
White	97	27%
Total number of students:	**360**	
EDS Subgroups		
Economically Disadvantaged Students	265	74%
Students with Disabilities	41	11%
English Language Learners	43	12%
Students Experiencing Homelessness	11	3%
Total number of EDS subgroup students:	**360**	**100%**

Solace Rose Innovation Academy

GOVERNANCE & ORGANIZATIONAL STRUCTURE

BOARD OF DIRECTORS

- **President (Board Chair & Governance Chair)**
- **Vice President** — Ensures each committee provides reports in preparation for monthly Board meetings
- **Treasurer (Finance Chair)**
- **Secretary**
- **At-Large Board Members**

EXECUTIVE DIRECTOR

ADVISORY STRUCTURES (NON-GOVERNING)

ROSE CIRCLE (ADVISORY BOARD)

- Community Members
- Parents (including prospective parents)
- Subject-Matter Experts (Education, Finance, Community Dev.)
- Support specific Board Committees with expertise and feedback

PARENT ADVISORY COUNCIL

- Parents/Guardians of enrolled students
- Provides feedback on school programs, culture, and family engagement
- Rotating parent representative participates in Board/Committee meetings

ACADEMIC EXCELLENCE COMMITTEE

Led by: President (Board Chair)

Focus Areas:

- Academic Program & Instruction
- Student Learning & Outcomes
- Curriculum & Assessment
- Teacher Development

FINANCE COMMITTEE

Led by: Treasurer (Finance Chair)

Focus Areas:

- Budget & Financial Oversight
- Fiscal Planning & Reporting
- Audit & Compliance
- Facilities & Resources

GOVERNANCE COMMITTEE

Led by: President (Board Chair)

Focus Areas:

- Board Development & Training
- Policies & Bylaws
- Compliance & Risk Management
- Governance Best Practices

COMMUNITY ENGAGEMENT & DEVELOPMENT COMMITTEE

Led by: Board Member

Focus Areas:

- Community Partnerships
- Outreach & Communications
- Fundraising & Resource Development
- Family & Community Engagement

REPORTING STRUCTURE

- ——→ Direct Reporting / Accountability
- – – → Advisory Relationship / Provides Input
- ····· Information Sharing & Collaboration

KEY POINTS

- The Board of Directors has overall governance and fiduciary responsibility.
- The Executive Director reports to the Board.
- Committees are led by Board members and report to the Board.
- Advisory bodies provide expertise, feedback, and community voice.
- Final decision-making authority rests with the Board of Directors.

NOTE:

The Vice President ensures that each committee provides reports in preparation for monthly Board meetings.

Chéla S. Wallace

Whitsett, NC | 210-487-0542 | cwallace@solacerose.org
LinkedIn: https://www.linkedin.com/in/chela-s-wallace/

EDUCATION

- Ph.D., Applied Science & Technology (STEM Education), North Carolina A&T State University (Expected 2029)
- M.A., Education Policy & Social Analysis, Teachers College, Columbia University (2024)
- M.Ed., Curriculum & Instruction (Integrated Science Teaching), Our Lady of the Lake University (2014)
- B.A., Chemistry, University of Virginia (2006)

EXECUTIVE PROFILE

Education leader with 20+ years of experience designing and scaling STEM programs across K–12 systems. Proven history leading instructional innovation, developing educators, and securing over $1.75M in funding to expand STEM access for over 8,000 students.

PROFESSIONAL EXPERIENCE

- Founder's Fellow – Great Schools North Carolina (2025–Present): Leading development of Solace Rose Innovation Academy
- Founder & CEO – Seeds of Faith Educational Services (2024–Present): STEM consulting and program development
- Consultant – AI Technical Expert, UNDP (2025–Present): Advising on ethical AI and education systems
- Regional Director of STE (Science, Technology & Engineering) – KIPP NYC (2018–2023): Led STE across 18 schools; secured $1.75M+ funding
- Director of Special Projects – KIPP NYC (2023–2024): Led Project-Based Learning implementation

LEADERSHIP & IMPACT

- Designed STEM programs affecting 8,000+ students
- Supported the development of an all-girls school in Sierra Leone (opened Fall 2025)

HONORS & DISTINCTIONS

- White House Fellows Regional Finalist (2023)
- Changing Lives Award (2024)
- Title III Chancellor's Distinguished Fellowship at North Carolina A&T State University (2026)

Q172. Evidence of Community and Parent Support

Solace Rose Innovation Academy has engaged families, community members, education stakeholders, and institutional partners through community events, digital outreach, stakeholder conversations, and an ongoing public interest survey. These efforts have been designed to test demand, collect community feedback, build awareness of the proposed school model, and develop a visible base of support for the school's launch.

Since July 2025, the founder has participated in the Great Schools NC Founder's Fellowship, which has provided strategic planning support and increased the school's visibility among statewide education stakeholders. This engagement has also resulted in a letter of support, reflecting confidence in the school's model and leadership.

Community-facing outreach began in October 2025 with the launch of the school's website, LinkedIn, and the first Coffee Chat, which introduced the school's vision and invited community feedback. The website includes an interest form and serves as the central source of information for families and supporters. As of April 2026, Solace Rose has built an early but growing digital audience, including 50 LinkedIn followers, 22 Facebook followers, and 22 Instagram followers. These platforms, along with email outreach, quarterly newsletters, and word of mouth, have been used to promote the school, advertise engagement opportunities, and invite community members to learn more about the model. Solace Rose also distributes a quarterly newsletter to subscribers, sharing updates on school development, community engagement, and next steps in the charter process.

The school hosted Coffee Chat #1 in October 2025 and Coffee Chat #2 in January 2026. These events created space to share the vision for Solace Rose Innovation Academy and gather real-time feedback from community members. Interest generated through these events translated into deeper engagement, with some attendees later joining the founding board and others contributing to the formation of the advisory board, demonstrating meaningful early support and leadership interest. Coffee Chat #1 was attended by 42 people, and Coffee Chat #2 was attended by 32 people.

To further measure parent and community demand, Solace Rose launched a Community Interest Survey on March 1, 2026, which will remain open through September 2026. As of April 18, 2026, the survey had generated 15 responses from parents, guardians, community members, educators, nonprofit leaders, and other interested stakeholders. Survey responses reflect a strong interest in a girls-centered, leadership-focused, STEAM-based learning environment.

Survey findings indicate that:

- 100% of respondents said it is important or very important for schools to intentionally support girls in developing confidence and leadership skills.

- 93% of respondents said it is important or very important for girls to have opportunities to explore STEAM fields and future careers.
- 80% of respondents indicated that current schools support girls' leadership development only somewhat well, not very well, or not well at all, suggesting a gap that Solace Rose is designed to address.
- Among those who answered the enrollment-interest question, 100% indicated that they would be likely, somewhat likely, or very likely to enroll a child in Solace Rose.
- 93% of respondents indicated that they would be likely or very likely to recommend the school to others.
- 93% of respondents indicated that they would be likely or very likely to attend an information session.
- 100% of respondents indicated that they would be somewhat likely, likely, or very likely to share information about the school within their networks.
- 80% of respondents indicated that they would like to continue receiving updates about the school.

The survey also highlights the qualities of the school that families and stakeholders value most. Respondents consistently prioritized strong academic learning, caring and supportive teachers, safe environments, leadership development, STEAM opportunities, student wellness and emotional support, real-world learning experiences, and small class sizes. In open-ended responses, participants emphasized the need for schools that help girls build confidence, grow as leaders, access innovative learning opportunities, and prepare for future careers in supportive, affirming environments. Taken together, this feedback reflects strong alignment between community demand and the Solace Rose Innovation Academy model.

In addition to parent and community outreach, Solace Rose has pursued strategic relationship-building with higher education institutions, nonprofit organizations, and experienced school leaders. Since December 2025, the school has engaged Bennett College, which has provided a letter of support, and UNCF, where support conversations are ongoing. The school has also engaged with North Carolina A&T State University since January 2026. Solace Rose has further benefited from mentorship and support from charter school leaders, including Roblin Webb and Dr. Angela Lang, both of whom have provided letters of support. These relationships strengthen the school's planning process and demonstrate external confidence in the model.

The school will continue to build evidence of support through ongoing social media outreach, quarterly newsletters, stakeholder conversations, continued survey collection, and public-facing engagement opportunities, including planned participation in Greensboro STEM Fest on May 23, 2026. Taken together, these activities demonstrate growing public awareness, early family demand, and stakeholder confidence in Solace Rose Innovation Academy.

Appendix A: Community and Parent Support Summary Table

Date of Contact	Type of Contact	Description of Contact	Number of Attendees / Reach	Indication of Demand / Support
July 2025 – Present	Fellowship / Stakeholder Engagement	Participation in the Great Schools NC Founder's Fellowship to refine the school model and build statewide support	Ongoing engagement	Letter of support secured through GSNC; fellowship participation reflects institutional confidence in the school's vision
October 2025-Present	School Visits/Learning	Visited Aggie Academy in October 2025 & GLOW Academy in March 2025	Ongoing engagement	Support from these schools as an emerging charter school.
October 2025	Community Event	Coffee Chat #1: introducing the school vision and gathering early community feedback	42 attendees	Some attendees later joined the founding board, indicating early leadership engagement and community interest
October 2025	Website Launch	School website launched with interest form and core information about the proposed school	Ongoing digital reach	The website serves as a public information hub and captures ongoing interest from submissions

October 2025 – Present	Digital Outreach	Ongoing outreach through LinkedIn, Facebook, Instagram, email, newsletters, and word of mouth	Ongoing digital reach	Supports awareness-building, event promotion, and ongoing community engagement
October 2025 – Present	Social Media	LinkedIn account active	50 followers	Demonstrates growing professional and community awareness
October 2025 – Present	Social Media	Facebook account active	22 followers	Demonstrates growing community awareness
October 2025 – Present	Newsletter / Email Outreach	Quarterly newsletter distributed to subscribers with updates on school development and engagement opportunities	80 people on distribution list	Demonstrates ongoing interest from supporters who want continued updates
December 2025 – Present	Partnership Conversation	Engagement with Bennett College regarding support and partnership opportunities	Ongoing conversation	Letter of support secured
December 2025 – Present	Partnership Conversation	Engagement with UNCF regarding support and partnership opportunities	Ongoing conversation	Support conversation ongoing; letter pending

January 2026	Community Event	Coffee Chat #2 to continue sharing the school vision and gather additional feedback	32 attendees	Some attendees later contributed to forming the advisory board
January 2026 – Present	Partnership Conversation	Engagement with NC A&T regarding support and partnership opportunities	Ongoing conversation	Reflects growing interest in higher education in the model
February 2026 – Present	Social Media	Instagram account active	21 followers	Demonstrates expanded visibility and community awareness
March 1, 2026 – September 2026	Survey	Community Interest Survey launched to gather direct feedback and measure family and community interest in the proposed school model	15 responses to date	Survey data reflect strong support for a girls-centered, leadership-focused, STEAM-based school model. 100% of respondents said it is important for schools to support girls' confidence and leadership development, 93% said it is important for girls to have opportunities to explore STEAM fields, 93% said they would likely or very likely recommend the school, and 100% indicated they would be somewhat likely, likely, or very likely to share information about the school

Ongoing	Mentorship / Charter Leader Support	Mentorship and support from Roblin Webb	Ongoing	Letter of support secured
Ongoing	Mentorship / Charter Leader Support	Support from Dr. Angela Lang (I Dream Big Charter School / Stillman College partnership)	Ongoing	Letter of support secured
May 23, 2026	Community Event	Planned participation in the Greensboro STEM Fest at Greensboro Coliseum	Upcoming	Intended to broaden public awareness and collect additional interest

Great Schools NC

greatschoolsnc.org

Office of Charter Schools & Charter Schools Review Board
2026 Charter Application Cycle

April 2026

Dear staff and board members,

I am writing to offer our organization's support for the application prepared and submitted by Chéla Wallace and the founding board of Solace Rose Innovation Academy, a proposed new public charter school that would open Fall 2028 in Guilford County. In 2025, we selected Chéla as a Great Schools NC Founder's Fellow and have been working closely with her as she has prepared the charter application, built the board, and laid the groundwork for a strong school launch.

Pending preliminary charter authorization, we intend to support Solace Rose Innovation Academy through its first year of operations with direct grant dollars and programmatic supports via our Startup Grant program. This would cover the pre-RTO year, RTO, and the school launch year. Our programming will provide the school with ongoing capacity-building and expertise in the areas of adaptive leadership, academic & instructional excellence, operational efficiency, and facilities, finance, & governance.

As a close partner in this work, we appreciate your careful consideration of the charter application for Solace Rose Innovation Academy. Please reach out at any time if we can offer input or additional context regarding our support for this school, its leadership team, and its founding board.

Sincerely,

Madeline Hannigan, Executive Director - Great Schools NC

Great Schools NC

greatschoolsnc.org

Office of Charter Schools & Charter Schools Review Board
2026 Charter Application Cycle

April 2026

Dear staff and board members,

I am writing to offer our organization's support for the application prepared and submitted by Chéla Wallace and the founding board of Solace Rose Innovation Academy, a proposed new public charter school that would open Fall 2028 in Guilford County. In 2025, we selected Chéla as a Great Schools NC Founder's Fellow and have been working closely with her as she has prepared the charter application, built the board, and laid the groundwork for a strong school launch.

Pending preliminary charter authorization, we intend to support Solace Rose Innovation Academy through its first year of operations with direct grant dollars and programmatic supports via our Startup Grant program. This would cover the pre-RTO year, RTO, and the school launch year. Our programming will provide the school with ongoing capacity-building and expertise in the areas of adaptive leadership, academic & instructional excellence, operational efficiency, and facilities, finance, & governance.

As a close partner in this work, we appreciate your careful consideration of the charter application for Solace Rose Innovation Academy. Please reach out at any time if we can offer input or additional context regarding our support for this school, its leadership team, and its founding board.

Sincerely,

Madeline Hannigan, Executive Director - Great Schools NC

Bennett College
900 East Washington Street
Greensboro, NC 27401

March 25, 2026

To Whom It May Concern:

On behalf of Bennett College, I am pleased to offer this letter of support for the proposed Solace Rose Innovation Academy, a public charter school initiative designed to empower girls through leadership development, STEAM learning, and meaningful community engagement.

Bennett College and the leadership of Solace Rose Innovation Academy have initiated conversations regarding potential collaboration opportunities that could strengthen educational pathways for young women in the Greensboro community. As a historically Black college dedicated to the education, empowerment, and leadership development of women, Bennett recognizes the critical importance of initiatives that encourage girls to pursue academic excellence and careers in science, technology, engineering, arts, and mathematics.

While these discussions remain in the early stages, Bennett College fully supports the vision and mission of Solace Rose Innovation Academy. We welcome continued dialogue to explore strategic partnerships that may include mentorship opportunities, college exposure experiences, community engagement initiatives, and other potential collaboration.

We commend the founding team for their commitment to advancing educational equity and innovation and wish them continued success as they move forward in the charter application process.

Sincerely,

Dr. Teresa Hardee
Interim President
Bennett College

I DREAM BIG CHARTER SCHOOL

DREAM-BELIEVE-PREPARE-ACHIEVE

April 5, 2026

Dear Members of the Review Committee,

I am pleased to offer my support for the proposed Solace Rose Innovation Academy, founded by Chéla S. Wallace.

As the founder of I Dream Big Charter School, in partnership with Stillman College, I have had the opportunity to design and implement a school model that intentionally connects K–12 education with higher education institutions. Through this work, I understand the importance of strong, aligned partnerships in expanding opportunities for students and strengthening long-term educational pathways.

In my conversations with Ms. Wallace, I have been impressed by her clear vision for Solace Rose Innovation Academy and her thoughtful approach to building a school that integrates strong academics, leadership development, and student wellness. Her model reflects a deep understanding of how to create meaningful learning experiences that prepare students not only for academic success but also for future pathways.

Solace Rose Innovation Academy represents a promising opportunity to expand innovative educational options for girls. The intentional exploration of a partnership with Bennett College reflects a strategic and forward-thinking approach that aligns with efforts to strengthen connections between K–12 education and higher education institutions.

While discussions regarding partnership are still in development, I am encouraged by the vision and direction of this work. I believe Solace Rose Innovation Academy has the potential to serve as a strong and impactful model for student-centered, future-focused learning.

I appreciate your consideration of this proposal.

Sincerely,
Dr. Angela Lang
I Dream Big Charter

operations@idreambigcharter.com
www.idreambigcharter.com

April 21, 2026

Dear Members of the Review Committee,

I am honored to offer my strong support for the proposed Solace Rose Innovation Academy, founded by Chéla S. Wallace.

I have had the privilege of engaging with Ms. Wallace during the early stages of her school design process, and what stands out most is not only the strength of her vision, but the intentionality with which she is bringing that vision to life. In our conversations, she consistently demonstrated a deep understanding of what it takes to build a school that is both academically rigorous and genuinely responsive to students' needs.

Ms. Wallace brings a rare combination of experience, clarity, and purpose to this work. Drawing on her background as a STEM educator and system-level leader, she has designed a model that thoughtfully integrates strong academics, leadership development, and student wellness. She is not simply proposing a school—she is building a learning community where students, particularly girls, are empowered to see themselves as capable, confident leaders and problem-solvers.

What has impressed me most is her commitment to getting this right. She actively seeks feedback, reflects on it, and refines her approach with discipline and care. That willingness to listen, learn, and iterate is critical for successful school leadership, and it gives me confidence in her ability to lead through both the opportunities and challenges of launching a new charter school.

Solace Rose Innovation Academy features a clear, compelling design focused on STEAM, project-based learning, and real-world application, fostering critical thinking and meaningful engagement. Crucially, the model prioritizes identity, confidence, and belonging—essential, yet often overlooked, elements for long-term student success.

Based on my direct experience with Ms. Wallace and my understanding of her vision, I believe Solace Rose Innovation Academy has the potential to expand access to high-quality educational opportunities and serve as a strong, student-centered model within the charter sector.

I am confident in Ms. Wallace's ability to successfully lead this work and strongly encourage you to give this proposal your full consideration.

Best,

Roblin J. Webb
Founder
Freedom Prep Charter Schools

Solace Rose Innovation Academy
Curriculum Outline

Introduction

Solace Rose Innovation Academy will fully align its K–8 curriculum with North Carolina's additional requirements by embedding structured monitoring, inclusive assessment practices, and a well-rounded educational experience. For early literacy, the school will implement the Read to Achieve framework by using mCLASS assessments to consistently monitor and support K–3 students' reading development, ensuring timely interventions and growth. English Learners in grades K–6 will participate in the ACCESS for ELLs assessment annually, with instructional support tailored to promote language acquisition and academic success. For students with exceptional needs, the academy will administer NCEXTEND1 alternate assessments as appropriate, ensuring equitable measurement of progress aligned to individualized education plans. Additionally, the curriculum will include Health, Arts, and Physical Education across all grade levels, meeting the North Carolina Standard Course of Study requirements and supporting the development of the whole child.

This document includes curriculum outlines for each grade span offered (K-5, 6-8) and also details the approach for the school's custom K-8 Social Studies curriculum.

Grade Span: K-5

Kindergarten

- **ELA**: Vendor such as Amplify CKLA or Great Minds' Arts & Letters
- **Reading Foundations**: Vendor such as Fundations or Reading Mastery
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **Assessment Tool**: *mCLASS Reading 3D + Kindergarten Entry Assessment (KEA)*.
- **State Testing**: KEA (BOY), ongoing mCLASS literacy progress monitoring.

Grade 1

- **ELA**: Vendor such as Amplify CKLA or Great Minds' Arts & Letters
- **Reading Foundations**: Vendor such as Fundations or Reading Mastery
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math

- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **Assessments**: mCLASS Reading 3D.
- **State Testing**: mCLASS literacy monitoring (BOY/MOY/EOY).

Grade 2

- **ELA**: Vendor such as Amplify CKLA or Great Minds' Arts & Letters
- **Reading Foundations**: Vendor such as Fundations or Reading Mastery
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **Assessments**: mCLASS Reading 3D.
- **State Testing**: Local benchmarks; preparing students for Grade 3 BOG Reading.

Grade 3

- **ELA**: Vendor such as Amplify CKLA or Great Minds' Arts & Letters
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **Assessments**: mCLASS Reading 3D (final year required).
- **State Testing**:
    - Beginning-of-Grade (BOG) Reading test.
    - EOG Reading & Math.

Grade 4

- **ELA**: Vendor such as Amplify CKLA or Great Minds' Arts & Letters
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **State Testing**: EOG Reading & Math.

Grade 5

- **ELA**: Vendor such as Amplify CKLA or Great Minds' Arts & Letters
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **State Testing**: EOG Reading, Math, Science.

Grade Span: K-5

Grade 6

- **ELA**: Vendor such as Great Minds' Arts & Letters
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **State Testing**: EOG Reading & Math.

Grade 7

- **ELA**: Vendor such as Great Minds' Arts & Letters
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **State Testing**: EOG Reading & Math.

Grade 8

- **ELA**: Vendor such as Great Minds' Arts & Letters
- **Math**: Vendor such as Illustrative Math, Amplify Desmos Math and Curriculum Associates i-Ready Math
- **Science:** OpenSciEd
- **Social Studies**: NC Standard Course of Study + SRIA Custom SS Curriculum
- **State Testing**: EOG Reading, Math, Science.

Solace Rose Innovation Academy: Custom Social Studies Curriculum

Background

From Kindergarten to 8th grade, SRIA students experience a unique social studies program that is designed to integrate four key pillars:

- North Carolina Standard course of study
- Local history of Greensboro and the Piedmont-Triad region of North Carolina
- Civic action skills
- Data science

This Social Studies Framework describes:

- The four pillars of social studies at SRIA
- The pillar integration guide illustrates WHAT skills and knowledge to integrate into instruction and projects from each of the four social studies pillars. This will inform the scope and sequence of SRIA's social studies instruction in each grade level to ensure that instruction and community projects are aligned to the four pillars..
- How social studies knowledge and skills will be cultivated, evaluated and celebrated through community projects and brilliance portfolios.

What are the four pillars of social studies at SRIA?

This K–8 Social Studies Program is intentionally designed to provide students with a dynamic, place-based, and future-oriented understanding of the world around them.

(1) North Carolina Standard Course of Study

The program aligns with and enriches the state's social studies standards, ensuring students develop foundational knowledge in history, geography, civics, culture, and economics. Each grade level builds critical thinking, inquiry, and analysis skills appropriate to students' developmental stages.

(2) Local History of Greensboro and the Piedmont-Triad Region

Students explore the people, places, and events that shaped their own community—connecting national and global themes to local stories. Lessons highlight Greensboro's pivotal role in the Civil Rights Movement, industrial development, migration, and cultural innovation. Through partnerships with local

museums, archives, and elders, students see history as something living and participatory.

(3) Civic Action and Community Participation

Beyond learning about government and citizenship, students practice doing civics. They identify community issues, research causes and stakeholders, and design civic action projects that build agency, empathy, and problem-solving skills. By middle school, students are equipped to engage in local government, advocacy campaigns, and service learning that demonstrate real-world impact.

(4) Data Science for Social Understanding

Integrated data science lessons teach students how to collect, interpret, and visualize information related to social and civic issues. Younger students learn to use charts and maps to understand patterns in their communities; older students analyze demographic, economic, and environmental datasets to make evidence-based arguments and decisions.

Together, these four strands prepare students to see themselves as civic leaders and data-informed changemakers; deeply rooted in their local context yet equipped to engage with broader national and global systems.

Pillar integration guide

Grade Level	NC Standard Course of Study	Local History + Civic Action + Data Science Integration
K	The World Around Us – Explore self, family, and community roles; understand how people live and work together.	• Local History: Identify familiar community helpers and landmarks in Greensboro. • Civic Action: Practice classroom citizenship through caring and cooperation. • Data Science: Use simple tallies or pictographs to describe classroom or neighborhood patterns.

1	People, Places, and the Environment – Examine how people interact with environments locally and globally; use maps and spatial awareness.	• Local History: Compare how people live and work in Greensboro and the wider Piedmont region. • Civic Action: Brainstorm ways to improve the school or neighborhood community. • Data Science: Collect simple data (e.g., weather, transportation) and represent it in charts or maps.
2	America: Our Nation – Learn about national symbols, holidays, and the foundations of citizenship and culture in the United States.	• Local History: Connect local monuments and celebrations to national ideals. • Civic Action: Participate in classroom voting or appreciation projects about fairness and rights. • Data Science: Compare simple community data (parks, schools) across U.S. regions.
3	Our Community and State – Study how communities and states are formed, governed, and connected.	• Local History: Investigate Greensboro's founding and growth as a center of innovation and activism. • Civic Action: Identify a community issue and propose a small group solution. • Data Science: Gather and visualize community data using maps or simple digital tools.
4	North Carolina History – Trace the story of North Carolina from early settlement through statehood and modern development.	• Local History: Explore NC history through local examples like Indigenous roots and the Civil Rights Movement. • Civic Action: Develop a class project celebrating state heritage or addressing a local issue. • Data Science: Analyze historical maps or charts showing changes in NC population or economy.

5	United States History – Understand U.S. growth, conflict, and change from colonization through modern times.	• Local History: Connect Greensboro's stories to national movements (e.g., sit-ins, industrial growth). • Civic Action: Debate or design solutions to national issues with local relevance. • Data Science: Interpret census data or create graphs comparing NC and national trends.
6	World Studies I – Explore early civilizations, geography, and cultural development through global perspectives.	• Local History: Compare ancient communities to early NC and Indigenous societies. • Civic Action: Discuss how global citizenship connects to local responsibilities. • Data Science: Use maps and datasets to identify global migration or trade patterns.
7	World Studies II – Analyze global interactions from the Renaissance to modern times; explore cultural exchange and systems.	• Local History: Examine Greensboro's global links through trade, migration, and culture. • Civic Action: Research a global issue with local impact and propose an awareness campaign. • Data Science: Compare and visualize global data (economy, environment, literacy).
8	North Carolina and United States History – Study NC and U.S. history from colonization through the modern era, emphasizing civic ideals and change.	• Local History: Research Greensboro's evolving role in shaping state and national identity. • Civic Action: Design and implement a civic or policy project addressing a real community issue. • Data Science: Analyze demographic or economic datasets to interpret change over time.

How and when do SRIA students develop and celebrate their social studies skills?

Students in all grade levels have social studies built into their daily schedule and complete at least two Civic Action Projects annually addressing a real-world, local or global problem. Civic Action Projects demonstrate proficiency in social studies knowledge and skills as well as leadership skills like public speaking, advocacy, and design thinking.

Students will do work related to their Civic Action Projects on Flourish Friday mornings along with optional, relevant field trips or service learning experiences on Friday afternoons. Their civic action projects along with writing samples from social studies coursework will be included in their Brilliance Portfolio and celebrated by the community during student showcases.

How will student mastery of social studies be assessed?

In North Carolina, there are no end-of-grade assessments for Social Studies. SRIA will assess social studies core knowledge using multiple choice and short answer assessments. Teachers will use a rubric to evaluate social studies skills as demonstrated through students Civic Action Projects.

Sample Rubric that shows how SRIA evaluates Civic Action Projects within a grade band.

Focus Area	Emerging	Progressing	Mastering
Self-Awareness	Reflects on what they like or find challenging	Connects personal values and interests to classroom goals	Sets and monitors goals; reflects on how behaviors impact learning and peers
Communication	Shares ideas in small groups with some clarity	Uses evidence or visuals to explain ideas; gives and receives feedback respectfully	Presents confidently to groups; adapts tone and message for audience and purpose
Civic & Community Identity	Identifies needs or issues in class or school	Participates in service or classroom projects with guidance	Plans and leads service activities that improve the school or local community

Cultural Awareness & Pride	Learns about role models from different backgrounds	Describes how culture influences identity and perspectives	Demonstrates cultural pride and inclusion through class presentations or collaborations
Design Thinking & Scientific Inquiry	Identifies simple problems and brainstorms ideas	Applies design or inquiry steps to test and revise ideas	Uses data, feedback, and creativity to design solutions with real-world applications

Sample Civic Action Project for Grade 4 - Every Vote Counts: Strengthening Our North Carolina Community

In Greensboro, North Carolina only about fifteen to sixteen percent of people vote in local elections. This means that most voices in our communities are not being heard. In this project, students will explore how North Carolinians have shaped democracy and voting rights over time and how civic participation continues to shape the state today. The goal is to understand the importance of voting, study how participation has changed, and design a class project that inspires others to care about civic life.

Students will begin by learning about the history of voting and civic participation in North Carolina. They will study how different groups have fought for representation, from Indigenous systems of governance and early settlers to the Civil Rights Movement and modern elections. Each student will then connect this broader history to their own local community by identifying a nearby person, place, or story that relates to voting or community leadership. For example, they might research a local activist, visit a courthouse, or learn about a community organization that helps people register to vote. To show what they have learned, students will create a short visual display such as a poster, digital slideshow, or timeline that illustrates how voting and civic voice have evolved over time in North Carolina.

Next, students will analyze data to better understand patterns of voter turnout across the state. Using maps or charts provided by the teacher, they will look for trends in where people vote most and least often. They will study how turnout has changed over time and ask questions about what might cause those differences. Each student will create a simple graph or chart that displays their findings and write

a short explanation of what the data reveal about civic participation in North Carolina.

Finally, students will use what they have learned to design and carry out a civic action project that encourages more people to engage with their community. Working in small groups, they will choose a project such as hosting a mock election at school, creating an art display or digital campaign about the importance of voting, or interviewing local leaders about how they inspire civic involvement. Each project will aim to strengthen community pride and awareness about how every voice matters. At the end of the project, students will write a reflection describing what they learned about democracy, how they contributed to their team, and how they can be active citizens even before they are old enough to vote.

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
Q2: October – December
Q3: January – March
Q4: March – May
Q5 May - July

Student instructional days: 204 (Exceeds minimum of 185)
Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Saturday, July 1, 2028	☐	☐	☐	☐	☐	
Sunday, July 2, 2028	☐	☐	☐	☐	☐	
Monday, July 3, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Tuesday, July 4, 2028	☐	☐	☐	☐	☐	Holiday: Independence Day
Wednesday, July 5, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Thursday, July 6, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Friday, July 7, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Saturday, July 8, 2028	☐	☐	☐	☐	☐	
Sunday, July 9, 2028	☐	☐	☐	☐	☐	
Monday, July 10, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Tuesday, July 11, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Wednesday, July 12, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Thursday, July 13, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Friday, July 14, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Saturday, July 15, 2028	☐	☐	☐	☐	☐	
Sunday, July 16, 2028	☐	☐	☐	☐	☐	
Monday, July 17, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Tuesday, July 18, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Wednesday, July 19, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Thursday, July 20, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Friday, July 21, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Saturday, July 22, 2028	☐	☐	☐	☐	☐	
Sunday, July 23, 2028	☐	☐	☐	☐	☐	
Monday, July 24, 2028	☐	☐	☑	☐	☐	Leadership: Prepare to Launch
Tuesday, July 25, 2028	☐	☑	☑	☐	☐	Teacher Onboarding

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Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Wednesday, July 26, 2028	☐	☑	☑	☐	☐	Teacher Onboarding
Thursday, July 27, 2028	☐	☑	☑	☐	☐	Teacher Onboarding Family Orientation and Community Welcome Event
Friday, July 28, 2028	☐	☑	☑	☐	☐	Teacher Onboarding
Saturday, July 29, 2028	☐	☐	☐	☐	☐	
Sunday, July 30, 2028	☐	☐	☐	☐	☐	
Monday, July 31, 2028	☐	☑	☑	☐	☐	Teacher Onboarding
Tuesday, August 1, 2028	☑	☑	☑	☐	☐	First Day for Students; Quarter 1: First Instructional Day
Wednesday, August 2, 2028	☑	☑	☑	☐	☐	
Thursday, August 3, 2028	☑	☑	☑	☐	☐	
Friday, August 4, 2028	☑	☑	☑	☐	☐	
Saturday, August 5, 2028	☐	☐	☐	☐	☐	
Sunday, August 6, 2028	☐	☐	☐	☐	☐	
Monday, August 7, 2028	☑	☑	☑	☐	☐	Beginning of Year Assessments Window Opens
Tuesday, August 8, 2028	☑	☑	☑	☐	☐	
Wednesday, August 9, 2028	☑	☑	☑	☐	☐	
Thursday, August 10, 2028	☑	☑	☑	☐	☐	
Friday, August 11, 2028	☑	☑	☑	☐	☐	
Saturday, August 12, 2028	☐	☐	☐	☐	☐	
Sunday, August 13, 2028	☐	☐	☐	☐	☐	
Monday, August 14, 2028	☑	☑	☑	☐	☐	
Tuesday, August 15, 2028	☑	☑	☑	☐	☐	
Wednesday, August 16, 2028	☑	☑	☑	☐	☐	
Thursday, August 17, 2028	☑	☑	☑	☐	☐	

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Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Friday, August 18, 2028	☑	☑	☑	☐	☐	
Saturday, August 19, 2028	☐	☐	☐	☐	☐	
Sunday, August 20, 2028	☐	☐	☐	☐	☐	
Monday, August 21, 2028	☑	☑	☑	☐	☐	
Tuesday, August 22, 2028	☑	☑	☑	☐	☐	
Wednesday, August 23, 2028	☑	☑	☑	☐	☐	
Thursday, August 24, 2028	☑	☑	☑	☐	☐	
Friday, August 25, 2028	☑	☑	☑	☐	☐	
Saturday, August 26, 2028	☐	☐	☐	☐	☐	
Sunday, August 27, 2028	☐	☐	☐	☐	☐	
Monday, August 28, 2028	☑	☑	☑	☐	☐	
Tuesday, August 29, 2028	☑	☑	☑	☐	☐	
Wednesday, August 30, 2028	☑	☑	☑	☐	☐	
Thursday, August 31, 2028	☑	☑	☑	☐	☐	
Friday, September 1, 2028	☑	☑	☑	☐	☐	
Saturday, September 2, 2028	☐	☐	☐	☐	☐	
Sunday, September 3, 2028	☐	☐	☐	☐	☐	
Monday, September 4, 2028	☐	☐	☐	☑	☐	Holiday: Labor Day
Tuesday, September 5, 2028	☑	☑	☑	☐	☐	
Wednesday, September 6, 20	☑	☑	☑	☐	☐	
Thursday, September 7, 2028	☑	☑	☑	☐	☐	
Friday, September 8, 2028	☑	☑	☑	☐	☐	
Saturday, September 9, 2028	☐	☐	☐	☐	☐	
Sunday, September 10, 2028	☐	☐	☐	☐	☐	
Monday, September 11, 2028	☑	☑	☑	☐	☐	

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Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Tuesday, September 12, 2028	☑	☑	☑	☐	☐	
Wednesday, September 13, 2	☑	☑	☑	☐	☐	
Thursday, September 14, 202	☑	☑	☑	☐	☐	
Friday, September 15, 2028	☑	☑	☑	☐	☐	
Saturday, September 16, 202	☐	☐	☐	☐	☐	
Sunday, September 17, 2028	☐	☐	☐	☐	☐	
Monday, September 18, 2028	☑	☑	☑	☐	☐	
Tuesday, September 19, 2028	☑	☑	☑	☐	☐	
Wednesday, September 20, 2	☑	☑	☑	☐	☐	
Thursday, September 21, 202	☑	☑	☑	☐	☐	
Friday, September 22, 2028	☑	☑	☑	☐	☐	
Saturday, September 23, 202	☐	☐	☐	☐	☐	
Sunday, September 24, 2028	☐	☐	☐	☐	☐	
Monday, September 25, 2028	☑	☑	☑	☐	☐	
Tuesday, September 26, 2028	☑	☑	☑	☐	☐	
Wednesday, September 27, 2	☑	☑	☑	☐	☐	
Thursday, September 28, 202	☑	☑	☑	☐	☐	
Friday, September 29, 2028	☑	☑	☑	☐	☐	Quarter 1: Last Instructional Day
Saturday, September 30, 202	☐	☐	☐	☐	☐	
Sunday, October 1, 2028	☐	☐	☐	☐	☐	
Monday, October 2, 2028	☐	☐	☑	☐	☐	Intercession Break
Tuesday, October 3, 2028	☐	☐	☑	☐	☐	Intercession Break
Wednesday, October 4, 2028	☐	☐	☑	☐	☐	Intercession Break
Thursday, October 5, 2028	☐	☐	☑	☐	☐	Intercession Break
Friday, October 6, 2028	☐	☐	☑	☐	☐	Intercession Break

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Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Saturday, October 7, 2028	☐	☐	☐	☐	☐	
Sunday, October 8, 2028	☐	☐	☐	☐	☐	
Monday, October 9, 2028	☐	☐	☑	☐	☐	Intercession Break
Tuesday, October 10, 2028	☐	☐	☑	☐	☐	Intercession Break
Wednesday, October 11, 202	☐	☐	☑	☐	☐	Intercession Break
Thursday, October 12, 2028	☐	☐	☑	☐	☐	Intercession Break
Friday, October 13, 2028	☐	☐	☑	☐	☐	Intercession Break
Saturday, October 14, 2028	☐	☐	☐	☐	☐	
Sunday, October 15, 2028	☐	☐	☐	☐	☐	
Monday, October 16, 2028	☑	☑	☑	☐	☐	Quarter 2: First Instructional Day
Tuesday, October 17, 2028	☑	☑	☑	☐	☐	
Wednesday, October 18, 202	☑	☑	☑	☐	☐	
Thursday, October 19, 2028	☑	☑	☑	☐	☐	
Friday, October 20, 2028	☑	☑	☑	☐	☐	
Saturday, October 21, 2028	☐	☐	☐	☐	☐	
Sunday, October 22, 2028	☐	☐	☐	☐	☐	
Monday, October 23, 2028	☑	☑	☑	☐	☐	
Tuesday, October 24, 2028	☑	☑	☑	☐	☐	
Wednesday, October 25, 202	☑	☑	☑	☐	☐	
Thursday, October 26, 2028	☑	☑	☑	☐	☐	
Friday, October 27, 2028	☑	☑	☑	☐	☐	
Saturday, October 28, 2028	☐	☐	☐	☐	☐	
Sunday, October 29, 2028	☐	☐	☐	☐	☐	
Monday, October 30, 2028	☐	☑	☑	☐	☐	Teacher Work Day
Tuesday, October 31, 2028	☑	☑	☑	☐	☐	

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Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Wednesday, November 1, 20	☑	☑	☑	☐	☐	
Thursday, November 2, 2028	☑	☑	☑	☐	☐	
Friday, November 3, 2028	☑	☑	☑	☐	☐	
Saturday, November 4, 2028	☐	☐	☐	☐	☐	
Sunday, November 5, 2028	☐	☐	☐	☐	☐	
Monday, November 6, 2028	☑	☑	☑	☐	☐	
Tuesday, November 7, 2028	☑	☑	☑	☐	☐	
Wednesday, November 8, 20	☑	☑	☑	☐	☐	
Thursday, November 9, 2028	☑	☑	☑	☐	☐	
Friday, November 10, 2028	☐	☐	☐	☑	☐	Holiday: Veteran's Day
Saturday, November 11, 202	☐	☐	☐	☐	☐	
Sunday, November 12, 2028	☐	☐	☐	☐	☐	
Monday, November 13, 2028	☑	☑	☑	☐	☐	
Tuesday, November 14, 202	☑	☑	☑	☐	☐	
Wednesday, November 15, 2	☑	☑	☑	☐	☐	
Thursday, November 16, 202	☑	☑	☑	☐	☐	
Friday, November 17, 2028	☑	☑	☑	☐	☐	Family Engagement Event
Saturday, November 18, 202	☐	☐	☐	☐	☐	
Sunday, November 19, 2028	☐	☐	☐	☐	☐	
Monday, November 20, 2028	☑	☑	☑	☐	☐	
Tuesday, November 21, 202	☑	☑	☑	☐	☐	
Wednesday, November 22, 2	☐	☐	☐	☐	☑	Vacation
Thursday, November 23, 202	☐	☐	☐	☑	☐	Holiday: Thanksgiving
Friday, November 24, 2028	☐	☐	☐	☑	☐	Holiday: Thanksgiving
Saturday, November 25, 202	☐	☐	☐	☐	☐	

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
Q2: October – December
Q3: January – March
Q4: March – May
Q5 May - July

Student instructional days: 204 (Exceeds minimum of 185)
Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Sunday, November 26, 2028	☐	☐	☐	☐	☐	
Monday, November 27, 2028	☑	☑	☑	☐	☐	
Tuesday, November 28, 2028	☑	☑	☑	☐	☐	
Wednesday, November 29, 2(	☑	☑	☑	☐	☐	
Thursday, November 30, 202	☑	☑	☑	☐	☐	
Friday, December 1, 2028	☑	☑	☑	☐	☐	
Saturday, December 2, 2028	☐	☐	☐	☐	☐	
Sunday, December 3, 2028	☐	☐	☐	☐	☐	
Monday, December 4, 2028	☑	☑	☑	☐	☐	
Tuesday, December 5, 2028	☑	☑	☑	☐	☐	
Wednesday, December 6, 20	☑	☑	☑	☐	☐	
Thursday, December 7, 2028	☑	☑	☑	☐	☐	
Friday, December 8, 2028	☑	☑	☑	☐	☐	
Saturday, December 9, 2028	☐	☐	☐	☐	☐	
Sunday, December 10, 2028	☐	☐	☐	☐	☐	
Monday, December 11, 2028	☑	☑	☑	☐	☐	
Tuesday, December 12, 2028	☑	☑	☑	☐	☐	
Wednesday, December 13, 2(	☑	☑	☑	☐	☐	
Thursday, December 14, 202	☑	☑	☑	☐	☐	
Friday, December 15, 2028	☑	☑	☑	☐	☐	
Saturday, December 16, 2028	☐	☐	☐	☐	☐	
Sunday, December 17, 2028	☐	☐	☐	☐	☐	
Monday, December 18, 2028	☑	☑	☑	☐	☐	
Tuesday, December 19, 2028	☑	☑	☑	☐	☐	Quarter 2: Last Instructional Day
Wednesday, December 20, 2(	☐	☐	☐	☐	☑	Intercession Break

Academic Calendar Summary:

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Q2: October – December
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Q4: March – May
Q5 May - July

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Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Thursday, December 21, 202	☐	☐	☐	☐	☑	Intercession Break
Friday, December 22, 2028	☐	☐	☐	☐	☑	Intercession Break
Saturday, December 23, 202	☐	☐	☐	☐	☐	
Sunday, December 24, 2028	☐	☐	☐	☐	☐	
Monday, December 25, 2028	☐	☐	☐	☑	☐	Intercession Break; Holiday: Christmas
Tuesday, December 26, 2028	☐	☐	☐	☐	☑	Intercession Break
Wednesday, December 27, 2	☐	☐	☐	☐	☑	Intercession Break
Thursday, December 28, 202	☐	☐	☐	☐	☑	Intercession Break
Friday, December 29, 2028	☐	☐	☐	☐	☑	Intercession Break
Saturday, December 30, 202	☐	☐	☐	☐	☐	
Sunday, December 31, 2028	☐	☐	☐	☐	☐	
Monday, January 1, 2029	☐	☐	☐	☑	☐	Intercession Break; Holiday: New Years Day
Tuesday, January 2, 2029	☐	☑	☑	☐	☐	Teacher Work Day (Optional)
Wednesday, January 3, 2029	☑	☑	☑	☐	☐	Quarter 3: First Instructional Day
Thursday, January 4, 2029	☑	☑	☑	☐	☐	
Friday, January 5, 2029	☑	☑	☑	☐	☐	
Saturday, January 6, 2029	☐	☐	☐	☐	☐	
Sunday, January 7, 2029	☐	☐	☐	☐	☐	
Monday, January 8, 2029	☑	☑	☑	☐	☐	
Tuesday, January 9, 2029	☑	☑	☑	☐	☐	
Wednesday, January 10, 202	☑	☑	☑	☐	☐	
Thursday, January 11, 2029	☑	☑	☑	☐	☐	
Friday, January 12, 2029	☑	☑	☑	☐	☐	
Saturday, January 13, 2029	☐	☐	☐	☐	☐	
Sunday, January 14, 2029	☐	☐	☐	☐	☐	

Academic Calendar Summary:

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Q4: March – May
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Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Monday, January 15, 2029	☐	☐	☐	☑	☐	Holiday: MLK
Tuesday, January 16, 2029	☑	☑	☑	☐	☐	Instructional Cycle 3 Begins
Wednesday, January 17, 202	☑	☑	☑	☐	☐	
Thursday, January 18, 2029	☑	☑	☑	☐	☐	
Friday, January 19, 2029	☑	☑	☑	☐	☐	
Saturday, January 20, 2029	☐	☐	☐	☐	☐	
Sunday, January 21, 2029	☐	☐	☐	☐	☐	
Monday, January 22, 2029	☑	☑	☑	☐	☐	
Tuesday, January 23, 2029	☑	☑	☑	☐	☐	
Wednesday, January 24, 202	☑	☑	☑	☐	☐	
Thursday, January 25, 2029	☑	☑	☑	☐	☐	
Friday, January 26, 2029	☑	☑	☑	☐	☐	Student Leadership Showcase / Mid-Year Reflection
Saturday, January 27, 2029	☐	☐	☐	☐	☐	
Sunday, January 28, 2029	☐	☐	☐	☐	☐	
Monday, January 29, 2029	☐	☑	☑	☐	☐	Teacher Work Day (Optional)
Tuesday, January 30, 2029	☑	☑	☑	☐	☐	
Wednesday, January 31, 202	☑	☑	☑	☐	☐	
Thursday, February 1, 2029	☑	☑	☑	☐	☐	
Friday, February 2, 2029	☑	☑	☑	☐	☐	
Saturday, February 3, 2029	☐	☐	☐	☐	☐	
Sunday, February 4, 2029	☐	☐	☐	☐	☐	
Monday, February 5, 2029	☑	☑	☑	☐	☐	
Tuesday, February 6, 2029	☑	☑	☑	☐	☐	
Wednesday, February 7, 202	☑	☑	☑	☐	☐	
Thursday, February 8, 2029	☑	☑	☑	☐	☐	

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
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Q4: March – May
Q5 May - July

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Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Friday, February 9, 2029	☑	☑	☑	☐	☐	
Saturday, February 10, 2029	☐	☐	☐	☐	☐	
Sunday, February 11, 2029	☐	☐	☐	☐	☐	
Monday, February 12, 2029	☑	☑	☑	☐	☐	
Tuesday, February 13, 2029	☑	☑	☑	☐	☐	
Wednesday, February 14, 20	☑	☑	☑	☐	☐	
Thursday, February 15, 2029	☑	☑	☑	☐	☐	
Friday, February 16, 2029	☑	☑	☑	☐	☐	
Saturday, February 17, 2029	☐	☐	☐	☐	☐	
Sunday, February 18, 2029	☐	☐	☐	☐	☐	
Monday, February 19, 2029	☑	☑	☑	☐	☐	
Tuesday, February 20, 2029	☑	☑	☑	☐	☐	
Wednesday, February 21, 20	☑	☑	☑	☐	☐	
Thursday, February 22, 2029	☑	☑	☑	☐	☐	
Friday, February 23, 2029	☑	☑	☑	☐	☐	
Saturday, February 24, 2029	☐	☐	☐	☐	☐	
Sunday, February 25, 2029	☐	☐	☐	☐	☐	
Monday, February 26, 2029	☑	☑	☑	☐	☐	
Tuesday, February 27, 2029	☑	☑	☑	☐	☐	
Wednesday, February 28, 20	☑	☑	☑	☐	☐	
Thursday, March 1, 2029	☑	☑	☑	☐	☐	
Friday, March 2, 2029	☑	☑	☑	☐	☐	Quarter 3: Last Instructional Day
Saturday, March 3, 2029	☐	☐	☐	☐	☐	
Sunday, March 4, 2029	☐	☐	☐	☐	☐	
Monday, March 5, 2029	☐	☐	☑	☐	☑	Intercession Break

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
Q2: October – December
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Q4: March – May
Q5 May - July

Student instructional days: 204 (Exceeds minimum of 185)
Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Tuesday, March 6, 2029	☐	☐	☑	☐	☑	Intercession Break
Wednesday, March 7, 2029	☐	☐	☑	☐	☑	Intercession Break
Thursday, March 8, 2029	☐	☐	☑	☐	☑	Intercession Break
Friday, March 9, 2029	☐	☐	☑	☐	☑	Intercession Break
Saturday, March 10, 2029	☐	☐	☐	☐	☐	
Sunday, March 11, 2029	☐	☐	☐	☐	☐	
Monday, March 12, 2029	☑	☑	☑	☐	☐	Quarter 4: First Instructional Day
Tuesday, March 13, 2029	☑	☑	☑	☐	☐	
Wednesday, March 14, 2029	☑	☑	☑	☐	☐	
Thursday, March 15, 2029	☑	☑	☑	☐	☐	
Friday, March 16, 2029	☑	☑	☑	☐	☐	
Saturday, March 17, 2029	☐	☐	☐	☐	☐	
Sunday, March 18, 2029	☐	☐	☐	☐	☐	
Monday, March 19, 2029	☑	☑	☑	☐	☐	
Tuesday, March 20, 2029	☑	☑	☑	☐	☐	
Wednesday, March 21, 2029	☑	☑	☑	☐	☐	
Thursday, March 22, 2029	☑	☑	☑	☐	☐	
Friday, March 23, 2029	☑	☑	☑	☐	☐	
Saturday, March 24, 2029	☐	☐	☐	☐	☐	
Sunday, March 25, 2029	☐	☐	☐	☐	☐	
Monday, March 26, 2029	☑	☑	☑	☐	☐	
Tuesday, March 27, 2029	☑	☑	☑	☐	☐	
Wednesday, March 28, 2029	☑	☑	☑	☐	☐	
Thursday, March 29, 2029	☑	☑	☑	☐	☐	
Friday, March 30, 2029	☑	☑	☑	☐	☐	

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
Q2: October – December
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Q4: March – May
Q5 May - July

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Annual instructional hours: 1,530 (Exceeds minimum of 1,025; This is 204 instructional days multiplied by 7.5 hours per day)
Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Saturday, March 31, 2029	☐	☐	☐	☐	☐	
Sunday, April 1, 2029	☐	☐	☐	☐	☐	Easter
Monday, April 2, 2029	☐	☐	☐	☑	☐	Holiday
Tuesday, April 3, 2029	☑	☑	☑	☐	☐	
Wednesday, April 4, 2029	☑	☑	☑	☐	☐	
Thursday, April 5, 2029	☑	☑	☑	☐	☐	
Friday, April 6, 2029	☑	☑	☑	☐	☐	
Saturday, April 7, 2029	☐	☐	☐	☐	☐	Inclement weather makeup day
Sunday, April 8, 2029	☐	☐	☐	☐	☐	
Monday, April 9, 2029	☑	☑	☑	☐	☐	
Tuesday, April 10, 2029	☑	☑	☑	☐	☐	
Wednesday, April 11, 2029	☑	☑	☑	☐	☐	
Thursday, April 12, 2029	☑	☑	☑	☐	☐	
Friday, April 13, 2029	☑	☑	☑	☐	☐	
Saturday, April 14, 2029	☐	☐	☐	☐	☐	Inclement weather makeup day
Sunday, April 15, 2029	☐	☐	☐	☐	☐	
Monday, April 16, 2029	☑	☑	☑	☐	☐	
Tuesday, April 17, 2029	☑	☑	☑	☐	☐	
Wednesday, April 18, 2029	☑	☑	☑	☐	☐	
Thursday, April 19, 2029	☑	☑	☑	☐	☐	
Friday, April 20, 2029	☑	☑	☑	☐	☐	
Saturday, April 21, 2029	☐	☐	☐	☐	☐	Inclement weather makeup day
Sunday, April 22, 2029	☐	☐	☐	☐	☐	
Monday, April 23, 2029	☑	☑	☑	☐	☐	
Tuesday, April 24, 2029	☑	☑	☑	☑	☐	

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
Q2: October – December
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Q4: March – May
Q5 May - July

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Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Wednesday, April 25, 2029	☑	☑	☑	☐	☐	
Thursday, April 26, 2029	☑	☑	☑	☐	☐	
Friday, April 27, 2029	☑	☑	☑	☐	☐	
Saturday, April 28, 2029	☐	☐	☐	☐	☐	Inclement weather makeup day
Sunday, April 29, 2029	☐	☐	☐	☐	☐	
Monday, April 30, 2029	☑	☑	☑	☐	☐	
Tuesday, May 1, 2029	☑	☑	☑	☐	☐	
Wednesday, May 2, 2029	☑	☑	☑	☐	☐	
Thursday, May 3, 2029	☑	☑	☑	☐	☐	
Friday, May 4, 2029	☑	☑	☑	☐	☐	
Saturday, May 5, 2029	☐	☐	☐	☐	☐	Inclement weather makeup day
Sunday, May 6, 2029	☐	☐	☐	☐	☐	
Monday, May 7, 2029	☑	☑	☑	☐	☐	
Tuesday, May 8, 2029	☑	☑	☑	☐	☐	
Wednesday, May 9, 2029	☑	☑	☑	☐	☐	
Thursday, May 10, 2029	☑	☑	☑	☐	☐	
Friday, May 11, 2029	☑	☑	☑	☐	☐	
Saturday, May 12, 2029	☐	☐	☐	☐	☐	
Sunday, May 13, 2029	☐	☐	☐	☐	☐	
Monday, May 14, 2029	☑	☑	☑	☐	☐	
Tuesday, May 15, 2029	☑	☑	☑	☐	☐	
Wednesday, May 16, 2029	☑	☑	☑	☐	☐	
Thursday, May 17, 2029	☑	☑	☑	☐	☐	
Friday, May 18, 2029	☑	☑	☑	☐	☐	Quarter 4: Last Instructional Day
Saturday, May 19, 2029	☐	☐	☐	☐	☐	

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
Q2: October – December
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Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Sunday, May 20, 2029	☐	☐	☐	☐	☐	
Monday, May 21, 2029	☑	☑	☑	☐	☐	Quarter 5: First Instructional Day
Tuesday, May 22, 2029	☑	☑	☑	☐	☐	
Wednesday, May 23, 2029	☑	☑	☑	☐	☐	
Thursday, May 24, 2029	☑	☑	☑	☐	☐	
Friday, May 25, 2029	☑	☑	☑	☐	☐	
Saturday, May 26, 2029	☐	☐	☐	☐	☐	
Sunday, May 27, 2029	☐	☐	☐	☐	☐	
Monday, May 28, 2029	☐	☐	☐	☑	☐	Holiday: Memorial Day
Tuesday, May 29, 2029	☑	☑	☑	☐	☐	
Wednesday, May 30, 2029	☑	☑	☑	☐	☐	
Thursday, May 31, 2029	☑	☑	☑	☐	☐	
Friday, June 1, 2029	☑	☑	☑	☐	☐	
Saturday, June 2, 2029	☐	☐	☐	☐	☐	
Sunday, June 3, 2029	☐	☐	☐	☐	☐	
Monday, June 4, 2029	☑	☑	☑	☐	☐	
Tuesday, June 5, 2029	☑	☑	☑	☐	☐	
Wednesday, June 6, 2029	☑	☑	☑	☐	☐	
Thursday, June 7, 2029	☑	☑	☑	☐	☐	
Friday, June 8, 2029	☑	☑	☑	☐	☐	
Saturday, June 9, 2029	☐	☐	☐	☐	☐	
Sunday, June 10, 2029	☐	☐	☐	☐	☐	
Monday, June 11, 2029	☑	☑	☑	☐	☐	
Tuesday, June 12, 2029	☑	☑	☑	☐	☐	
Wednesday, June 13, 2029	☑	☑	☑	☐	☐	

Academic Calendar Summary:

SRIA will follow a year round academic calendar with five sessions of instructional time:
Q1: August – October 1
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Daily student schedule: 8:00 a.m. – 3:30 p.m.
Calendar features: instructional days, teacher workdays, holidays, inclement weather days

Date	Students Instructional Day	Teachers	Leadership	Holiday	Vacation	Description
Thursday, June 14, 2029	☑	☑	☑	☐	☐	
Friday, June 15, 2029	☑	☑	☑	☐	☐	
Saturday, June 16, 2029	☐	☐	☐	☐	☐	
Sunday, June 17, 2029	☐	☐	☐	☐	☐	
Monday, June 18, 2029	☑	☑	☑	☐	☐	
Tuesday, June 19, 2029	☑	☑	☑	☐	☐	
Wednesday, June 20, 2029	☑	☑	☑	☐	☐	
Thursday, June 21, 2029	☑	☑	☑	☐	☐	
Friday, June 22, 2029	☑	☑	☑	☐	☐	
Saturday, June 23, 2029	☐	☐	☐	☐	☐	
Sunday, June 24, 2029	☐	☐	☐	☐	☐	
Monday, June 25, 2029	☑	☑	☑	☐	☐	
Tuesday, June 26, 2029	☑	☑	☑	☐	☐	
Wednesday, June 27, 2029	☑	☑	☑	☐	☐	
Thursday, June 28, 2029	☑	☑	☑	☐	☐	
Friday, June 29, 2029	☑	☑	☑	☐	☐	Quarter 5: Last instructional Day
Saturday, June 30, 2029	☐	☐	☐	☐	☐	
Total Instructional Days	204	212	242	10	13	
Total Teacher Work Days		8				

Solace Rose Innovation Academy
Appendix E: Daily and Weekly Schedule

Solace Rose Innovation Academy will implement a structured school day and week designed to support strong academic instruction, interdisciplinary STEAM learning, and leadership development. The schedule balances core academic instruction with opportunities for creative exploration, project-based learning, and targeted academic support. This structure reflects the mission of Solace Rose Innovation Academy to prepare students academically while also cultivating leadership, creativity, and confidence.

Grades K-5 Schedule (Monday-Thursday)

Time	A	B	Time	A	B
7:30-8:00	Arrival	Arrival	7:30-8:30	Arrival	Arrival
8:00-8:30	Morning Meeting	Morning Meeting		Morning Meeting	Morning Meeting
8:30-9:10	Literacy Block–Reading Foundations	Social Studies		STEAM	Math Block-Core Instruction
9:15-9:55	Math	STEAM		Social Studies	Literature
10:00-10:40	Social Studies	Literature		Math	STEAM
10:45-11:20	STEAM	Math		Lit	SS
11:25-12:05	Lunch (teachers off during this time for planning)	Lunch (teachers off during this time for planning)		Lunch (teachers off during this time for planning)	Lunch (teachers off during this time for planning)

12:10-12:55	PE/Health (2 days per week) Lunch)	PE/Health (2 days per week)		ART/Maker Space Elective (2 days per week)	ART/Maker Space (2 days per week)
1:00-1:30 (all teachers on with HR)	Literacy Guided Groups	Literacy Guided Groups		Literacy Guided Groups	Literacy Guided Groups
1:35-2:05 (all teachers on with HR)	Math Guided Group	Math Guided Group		Math Guided Group	Math Guided Group
2:05-3:15	Exploration Rotations / Playful learning/ Personalized Learning	Exploration Rotations / Playful learning/ Personalized Learning		Exploration Rotations / Playful learning/ Personalized Learning	Exploration Rotations / Playful learning/ Personalized Learning
3:15-3:30	Closing Circle & Dismissal	Closing Circle & Dismissal	Closing Circle & Dismissal	Closing Circle & Dismissal	Closing Circle & Dismissal

Grades 6-8 Schedule (Monday-Thursday)

A Day (M,W)				B Day (T,F)			
Time	Cohort 1	Cohort 2	Off/On	Time	A	B	Off/On
8:00-8:20	HR	HR	HR	8:00-8:30	HR	HR	

8:30-9:55	ELA	Math	Science/ PBL Planning	8:30-9:55	Math	ELA	Science/ PBL Off
10-11:20	Science	Creative Writing	Math Teacher Planning	10-11:20	Creative Writing	Science	Math Teacher is Off
11:25-12:05	PE/Health	Elective	All MS Teacher (Lunch)	11:25-12:05	Elective	PE/Health	All MS Teachers off
12:10-12:55	Lunch	Lunch	Lunch Coverage / Tutoring	12:10-12:55	Lunch	Lunch	Lunch Coverage / Tutoring
1-2:40	Social Studies	PBL Block/STEAM	ELA Teacher Planning	1-2:40	PBL Block/STEAM	Social Studies	ELA Teachers is off
2:45-3:20	Leadership Lab	Personalized learning	All Teachers on	2:45-3:15	Personalized Learning	Leadership Lab	All Teachers On
3:20-3:30	Closing Circle & Dismissal	Closing Circle & Dismissal	All Teachers On	3:20-3:30 PM	Closing Circle & Dismissal	Closing Circle & Dismissal	All Teachers On

ALL GRADES K-8: Flourish Friday Schedule

Flourish Friday is designed to:

- Reinforce core academics in focused, high-impact blocks
- Open the school to **families and community partners**
- Provide **real-world, experiential learning opportunities**
- Strengthen identity, leadership, and wellness

Full Day Schedule

Morning: Core Foundations (Academic Continuity)

8:00–8:20 | Morning Meeting (All Grades)

- Community circle, affirmations, weekly reflection
- Preview of the day (family visitors, field experiences, showcases)

8:25–11:40 | Core Rotation Blocks (45 Minutes Each)

Students attend all four core subjects in shortened rotations.

K–5 Rotation (Shared Teachers Model)

Time	K Cohort A	K Cohort B	1 Cohort A	1 Cohort B
8:25–9:10	Literacy	SS	STEAM	Math
9:15–10:00	Math	STEAM	SS	Literacy
10:05–10:50	SS	Lit	Math	STEAM
10:55–11:40	STEAM	Math	Lit	SS

6-8 Grade Rotation

Time	Cohort 1	Cohort 2
8:25–9:10	Math	ELA
9:15–10:00	ELA	Math
10:05–10:50	Science	SS
10:55–11:40	Social Studies	Science

11:40–12:20 | Lunch with Family & Community

12:20–12:45 | Movement & Reset

- Zumba / Dance / Outdoor play
- Mindfulness + transition into community-based learning

Afternoon: Flourish Friday Community Model

This is the **signature experience** of the school.

12:45–1:45 | Community Learning Block (Parents + Partners Welcome)

Flexible Structures (Rotating Weekly)

Option A: Family Co-Learning Workshops

- Parents join classrooms
- STEM challenges, literacy circles, math games
- Workshops on supporting learning at home

Option B: Community Expert Sessions

- Guest speakers (STEM professionals, civic leaders, artists)
- Career exposure and storytelling
- Interactive Q&A and mini-projects

Option C: Student Showcases

- Presentations from PBL units
- Data talks (students explaining their thinking)
- Performances, exhibitions, demonstrations

1:45–3:00 | Experiential Learning Block

Rotating Model Across Weeks

Week 1: Field Experiences

- Local trips (museums, colleges like North Carolina A&T State University, nature centers, businesses)
- Community-based investigations

Week 2: On-Campus Expeditions

- Outdoor learning
- Engineering challenges
- School-wide interdisciplinary projects

Week 3: Passion Pathways

- Dance / Movement
- Visual & Graphic Arts
- Coding / Data Science
- Maker Space / Engineering

Week 4: Civic Action & Leadership

- Community problem-solving
- Service learning
- Advocacy projects tied to social studies/data science

3:00–3:30 | Closing Circle & Community Reflection

- Student reflections (What did I learn? Who did I impact?)
- Family/community feedback (when present)
- Celebrations and recognitions

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	Solace Rose Innovation Academy

Board Member's Information	
Board Members	Chéla S. Wallace
	1908 Porter Hill Drive Whitsett NC, 27377
	Seeds of Faith Educational Services (SoFES) 5540 Centerview Drive, Ste 204 #428993 Raleigh, NC 27606-8012
	210-487-0542

	sofes.edu@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☒
Educational History	Teachers College, Columbia University – M.A., Education Policy and Social Analysis, 2024 Our Lady of the Lake University – M.Ed., Curriculum and Instruction (Integrated Science Teaching) University of Virginia – B.A., Chemistry
Employment History	Founder & CEO, Seeds of Faith Educational Services (current) Founder's Fellow, Great Schools North Carolina (current) Part-Time Science Instructional Coach, Guilford Preparatory Academy (current) District Implementation Consultant, Data Science 4 Everyone Former Regional Director of Science, Technology & Engineering / Director of STEM, KIPP NYC
How were you recruited to join this Board of Directors?	I was recruited through the founding work of Solace Rose Innovation Academy and through relationships with individuals who share a commitment to innovative, community-centered public education for girls in North Carolina.

Why do you wish to serve on the board of the proposed charter school?	I wish to serve because I believe girls deserve access to a strong public school model that centers academic excellence, leadership, wellness, and innovation. Serving on this board allows me to help build a school that expands opportunities for girls and responds to the needs of families in Greensboro and the broader Triad.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member provides governance, strategic oversight, and accountability. The board sets policy, safeguards the mission, ensures financial stewardship and legal compliance, hires and evaluates the school leader, and monitors academic and organizational performance without managing the school's daily operations.
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 can be an effective board member.	My experience leading STEM strategy, curriculum implementation, school improvement, program development, and cross-functional planning across multiple schools is directly relevant to charter school governance. I also have experience building partnerships, securing grant funding, supporting leaders, and designing a school model from concept through application. These experiences position me to contribute thoughtfully to board-level oversight and long-term planning.
Describe the specific knowledge and experience that you would bring to the board.	I bring deep expertise in STEM education, school design, strategic planning, leader development, and program implementation. I also bring experience in grant development, community engagement, data-informed decision making, and building mission-aligned educational models that serve students and families well.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school's mission is to provide girls with an affirming, high-quality public education that develops their brilliance, leadership, and sense of belonging. Its guiding beliefs center on academic excellence, innovation, whole-child

	development, wellness, strong family partnership, and preparing students to lead with confidence and purpose.
What is your understanding of the school's proposed educational program?	The proposed educational program is a K–8, year-round model that integrates strong core instruction with STEAM, project-based learning, leadership development, and culturally grounded learning experiences. The program is designed to prepare students academically while also helping them grow as critical thinkers, problem solvers, and confident leaders.
What do you believe to be the characteristics of a successful school?	A successful school has a clear mission, strong instructional leadership, excellent teaching, a safe and joyful culture, sound financial management, and authentic partnership with families and community. It demonstrates strong student growth and builds a culture where children feel known, supported, and challenged.
How will you know that the school is succeeding (or not) in its mission?	The school is succeeding when students are growing academically, attending regularly, engaging meaningfully in learning, and developing as leaders. Family trust, strong staff performance, financial stability, and evidence that the school is delivering on its promises are also important indicators.

Governance	
Describe the role that the board will play in the school's operation.	The board will govern the school by setting policy, monitoring performance, ensuring fiscal and legal accountability, protecting the mission, and supporting long-term sustainability. The board will not manage daily school operations, but it will hold leadership accountable for results.
How will you know if the school is successful at the end of the first year of operation?	At the end of year one, success would include a strong and stable school launch, healthy enrollment and attendance, sound finances, compliance with charter requirements, positive family feedback, and evidence of student learning and a strong school culture.

How will you know at the end of five years if the school is successful?	At the end of five years, success would include consistent academic growth, strong family demand and retention, operational stability, a healthy organizational culture, responsible financial stewardship, and clear evidence that the school is fulfilling its mission for girls and the community it serves.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board must hire and support strong leadership, establish clear goals and accountability structures, review academic and financial data regularly, maintain compliance, engage families and community, build a strong and skilled board, and plan responsibly for growth and sustainability.
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 address the concern directly, professionally, and in accordance with board policy and bylaws. That would include documenting concerns, raising them with the board chair or appropriate committee, seeking guidance from legal or governance resources when needed, and taking action that protects the school's integrity, students, and public trust.

Certification

I, Chéla S. Wallace, 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 Solace Rose Innovation Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Chéla S. Wallace Verified by pdfFiller 04/24/2026	**Date** 04/23/2026

*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 and the license validity. N/A

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

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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.

School Information	
Name of charter school	Solace Rose Innovation Academy

Board Member's Information	
Board Members	Full name: Jessalyn N'Cole Raquel Woods
	Home Address: POB 38623, Greensboro, NC 27438
	Business Name & Address:
	Telephone No.: 336-254-1232
	E-mail address: drjessalynwoods@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: X
Educational History	I hold a Bachelor of Science Degree in Secondary Biology Education from North Carolina Agricultural and Technical State University, along with a Master of School Administration, Education Specialist (Ed.S.), and Doctor of Education (Ed.D.) in Educational Leadership and Cultural Foundations from The University of North Carolina at Greensboro. My academic preparation reflects a deep and sustained commitment to educational leadership, equity and systemic impact.
Employment History	I bring over 30 years of experience serving children and families in public education across K-12 settings in North Carolina and Virginia. My roles have included teacher, instructional leader, curriculum specialist and school administrator, providing me with a comprehensive understanding of teaching, learning, and school leadership. Throughout my career, I have remained committed to supporting student success, strengthening instructional practice, and building effective school communities.
How were you recruited to join this Board of Directors?	I initially connected with the founder through social media and began following her journey in the Great Schools North Carolina fellowship for founders. After attending a virtual launch and information session and expressing my interest in supporting the school's mission, I was

	invited to submit a resume and complete an interview. Following a successful interview process, I was selected to serve on the founding board.
Why do you wish to serve on the board of the proposed charter school?	My work has always centered on helping people learn, lead and thrive—especially those who have been traditionally marginalized and disenfranchised. I wish to serve on the board because the school's mission aligns with my personal purpose and life mission to empower individuals, strengthen communities and create pathways for meaningful growth and opportunity.
What is your understanding of the appropriate role of a public charter school board member?	I understand that the role of the charter school board member is to provide governance and oversight, not day-to-day management. Board members help set the vision, ensure accountability and protect the school's mission.
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 can be an effective board member.	I bring over 30 years of experience in public education, having served as a teacher, instructional leader, curriculum specialist, and school administrator, with a strong track record of advancing student outcomes and strengthening school systems. I have also served on boards and leadership teams within civic, community, and faith-based organizations focused on youth development—contributing to strategic planning, governance and community engagement. As a parent of two successful young women who attended public school in Guilford County, I bring both professional expertise and personal insight to my commitment to student success and educational excellence.
Describe the specific knowledge and experience that you would bring to the board.	I bring deep expertise in educational leadership, instructional systems, and data-driven improvement, grounded in over 30 years of experience across K-12 settings. My background spans governance insight, strategic planning, and community engagement, with a strong focus on equity, student outcomes, and organizational effectiveness. I offer the ability to think systemically, ask strategic questions, and support sound decision-making that advances the school's mission and long-term success.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The mission is to educate girls in grades K-8 to cultivate a generation of young women who innovate, speak boldly, and lead with brilliance and grace, grounded in legacy. Rooted in joy, brilliance, and justice, the school is committed to educating the whole child through classrooms that serve as safe, affirming sanctuaries, a curriculum where identify is honored and reflected, a culture of high expectations that nurtures excellence—especially in STEM—and a daily commitment to wellness through joy, mindfulness, and movement.
What is your understanding of the school's proposed educational program?	The educational program provides a whole-child, K-8 learning experience that combines rigorous academics with social-emotional development, leadership, and wellness. It is rooted in culturally responsive teaching; high expectations, within an integrated curriculum highlighting a strong emphasis on STEAM. The educational program ensures that every girl sees herself challenged to grow, think critically, and lead. Daily practices center on creating safe, affirming classrooms and integrating mindfulness, movement, and joy to support both academic success and personal well-being.
What do you believe to be the characteristics of a successful school?	A successful school is mission-minded with strong leadership, high academic expectations, and a safe, empowering culture that supports the whole child. A successful school intentionally develops confidence, amplifies voice and cultivates leadership while maintaining strong partnerships with families and the community. Through continuous improvement and innovation, successful schools remain responsive to student needs and committed to achieving meaningful, measurable outcomes.
How will you know that the school is succeeding (or not) in its mission?	We will know the school is succeeding in its mission by measuring not only academic achievement and growth, but also the development of confident, capable and purpose-driven girls. This includes tracking student voice, leadership participation, social-emotional growth, and readiness for secondary school transitions alongside attendance, retention, and family engagement. When students are thriving academically, leading with confidence, and prepared for their next steps, we can confidently say the mission is being fulfilled.

Governance	
Describe the role that the board will play in the school's operation.	The board's role in the school's operation is to provide governance and oversight by setting the vision, ensuring accountability, and protecting the school's mission. This includes hiring and evaluating the school leader, approving budgets, ensuring legal and financial compliance, and monitoring academic performance. The board does not manage daily operations, but instead ensures the school has strong leadership, is mission –aligned, and positioned for long-term sustainability.
How will you know if the school is successful at the end of the first year of operation?	We will know the school is successful at the end of its first year by assessing how well the outcomes across academics, culture, operations, and governance align with the mission. This includes evidence of student growth and achievement, consistent attendance and retention, safe and affirming school culture, and meaningful engagement from students, families and staff. Success will also be reflected in a high-functioning board that upholds clear roles and responsibilities, ensures financial and legal compliance, supports and evaluates the school leader effectively, and uses data to make strategic, mission–aligned decisions that position the school for long-term sustainability and impact.
How will you know at the end of five years if the school is successful?	By year five, the school's success will be evident through sustained academic achievement, strong student growth, high retention, and graduates who are confident, capable, and prepared for high school and beyond. The school will demonstrate a positive empowering culture, strong family engagement, and a stable, high-quality staff aligned to the mission. Success will also be reflected in a mature, high-performing board that will have ensured financial sustainability, full legal and charter compliance, and effective oversight of school leadership, while using data to guide long-term planning and continuous improvement. The school will be delivering on its mission with measurable impact and is positioned for continued growth, replication or expansion.

What specific steps will the charter school board need to take to ensure that the school is successful?	A charter school board ensures success by establishing a clear, mission-driven vision with measurable student outcomes, hiring a strong leader and holding them accountable while also building a disciplined governance structure grounded in well-defined roles, bylaws, and committees. The board must prioritize financial stewardship and sustainability, consistently monitor academic and operational data to guide decision-making, and actively engage families and community partners to strengthen trust, enrollment and long-term impact. Ongoing board training is essential to help members understand their responsibilities, remain compliant with evolving regulations and govern effectively without micromanaging. This will ensure that the school stays focused on high quality outcomes for every student.
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?	The board must act with courage and integrity—holding members accountable while following proper governance processes—to ensure decisions always reflect the best interests of the school and its students. Using the board governance policies for guidance (code of ethics, conflict of interest and/or bylaws); I would consult with fellow board members to determine the most appropriate action to employ and then take action.

Certification

I, **Jessalyn N'Cole Raquel Woods**, 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 **Solace Rose Innovation Academy** Charter School is true and correct in every respect.

Board Member's Signature

Signature Jessalyn N'Cole Raquel Woods	**Date** 4/17/2026

**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 and the license validity.* Click or tap here to enter text.

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

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School Information	
Name of charter school	Solace Rose Innovation Academy

Board Member's Information	
Board Members	Full name: Ryan Johnson
	Home Address: 427 Mountain Ave, Springfield, NJ 07081
	Business Name & Address: N/A
	Telephone No.: 973-768-4668
	E-mail address: ryangj1@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X☐ Yes: ☐
Educational History	Bachelor Degree in Finance from the University of Virginia
Employment History	Currently serve as Managing Director of MINTs for Trust Neighborhoods. Please see resume for further details
How were you recruited to join this Board of Directors?	Previously collaborated with Executive Director on STEM related event
Why do you wish to serve on the board of the proposed charter school?	Education is the most powerful weapon which you can use to change the world. - Nelson Mandela
What is your understanding of the appropriate role of a public charter school board member?	Financial and governance responsibility
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 can be an effective board member.	I am an active board member on the ULI Redevelopment & Reuse Product Council, PNC's NJ Community Advisory Board, and HANDS, Inc. are focused on real estate and community development.
Describe the specific knowledge and experience that you would bring to the board.	I have extensive experience in finance, investment, community development, and real estate operations. I will chair the Finance Commitee and support all work surrounding our Facilties plan.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To cultivate confident, compassionate,and future-ready young women who think critically, create boldly, and lead with care.
What is your understanding of the school's proposed educational program?	All girls, all year round K-8 STEAM focus.
What do you believe to be the characteristics of a successful school?	Exceptional staff and teachers and a collaborative environment that allows each child to be an individual
How will you know that the school is succeeding (or not) in its mission?	If the school has a waiting list by the end of Year 5 we will know that we are a valued community partner.

Governance	
Describe the role that the board will play in the school's operation.	Serve as a sounding board for the operating team and make sure that the school adheres to its mission.
How will you know if the school is successful at the end of the first year of operation?	If we are successful we will be open for Year 2!
How will you know at the end of five years if the school is successful?	At the end of 5 years some our students will be preparing for College. Their success will be a mirror of the school's success.
What specific steps will the charter school board need to take to ensure that the school is successful?	Active community engagement and supporting all fiscal activities.
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 raise it to the rest of the Board and Executive Director and even raise to the Office of Charter Schools if needed.

Certification

I, Ryan T Johnson, 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 Salua Box Turtle Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature	Date
[signature]	4/21/26

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Office of
CHARTER SCHOOLS
NC Department of Public Instruction

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School Information	
Name of charter school	**Solace Rose Innovation Academy**

Board Member's Information	
Board Members	Full name: Quentin Washington
	Home Address: 568 Todd Trail, Newport News, VA 23602
	Business Name & Address:
	Telephone No.: 804-943-4509
	E-mail address: qwashington@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: X
Educational History	Bachelor's degree in Engineering - University of Virginia M.S. Engineering Management - The George Washington University
Employment History	Chief Product Officer, Religion News Service – Leading product strategy, digital transformation, and audience engagement. Vice President of Product Management, Dotdash Meredith – Led product design and strategy for consumer products and engagement; led accessibility initiatives. Head of Product Management, Time Inc. Sr Program Manager, Comcast Prior roles include progressive leadership positions (Associate Director, Director, Senior Director, VP) focused on digital product innovation, media platforms, and user experience.
How were you recruited to join this Board of Directors?	Through engagement and contact with the Founder.
Why do you wish to serve on the board of the proposed charter school?	I am deeply committed to education as a vehicle for empowerment and long-term community transformation. Serving on this board allows me to contribute strategic, technological, and governance expertise to help build a school that delivers strong academic outcomes while preparing students for a rapidly evolving digital world.
What is your understanding of the appropriate role of a public charter school board member?	A board member is responsible for governance, not day-to-day operations. This includes setting strategic direction, ensuring financial

	stewardship, holding school leadership accountable, and ensuring the school fulfills its mission and public obligations with integrity and transparency.
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 can be an effective board member.	Board of Trustees - Chesterfield Education Foundation Board Member and Scholarship Chair - Ridley Scholarship Foundation Served on various other boards and served in committee/chair roles.
Describe the specific knowledge and experience that you would bring to the board.	• Product strategy and innovation • Digital transformation and technology integration • Accessibility and inclusive design • Data-driven decision making • Media, storytelling, and cultural preservation • Nonprofit governance and leadership • Community engagement and audience development

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding is that Solace Rose Innovation Academy is designed to cultivate confident, compassionate, and future-ready young women who think critically, create boldly, and lead with care. The school is grounded in a belief system that centers brilliance, identity, and wellness as essential components of education. It affirms that every girl deserves to be seen, heard, and supported in an environment that nurtures both academic excellence and emotional well-being.

What is your understanding of the school's proposed educational program?	The Solace Rose educational program is a whole-child, STEAM-integrated model that blends rigorous academics with leadership development, wellness practices, and culturally affirming instruction. Daily STEAM integration - coding, robotics, design, and hands-on learning embedded across subjects Culturally grounded curriculum - instruction reflects students' identities and lived experiences Wellness-centered practices - mindfulness, restorative circles, and movement are built into the school day Leadership development - public speaking, civic engagement, and legacy-building are intentionally taught
What do you believe to be the characteristics of a successful school?	• Strong academic outcomes • Engaged and supported students • Effective and empowered educators • Clear mission alignment • Safe, inclusive environment • Strong family and community partnerships
How will you know that the school is succeeding (or not) in its mission?	Through data, such as student grades, parent and community participation, financial data, staff stability, and student growth academically and socially.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide governance, strategic direction, financial oversight, and accountability while empowering school leadership to manage day-to-day operations
How will you know if the school is successful at the end of the first year of operation?	Strong enrollment, positive school culture, early academic indicators trending upward, and operational stability.

How will you know at the end of five years if the school is successful?	Consistent academic excellence, strong reputation in the community, high retention rates, and clear evidence of student preparedness for next educational or career steps.
What specific steps will the charter school board need to take to ensure that the school is successful?	• Establish clear goals and accountability measures • Hire and support strong leadership • Maintain financial oversight • Engage with community stakeholders • Continuously review performance data
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 address concerns directly, ensuring transparency and adherence to governance policies. If necessary, I would escalate through formal board procedures to ensure accountability and protect the best interests of the school.

Certification

I, _____, 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 _____ Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date**

**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 and the license validity.* Click or tap here to enter text.

How will you know at the end of five years if the school is successful?	Consistent academic excellence, strong reputation in the community, high retention rates, and clear evidence of student preparedness for next educational or career steps.
What specific steps will the charter school board need to take to ensure that the school is successful?	• Establish clear goals and accountability measures • Hire and support strong leadership • Maintain financial oversight • Engage with community stakeholders • Continuously review performance data
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 address concerns directly, ensuring transparency and adherence to governance policies. If necessary, I would escalate through formal board procedures to ensure accountability and protect the best interests of the school.

Certification

I, Quentin Washington, 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 Solace Rose Innovation Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature [signature] **Date** 4/21/26

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Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information	
Name of charter school	Solace Rose Innovation Academy

Board Member's Information	
Board Members	Full name: Karyn Pleasant
	Home Address: 4107 Vershire Avenue Greensboro, NC 27406
	Business Name & Address:
	Telephone No.: (919) 345-6072

	E-mail address: pleasantkaryn@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☒
Educational History	I hold a Bachelor of Science in Biology from Florida A&M University, a Master of Science in Adolescent Education from Pace University, and a Master of School Administration from North Carolina State University. I have been licensed to teach in both New York and North Carolina and have also held a school administration license in North Carolina. My academic and professional preparation reflects a strong foundation in both instructional practice and school leadership, equipping me to contribute meaningfully to governance, oversight, and the development of a high-quality educational program.
Employment History	I am currently a Managing Director with Teach For America North Carolina, where I lead statewide strategy across educator development, alumni leadership, and program execution, aligning initiatives to measurable student and organizational outcomes. In this role, I have designed and led high-impact programs that support teacher effectiveness, leadership development, and student achievement, while managing cross-functional teams and partnerships across schools, districts, and communities. Prior to this role, I served in multiple leadership positions within Teach For America, including Managing Director of Network Strategy, Director of Teacher Leadership Development, and Manager of Corps Member Development. Across these roles, I led regional and statewide efforts to strengthen instructional practice, improve student outcomes, and build sustainable systems for educator growth and retention. I began my career as a middle school science teacher and school leader in New York and North Carolina, where I delivered inquiry-based instruction, coached educators, and supported school-wide improvement

	efforts. This progression from classroom teaching to systems-level leadership has provided me with a comprehensive understanding of teaching, learning, and the conditions required for a school to succeed.
How were you recruited to join this Board of Directors?	I was invited to join the founding board through my professional network and longstanding work in education leadership across North Carolina. Given my experience in program design, educator development, and systems-level leadership, I was asked to support the development of a school model that is both academically rigorous and intentionally designed to meet the needs of girls in the Piedmont Triad. My decision to join was rooted in strong alignment with Solace Rose Innovation Academy's mission and the opportunity to help build a transformative, community-centered school from the ground up.
Why do you wish to serve on the board of the proposed charter school?	I am deeply committed to ensuring that students, particularly girls, have access to high-quality educational environments that affirm their identity while driving strong academic outcomes. Solace Rose Innovation Academy presents a unique opportunity to design a school that integrates rigorous STEAM instruction, leadership development, and wellness in a way that is both innovative and necessary. Serving on this board allows me to contribute to a model that not only prepares students academically, but also develops them as confident, compassionate leaders who are connected to their community and prepared for global impact. This work aligns directly with my professional focus on strengthening educator effectiveness, improving student outcomes, and building sustainable systems that support long-term success.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member serves as a steward of the school's mission and is responsible for governance, accountability, and long-term sustainability. This includes setting the strategic direction of the school, ensuring financial oversight, and holding the school leader accountable for academic, operational, and organizational outcomes. Board members do not manage day-to-day operations. Instead, they provide oversight by reviewing data, asking critical questions, and ensuring that the school is meeting its stated goals and fulfilling all public and charter obligations. The role requires maintaining a clear

	focus on student outcomes, responsible use of public funds, and adherence to state and federal requirements.
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 can be an effective board member.	I bring nearly two decades of experience in education, including classroom instruction, leadership development, and statewide program management. I have led initiatives focused on improving student outcomes, supporting educator effectiveness, and building systems that drive measurable impact. In addition, I currently serve on local boards in Greensboro, where I contribute to strategic planning, governance, and community engagement. These experiences have strengthened my ability to operate at a governance level, ensuring alignment between vision, strategy, and execution while maintaining accountability for results.
Describe the specific knowledge and experience that you would bring to the board.	I bring expertise in educator development, program design, and performance management, with a strong emphasis on outcomes and continuous improvement. My work includes designing and leading initiatives that support teacher effectiveness, student achievement, and leadership development across diverse educational settings. I also bring deep knowledge of the North Carolina education landscape, including educator pipelines, district and community partnerships, and the factors that influence teacher retention and student success. Additionally, my experience building cross-sector partnerships positions me to support strong connections between Solace Rose Innovation Academy and the broader Greensboro community.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Solace Rose Innovation Academy's mission is to cultivate young women as bold thinkers, compassionate leaders, and innovative problem-solvers who are rooted in self, connected to community, and prepared for global impact. The school is grounded in guiding beliefs that center academic rigor, identity affirmation, student agency, and innovation. It reflects a commitment to creating a safe and affirming environment where students are both challenged and supported, and where their voices, cultures, and lived experiences are integrated into the learning process.
What is your understanding of the school's proposed educational program?	The proposed educational program is a year-round K–8 model that integrates rigorous STEAM instruction across all subject areas, rather than treating these disciplines as isolated content areas . The program combines core academic instruction with project-based learning, leadership development, and wellness practices to support the whole child. A defining feature of the model is the four-day instructional week paired with "Flourish Fridays," which provide opportunities for hands-on learning, field experiences, service learning, and family engagement. The program also incorporates culturally responsive teaching practices, identity-centered literacy, and global leadership development, ensuring that students are academically prepared while also developing as confident and capable leaders.
What do you believe to be the characteristics of a successful school?	A successful school demonstrates strong academic outcomes, with students consistently meeting or exceeding grade-level expectations. It also fosters a positive, structured environment where students feel safe, supported, and engaged in their learning. In addition, successful schools maintain strong instructional quality, stable and effective leadership, and clear systems for monitoring progress. They actively engage families and the community and create an environment where both students and educators can thrive and grow.

How will you know that the school is succeeding (or not) in its mission?	Success will be measured through a combination of academic, operational, and cultural indicators. This includes student achievement and growth data, attendance, and retention of both students and staff. Equally important are indicators of school culture, including student engagement, family satisfaction, and the extent to which the school is successfully implementing its model, including STEAM integration, leadership development, and wellness practices. A lack of progress in these areas, or inconsistencies in implementation, would signal that adjustments are needed.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide strategic oversight to ensure that the school remains aligned to its mission and achieves its academic and financial goals. This includes approving budgets, monitoring financial performance, and ensuring compliance with all regulatory requirements. The board is also responsible for hiring and evaluating the school leader, setting clear performance expectations, and regularly reviewing data to assess progress. As Vice President and Interim Secretary, I will also support strong governance practices, including maintaining accurate records, ensuring adherence to bylaws, and supporting effective board operations.
How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, success will be reflected in strong implementation of the school model, including clear instructional systems, a positive and structured school culture, and early indicators of student growth. We will also look for strong staff retention, effective family engagement, and evidence that key elements of the model, such as STEAM integration and Flourish Fridays, are being implemented with fidelity. While full academic outcomes will develop over time, the first year should demonstrate a strong and stable foundation.

How will you know at the end of five years if the school is successful?	By year five, the school should demonstrate consistent academic achievement, with students meeting or exceeding state benchmarks and showing sustained growth over time. There should also be evidence of strong staff retention, stable leadership, and consistent implementation of the school's model. Additionally, the school should have strong family demand, a positive reputation in the community, and clear evidence that students are developing as leaders and problem-solvers, aligned with the mission of the school.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board must establish clear goals, regularly monitor progress, and hold leadership accountable for results. This includes setting academic and operational benchmarks, reviewing data consistently, and ensuring that the school leader has the support and clarity needed to succeed. The board must also maintain strong governance practices, invest in its own development, and ensure clear communication and decision-making processes. Building and sustaining strong partnerships with families and the community will also be essential to long-term success.
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 address the concern directly and professionally, ensuring that I have a clear understanding of the situation and relevant facts. If concerns remain, I would raise the issue through established governance structures, including the board chair and formal board processes. If necessary, I would support initiating a formal review aligned to board policies and bylaws. Maintaining integrity, transparency, and public trust is essential, and I would prioritize actions that protect the school's mission and the best interests of its students.

Certification

I, Karyn Pleasant, 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 Solace Rose Innovation Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Karyn Pleasant | **Date** 21 April 2026

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Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	**Solace Rose Innovation Academy**

Board Member's Information	
Board Members	Full name: Vallie Jane Pearson
	Home Address: 101 Carson Farms Drive West, Burlington, NC 27215
	Business Name & Address:
	Telephone No.: 917-209-4708
	E-mail address: vallie.pearson@unchealth.unc.edu

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: x Yes: ☐
Educational History	2014 Doctorate of Pharmacy: Long Island University, Arnold and Marie Schwartz College of Pharmacy 2006 Bachelor of Science Degree, Minor: Chemistry - Bennett College
Employment History	10/2025 – present, UNC Health -Oncology Pharmacist Coordinator

	01/2021- 07/2025, Clinical Pharmacist Practitioner Upstream 04/2019-2020, Person Memorial Hospital Associate Director of Pharmacy 07/2017-04/2019, Person Memorial Hospital Clinical Pharmacist 10/2014-11/2015, Rite Aid Pharmacy Clinical Immunizing Pharmacist 06/201410/2014, Graduate Intern 05/2010-05/2014, Pharmacy Intern
How were you recruited to join this Board of Directors?	I was recruited to join this board by the founder.
Why do you wish to serve on the board of the proposed charter school?	I am a datadriven healthcare leader with deep experience in policy development, compliance, community engagement, and improving outcomes for diverse populations. I want to bring that same evidencebased, collaborative approach to ensuring our schools are safe, equitable, and highperforming for every student.
What is your understanding of the appropriate role of a public charter school board member?	A charter school board member's role is to provide strategic governance, ensure legal and fiscal accountability, set policy, and oversee the Executive Director—while refraining from involvement in daytoday operations. Board members safeguard the mission, uphold compliance, and make decisions in the best interest of students and the school community.
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 can be an effective board member.	I may not have previous board experience, but I have extensive experience making datadriven decisions, developing policy, collaborating across teams, and improving outcomes in complex systems. My background in healthcare, leadership, and community service has prepared me to listen, analyze, and advocate effectively. I will be an effective board member because I care deeply about this community and want to bring a thoughtful, evidencebased voice to the board.
Describe the specific knowledge and experience that you would bring to the board.	My background positions me to be a strategic, studentcentered, equityfocused board member who understands policy, safety, public health, budgeting, and longterm planning. I already operate in complex systems, collaborate across disciplines, and improve outcomes.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding of the school's mission and guiding beliefs is that Solace Rose Innovation Academy exists to create a sanctuary where girls can grow, lead, and truly bloom. The mission centers on cultivating confident, compassionate, futureready young women who think critically, create boldly, and lead with care.
What is your understanding of the school's proposed educational program?	My understanding is that Solace Rose Innovation Academy's educational program is intentionally designed to blend rigorous, inquirybased STEAM instruction with identityaffirming and wellnesscentered practices. It's a wholechild model that treats academic excellence and emotional safety as interconnected, not competing priorities. Students engage in handson STEAM learning, projectbased inquiry, and culturally grounded curriculum that helps them see themselves as thinkers, creators, and innovators. At the same time, the program weaves in wellness routines, restorative practices, and leadership development, ensuring that girls build confidence, selfknowledge, and a strong sense of voice. The goal is for every girl to experience school as a sanctuary — a place where her brilliance is nurtured, her identity is affirmed, and her leadership is intentionally cultivated. In essence, the program prepares girls not just to succeed academically, but to lead, serve, and transform their communities with brilliance and care.
What do you believe to be the characteristics of a successful school?	A successful school is one that ensures every child feels safe, affirmed, challenged, and joyful. Solace Rose Innovation Academy reflects these essential conditions. A strong school is grounded in a clear mission that guides daily practice. At Solace Rose, that mission centers wellness, identity, and brilliance, preparing girls to become confident and compassionate leaders. It prioritizes emotional safety and cultural affirmation, creating an

	environment where students feel valued and are able to take academic and personal risks. Solace's restorative culture and emphasis on joy support this foundation. A successful school also delivers rigorous, inquirydriven academics that foster curiosity and innovation. Solace Rose's STEAM focus and handson learning ensure students are active thinkers and creators. It develops the whole child, recognizing leadership, wellness, creativity, and selfknowledge as essential components of education. Solace's intentional programming reflects this commitment. Finally, a successful school is built in partnership with its community. Solace Rose's engagement with families and community leaders keeps the school grounded, responsive, and aligned with the needs of the students it serves. In sum, a successful school nurtures identity, cultivates leadership, and makes joy and excellence central to the student experience — all of which define Solace Rose Innovation Academy.
How will you know that the school is succeeding (or not) in its mission?	I would know Solace Rose is succeeding when girls are thriving — academically, emotionally, and in their sense of identity and leadership. That shows up in a few clear ways. • Girls feel safe, joyful, and affirmed, and families report strong trust and belonging. • Students show meaningful academic growth, especially in STEAM and inquirybased learning. • Girls demonstrate confidence, voice, and leadership in their classrooms and community. • Wellness, restorative culture, and joy are consistently visible in daily practice. • The community remains engaged, supportive, and proud of the school. If those indicators are strong, the mission is alive. If they're not, it's a signal that we need to adjust and realign.

Governance	
Describe the role that the board will play in the school's operation.	**The Board of Directors serves as the governing authority of the school, providing strategic leadership, policy oversight, and fiduciary stewardship. The Board establishes the mission, vision, and longterm direction of the school; ensures compliance with all legal and charter requirements; and maintains rigorous oversight of academic, operational, and financial performance. A key responsibility of the Board is the appointment, support, and evaluation of the Executive Director, who is charged with managing daytoday operations. In this way, the Board maintains highlevel governance and accountability while ensuring that operational management remains with the school's leadership.**
How will you know if the school is successful at the end of the first year of operation?	**We will consider the first year successful if students show measurable academic growth, the school operates in full compliance with state and federal requirements, finances are stable and wellmanaged, and families and staff report strong satisfaction with the school's culture and leadership.**
How will you know at the end of five years if the school is successful?	**After five years, we will consider the school successful if it demonstrates strong and sustained academic growth, maintains full operational and financial compliance, and has built a positive, stable school culture. We will look for consistent student achievement gains, strong family and staff retention, sound financial stewardship, and clear evidence that the school is meeting or exceeding its charter goals. Longterm success means the school is academically effective, operationally stable, and trusted by the community it serves**
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure Solace Rose Innovation Academy is successful, the charter board will need to protect the mission, support strong leadership, and maintain clear, accountable governance. That means staying deeply aligned to the school's focus on wellness, identity, and brilliance in every decision. The board must hire and support an excellent school leader, ensure strong academic and financial oversight, and create policies that allow the team to focus on instruction and culture. Because Solace Rose is built *with and for* the community, the board also needs to cultivate authentic partnerships with families and local leaders, ensuring the school remains grounded in the needs and strengths of the

	community it serves. Finally, the board must secure resources and monitor the student experience, not just test scores — making sure the school delivers on its promise of joy, safety, cultural affirmation, and rigorous STEAM learning. In short, the board's role is to safeguard the mission, support leadership, ensure accountability, and build the conditions for girls to thrive.
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 I believed board members were acting unethically or not in the best interest of the school, I would address the situation in a calm, evidencebased, and processdriven way. I would start by gathering facts, seeking clarification, and ensuring I fully understood the situation. If concerns remained, I would follow the board's established policies for raising ethical issues, bring the matter forward respectfully, and advocate for transparency. My goal would always be to protect students, maintain public trust, and uphold the integrity of the board while working collaboratively toward a solution.**

Certification
I, Vallie Jane Lee, 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 Solace Rose Innovation Charter School is true and correct in every respect.

Board Member's Signature	
Signature	**Date** 4/8/26

**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 and the license validity.* Click or tap here to enter text.

QUENTIN D. WASHINGTON

QWashington@gmail.com

CHIEF PRODUCT OFFICER | PRODUCT & MEDIA EXECUTIVE

Product leader with 15+ years building scalable, audience-driven platforms across news, lifestyle, and entertainment. Proven track record leading cross-functional teams, driving audience growth, and aligning editorial, product, and revenue strategy. Expertise in newsletters, SEO, platform distribution, and accessible product design.

PROFESSIONAL EXPERIENCE

Religion News Service — Chief Product Officer (Oct 2025 – Present)

- Lead product strategy and digital transformation across web, newsletters, and emerging platforms
- Drive audience growth through SEO, newsletter strategy, and distribution
- Built integrated product org improving performance, accessibility, and workflows

Dotdash Meredith — VP, Product Management (2017 – 2025)

- Led global team of 25+ across Product, UX, and Engineering supporting 20+ brands
- Drove +25% traffic growth via scalable news product framework
- Increased conversions +120% through newsletter optimization

Time Inc. (ESSENCE) — Lead Product Manager (2015 – 2017)

- Led full relaunch of ESSENCE.com
- Increased ad viewability +25%

Comcast Corporation — Senior Program Manager (2011 – 2014)

- Led Xfinity streaming products and Olympics digital experiences

SKILLS

Product Strategy · Audience Growth · SEO · CMS · AI · Leadership · Agile · Accessibility

EDUCATION

George Washington University — M.S., Engineering Management

University of Virginia — B.S., Mechanical Engineering

Dr. Jessalyn Woods, Ed.D.

Greensboro, NC | drjessalynwoods@gmail.com | (336) 254-1232 | linkedin.com/in/drjessalynwoods

Visionary Education Leader | Board Governance | Girls' Leadership & Innovation

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EXECUTIVE PROFILE

Strategic education leader with 25+ years of experience advancing innovative learning models, workforce pathways, and community-centered initiatives. Proven ability to guide vision, strengthen governance, and drive measurable outcomes through data-informed decision-making and collaborative leadership.

KEY IMPACT

- Increased graduation rate from 16.67% to 68.75% (312.5% increase)
- Expanded total graduates from 19 to 29 (52.6% increase)
- Improved school performance from 35% to over 65%
- Designed career-connected learning systems linking diploma attainment and workforce readiness

CORE STRENGTHS

Board Governance | Strategic Planning | Education Innovation | Girls' Leadership Development
Community Engagement | Equity & Inclusion | Data-Driven Leadership | Organizational Strategy

BOARD LEADERSHIP & GOVERNANCE

Strategic Vision: Guide innovative, student-centered school design aligned to leadership and workforce readiness.
Governance & Accountability: Ensure accountability, performance metrics, and clear governance structures.
Community Engagement: Build partnerships expanding opportunities and access for girls.
Equity & Innovation: Advance culturally responsive, leadership-focused programming.

EDUCATION

- Ed.D., Educational Leadership — UNC Greensboro
- Ed.S., Educational Leadership — UNC Greensboro
- M.S.A., Educational Leadership — UNC Greensboro
- B.S., Biology Education — NC A & T State University

CREDENTIALS

- NC & VA Superintendent & Administrator Licensure
- John Maxwell Certified Coach · Trainer · Speaker
- Elite Life Coach

Chéla S. Wallace

Whitsett, NC | 210-487-0542 | cwallace@solacerose.org
LinkedIn: https://www.linkedin.com/in/chela-s-wallace/

EDUCATION

- Ph.D., Applied Science & Technology (STEM Education), North Carolina A&T State University (Expected 2029)
- M.A., Education Policy & Social Analysis, Teachers College, Columbia University (2024)
- M.Ed., Curriculum & Instruction (Integrated Science Teaching), Our Lady of the Lake University (2014)
- B.A., Chemistry, University of Virginia (2006)

EXECUTIVE PROFILE

Education leader with 20+ years of experience designing and scaling STEM programs across K–12 systems. Proven history leading instructional innovation, developing educators, and securing over $1.75M in funding to expand STEM access for over 8,000 students.

PROFESSIONAL EXPERIENCE

- Founder's Fellow – Great Schools North Carolina (2025–Present): Leading development of Solace Rose Innovation Academy
- Founder & CEO – Seeds of Faith Educational Services (2024–Present): STEM consulting and program development
- Consultant – AI Technical Expert, UNDP (2025–Present): Advising on ethical AI and education systems
- Regional Director of STE (Science, Technology & Engineering) – KIPP NYC (2018–2023): Led STE across 18 schools; secured $1.75M+ funding
- Director of Special Projects – KIPP NYC (2023–2024): Led Project-Based Learning implementation

LEADERSHIP & IMPACT

- Designed STEM programs affecting 8,000+ students
- Supported the development of an all-girls school in Sierra Leone (opened Fall 2025)

HONORS & DISTINCTIONS

- White House Fellows Regional Finalist (2023)
- Changing Lives Award (2024)
- Title III Chancellor's Distinguished Fellowship at North Carolina A&T State University (2026)

Ryan G. Johnson

(973) 768-4668 | ryangj1@gmail.com

EXECUTIVE SUMMARY

Real estate executive with 20 years leading institutional acquisitions, asset management, and capital markets across multifamily, retail, office, and affordable housing. Proven record scaling platforms, executing complex transactions, and building teams across private and public sectors. Counselor of Real Estate (CRE).

PROFESSIONAL EXPERIENCE

Trust Neighborhoods – New York, NY**Nov 2025 – Present**
Managing Director of MINTs

- Lead full business strategy and operations for the Mixed Income Neighborhood Trust (MINT) model, a nationwide $75M community-governed real estate portfolio.
- Oversee project management, real estate, and capital teams supporting neighborhood partners on MINT acquisitions, underwriting, fundraising, governance, and legal formation.
- Structure and negotiate commercial borrowings, impact capital partnerships, and capital stack configurations across MINT projects.
- Built the asset management function; collaborate with CEO, COO, and Board on national funder engagement and geographic expansion strategy.

New Jersey Community Capital (CAPC) – Newark, NJ**Jul 2020 – Nov 2025**
Managing Director, Real Estate

- Recruited to lead restructuring and growth of CAPC, the real estate arm of a certified CDFI; managed $15M operating budget and 25-person team across acquisitions, asset management, brokerage, and community services.
- Directed $105M+ in development activity across 650 housing units; acquired 300 units and executed $120M in asset sales (523 units).
- Oversaw $50M in annual acquisition and development activity; structured financing across conventional debt, LIHTC, NMTC, Affordable Housing Trust Fund, and municipal subsidies.
- Guided NPL strategy covering 300+ loans acquired via HUD, Fannie Mae, and private sellers; led 650-unit rental portfolio and homeownership platform deploying $2M/year in DPA.

Madison International Realty – New York, NY**Jun 2018 – Jun 2020**
Portfolio Manager

- Led Madison's first GP investment strategy, overseeing a $2B NYC retail portfolio of 12 premier assets with 115 tenants and a 10-person team.
- Managed $120M in annual revenue and $56M in NOI; executed $50M in dispositions, raised $35M in fund-level financing, and distributed $12M annually to partners.

Brixmor Property Group – New York, NY**Dec 2016 – Jun 2018**
Director, Financial Asset Management

- Oversaw financial performance of Brixmor West Region: $3.3B portfolio, 115 retail centers, 18M sq. ft., $200M+ NOI, and 3.3% same-store growth with a 7-person team.
- Partnered with redevelopment leadership on 16 capital projects totaling $142M, delivering a 9.2% average return on cost; underwrote 400K+ sq. ft. of new deals annually.

MetLife Real Estate Investors – Morristown, NJ**Jan 2014 – Dec 2016**
Associate Director, Asset Management & Acquisitions

- Managed $3B Northeast portfolio across office, retail, hospitality, and multifamily; participated in $4.6B in transactions and structured $1.3B in direct financing.
- Pioneered new investment strategies including Class B Manhattan office repositioning and a $500M preferred equity platform investment.

Brick City Development Corp. – Newark, NJ**Jun 2008 – Nov 2013**
Senior Financial Analyst — Economic development organization under Mayor Cory Booker; led valuation, underwriting, and JV analysis for downtown Newark redevelopment.

The CIT Group, Inc. – New York, NY**Jul 2006 – Jan 2008**
Analyst, Commercial Real Estate — Founding team of CIT's real estate group; supported launch of $150M lending JV with BRT Realty and growth to $1B+ portfolio.

EDUCATION & CERTIFICATIONS

University of Virginia, McIntire School of Commerce — B.S. in Commerce, Finance concentration; Business Management minor
Counselor of Real Estate (CRE), June 2025

LEADERSHIP & AFFILIATIONS

- ULI Redevelopment & Reuse Product Council (2022–Present); PNC Community Development Advisory Council (2023–Present); Advisory Board, White Ruffin Byron Center for Real Estate, UVA (2022–2025)
- Board Member: Housing and Development Services, Inc. (HANDS) (2025–Present); Solace Rose Innovation Academy (2025–Present)

Vallie Jane Pearson, PharmD, CPP

Burlington, NC • valj.pearson15@gmail.com • 917-209-4708

CLINICAL PHARMACIST PRACTITIONER & COORDINATOR

Pharmacist leader with experience in oncology operations, chronic disease management, interdisciplinary collaboration, policy development, team leadership, and quality improvement.

EXPERIENCE

Oncology Pharmacist Coordinator UNC Health | 10/2024–Present Supervise clinical and operational pharmacy teams. Maintain clinical protocols and operational policies. Lead training, onboarding, and competency development. Provide performance feedback and evaluations. Teach students and residents. Implement clinical and operational improvements. Support regulatory compliance and may serve as Pharmacist in Charge. Manage resources, inventory, and hiring. Build internal and external partnerships.

Clinical Pharmacist Practitioner UpStream | 01/2021–08/2024 Managed chronic conditions and individualized care plans. Resolved medication discrepancies using EMR, labs, and claims data. Improved adherence and reduced hospitalizations. Supported pharmacogenomics research and advanced care planning. Monitored clinical metrics and quality outcomes.

Associate Director of Pharmacy Person Memorial Hospital | 2019–2020 Developed USP 797/800 policies and diversion-prevention processes. Led P&T committee and ensured regulatory compliance. Managed staffing, onboarding, inventory, audits, and COVID-19 planning.

Clinical Pharmacist Person Memorial Hospital | 2017–2019 Performed ICU rounds, antibiotic stewardship, renal dosing, and IV-to-PO conversions. Prepared sterile products and recommended evidence-based therapies. Led diabetes support groups and provided patient counseling.

Pharmacist / Pharmacy Manager CVS Health | 2015–2021 Delivered MTM, immunizations, and patient education. Managed workflow, inventory, budgeting, and staff performance.

EDUCATION

Doctor of Pharmacy (PharmD) Arnold & Marie Schwartz College of Pharmacy, Long Island University

RESEARCH & PUBLICATION

Free Radical Scavenging of Yerba Mate, Journal of Food Science (2010). Research experience with NIOSH, NSF, Columbia University, and LIU.

LEADERSHIP & AFFILIATIONS

Delta Sigma Theta Sorority, Inc. Jack and Jill of America, Burlington-Graham Chapter

References: Available upon request

Karyn Eileen Pleasant
Greensboro, NC | (919) 345-6072 | pleasantkaryn@gmail.com
LinkedIn: https://www.linkedin.com/in/karyn-pleasant-05142b96/

PROFESSIONAL SUMMARY

Senior education leader with nearly two decades of experience driving student outcomes, developing educators, and leading large-scale initiatives across classrooms and systems. Proven ability to translate vision into strategy and execution, build high-performing teams, and strengthen partnerships across schools, districts, and communities. Committed to advancing academic excellence and expanding opportunities for students through innovative and sustainable approaches.

PROFESSIONAL EXPERIENCE

Managing Director & Statewide Leadership Roles | Teach For America, North Carolina | 2021–Present

- Led statewide strategy across educator development, alumni impact, and program execution, aligning initiatives to measurable student and organizational outcomes
- Oversaw design and implementation of high-impact programs, including the RISE Fellowship, supporting educator retention, leadership, and student achievement
- Managed cross-functional teams and partnerships to strengthen program quality, scale impact, and advance regional education priorities

Managing Director, Network Strategy | Teach For America, Charlotte–Piedmont Triad | 2019–2021

- Led regional strategy to expand alumni leadership and impact
- Directed hiring and placement strategy in partnership with Guilford County Schools
- Managed team performance and progress toward strategic goals

Director, Teacher Leadership Development | Teach For America, Charlotte–Piedmont Triad | 2018–2019

- Led strategy to improve teacher effectiveness and student achievement outcomes
- Partnered with schools and districts to strengthen instructional practice and impact

Manager, Corps Member Development | Teach For America, North Carolina | 2015–2018

- Designed and implemented teacher development systems focused on data-driven instruction and leadership growth
- Coached early-career educators to improve student outcomes

Middle School Science Teacher & School Administrator | North Carolina and New York | 2006–2013

- Delivered inquiry-based instruction and led data-driven improvement efforts, coaching teachers and facilitating professional development while applying principal intern experience to strengthen school-wide instructional outcomes

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BOARD & LEADERSHIP EXPERIENCE

Vice President & Interim Secretary (Founding Board Member) | Solace Rose Innovation Academy, Greensboro, NC

- Support governance, board operations, and founding strategy for a K–8 public charter school
- Contribute to strategic planning, community engagement, and charter development

Board Member | Growing Connections for Pediatric Achievements (GCPA) & GenerationEd, Greensboro, NC

- Provide strategic oversight and support initiatives focused on early childhood development and educational opportunity

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EDUCATION

M.S., School Administration – North Carolina State University
M.S., Adolescent Education – Pace University
B.S., Biology – Florida A&M University

PROFESSIONAL DEVELOPMENT

Center for Creative Leadership | Aspen Executive Seminar | Facilitative Leadership | Crucial Conversations | School Law | Special Education Law

Position	**Year 0**	**Year 1**
Principal/School Leader	1	1
Assistant Principal	1	1
Dean(s)		
Additional School Leadership	0.5	
Core Classroom Teachers		7
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2
Student Support Positions (e.g. social workers, psychologists, etc.)		0.5
Specialized School Staff		1
Teaching Aides or Assistants		
School Operations Support Staff	1	1

Year 2	Year 3	Year 4	Year 5	
	1	1	1	1
	1	1	1	1
			0.5	1
	1.5	1.5		1
	11.5	16.5	18.5	21
	2	3	3	3
	1	1	2	2
	1	1	1	1
	1	2	2	2

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 c 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 may need to contact their local offices or LEA.

Income: Revenue Projections	**Year 1**	**Year 2**	**Year 3**	**Year 4**
State ADM Funds	$ 806,657	$ 1,344,428	$ 1,882,199	$ 2,151,085
Local Per Pupil Funds	$ 436,200	$ 727,000	$ 1,017,800	$ 1,163,200
State EC Funds	$ 64,913	$ 108,189	$ 151,465	$ 173,102
Federal EC Funds	-	$ 18,172	$ 42,402	$ 48,459
Other Funds*	$ 100,000			
Working Capital*				
TOTAL REVENUE:	**$ 1,407,770**	**$ 2,197,789**	**$ 3,093,866**	**$ 3,535,846**

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate ac those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the ope provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th 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 Appendi

on federal funding in

Year 5
$ 2,419,970
$ 1,308,600
$ 194,740
$ 54,517
$ 3,977,827

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rating budget, please
ese funds. If these

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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
Administrative & Support Personnel															
Lead Administrator	1	$ 90,000	**$ 90,000**	1	$ 91,350	**$ 91,350**	1	$ 92,720	**$ 92,720**	1	$ 94,111	**$ 94,111**	1	$ 95,523	**$ 95,523**
Assistant Administrator		$ 68,000	**$ -**		$ 69,360	**$ -**	1	$ 70,747	**$ 70,747**	1	$ 72,162	**$ 72,162**	1	$ 73,605	**$ 73,605**
Finance Officer		$ 60,000	**$ -**		$ 61,200	**$ -**	1	$ 62,424	**$ 62,424**	1	$ 63,672	**$ 63,672**	1	$ 64,946	**$ 64,946**
Clerical		$ 38,000	**$ -**		$ 38,760	**$ -**		$ 39,535	**$ -**	1	$ 40,326	**$ 40,326**	1	$ 41,132	**$ 41,132**
Food Service Staff	0.5	$ 50,000	**$ 25,000**	0.5	$ 51,000	**$ 25,500**	0.5	$ 52,020	**$ 26,010**	0.5	$ 53,060	**$ 26,530**	0.5	$ 54,122	**$ 27,061**
Custodians	0.5	$ 35,000	**$ 17,500**	0.5	$ 35,700	**$ 17,850**	0.5	$ 36,414	**$ 18,207**	0.5	$ 37,142	**$ 18,571**	0.5	$ 37,885	**$ 18,943**
Transportation Staff		$ 35,000	**$ -**		$ 35,700	**$ -**		$ 36,414	**$ -**		$ 37,142	**$ -**		$ 37,885	**$ -**
Head of School in Residence	1	$ 80,000	**$ 80,000**	1	$ 81,600	**$ 81,600**	1	$ 83,232	**$ 83,232**		$ 84,897	**$ -**		$ 86,595	**$ -**
Social Worker/School Nurse/Counselor	0.5	$ 55,000	**$ 27,500**	1	$ 56,100	**$ 56,100**	1	$ 57,222	**$ 57,222**	1	$ 58,366	**$ 58,366**	1	$ 59,534	**$ 59,534**
Community Engagement		$ 60,000	**$ -**		$ 61,200	**$ -**		$ 62,424	**$ -**	0.5	$ 63,672	**$ 31,836**	0.5	$ 64,946	**$ 32,473**
Operations / Data Manager	1	$ 55,000	**$ 55,000**	1	$ 56,100	**$ 56,100**	1	$ 57,222	**$ 57,222**	1	$ 58,366	**$ 58,366**	1	$ 59,534	**$ 59,534**
Assistant Head of School		$ 67,000	**$ -**		$ 68,340	**$ -**		$ 69,707	**$ -**	0.25	$ 71,101	**$ 17,775**	1	$ 72,523	**$ 72,523**
Total Admin and Support:	**4.5**		**$ 295,000**	**5**		**$ 328,500**	**7**		**$ 467,784**	**7.75**		**$ 481,717**	**8.5**		**$ 545,273**
Instructional Personnel															
Core Content Teacher(s)	7	$ 54,000	**$ 378,000**	11.5	$ 55,800	**$ 641,700**	16.5	$ 57,600	**$ 950,400**	18.5	$ 59,500	**$ 1,100,750**	21	$ 61,500	**$ 1,291,500**
Electives/Specialty Teacher(s)	1	$ 54,000	**$ 54,000**	1.5	$ 55,080	**$ 82,620**	2.5	$ 56,182	**$ 140,454**	3	$ 57,305	**$ 171,916**	3	$ 58,451	**$ 175,354**
Exceptional Children Teacher(s)	1	$ 54,000	**$ 54,000**	1	$ 55,080	**$ 55,080**	1	$ 56,182	**$ 56,182**	1	$ 57,305	**$ 57,305**	1	$ 58,451	**$ 58,451**
Instructional Support		$ 55,000	**$ -**		$ 56,100	**$ -**		$ 57,222	**$ -**		$ 58,366	**$ -**		$ 59,534	**$ -**
Teacher Assistants		$ 40,000	**$ -**	1	$ 40,800	**$ 40,800**	1	$ 41,616	**$ 41,616**	2	$ 42,448	**$ 84,897**	2	$ 43,297	**$ 86,595**
Curriculum Facilitator		$ 60,000	**$ -**	0.5	$ 61,200	**$ 30,600**	0.5	$ 62,424	**$ 31,212**	0.25	$ 63,672	**$ 15,918**		$ 64,946	**$ -**
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Total Instructional Personnel:	**9**		**$ 486,000**	**15.5**		**$ 850,800**	**21.5**		**$ 1,219,864**	**24.75**		**$ 1,430,786**	**27**		**$ 1,611,900**
Total Admin, Support and Instructional Personnel:	**13.5**		**$ 781,000**	**20.5**		**$ 1,179,300**	**28.5**		**$ 1,687,648**	**32.5**		**$ 1,912,502.96**	**35.5**		**$ 2,157,173**

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
Administrative & Support Benefits															
Health Insurance	2	$ 6,845	$ 13,690	3	$ 7,187	$ 21,562	5	$ 7,547	$ 37,733	5	$ 7,924	$ 39,620	5	$ 8,320	$ 41,601
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other	2	$ 1,698	$ 3,396	3	$ 1,672	$ 5,016	5	$ 1,712	$ 8,560	5	$ 1,751	$ 8,755	5	$ 1,834	$ 9,170
Life Insurance			$ -			$ -			$ -			$ -			$ -
Disability	2	$ 1,415	$ 2,830	3	$ 1,393	$ 4,179	5	$ 1,427	$ 7,135	5	$ 1,459	$ 7,295	5	$ 1,528	$ 7,640
Medicare	2	$ 821	$ 1,642	3	$ 808	$ 2,424	5	$ 828	$ 4,140	5	$ 846	$ 4,230	5	$ 886	$ 4,430
Social Security	2	$ 3,510	$ 7,020	3	$ 3,456	$ 10,368	5	$ 3,539	$ 17,695	5	$ 3,619	$ 18,095	5	$ 3,790	$ 18,950
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Total Admin and Support Benefits:			$ 28,578			$ 43,549			$ 75,263			$ 77,995			$ 81,791
Instructional Personnel Benefits															
Health Insurance	8	$ 6,845	$ 54,760	12	$ 7,187	$ 86,247	18	$ 7,547	$ 135,839	20	$ 7,924	$ 158,479	25	$ 8,320	$ 208,004
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other	8	$ 1,698	$ 13,584	12	$ 1,672	$ 20,064	18	$ 1,712	$ 30,816	20	$ 1,751	$ 35,020	25	$ 1,834	$ 45,850
Social Security	8	$ 3,510	$ 28,080	12	$ 3,456	$ 41,472	18	$ 3,539	$ 63,702	20	$ 3,619	$ 72,380	25	$ 3,790	$ 94,750
Disability	8	$ 1,415	$ 11,320	12	$ 1,393	$ 16,716	18	$ 1,427	$ 25,686	20	$ 1,459	$ 29,180	25	$ 1,528	$ 38,200
Medicare	8	$ 821	$ 6,568	12	$ 808	$ 9,696	18	$ 828	$ 14,904	20	$ 846	$ 16,920	25	$ 886	$ 22,150
Life Insurance	8	$ 3,510	$ 28,080	12	$ 3,456	$ 41,472	18	$ 3,539	$ 63,702	20	$ 3,619	$ 72,380	25	$ 3,790	$ 94,750
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*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel Benefits:			$ 142,392			$ 215,667			$ 334,649			$ 384,359			$ 503,704
Total Personnel Benefits:			$ 170,970			$ 259,216			$ 409,912			$ 462,354			$ 585,494
Total Admin & Support Personnel (Salary & Benefits):	4.5		$ 323,578	5		$ 372,049	7		$ 543,048	7.75		$ 559,711.99	8.5		$ 627,064
Total Instructional Personnel (Salary & Benefits):	9		$ 628,392	15.5		$ 1,066,467	21.5		$ 1,554,513	24.75		$ 1,815,145	27		$ 2,115,603
TOTAL PERSONNEL:	13.5		$ 951,970	20.5		$ 1,438,516	28.5		$ 2,097,560	32.5		$ 2,374,857	35.5		$ 2,742,667

*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
Office			
Office Supplies	$ 3,000.00	$ 5,000.00	$ 7,000.00
Paper	$ 3,000.00	$ 5,000.00	$ 7,000.00
Computers & Software	$ 1,500.00	$ 3,000.00	$ 4,000.00
Communications & Telephone	$ -	$ -	$ -
Copier leases	$ 1,500.00	$ 3,000.00	$ 4,000.00
Other	$ 1,500.00	$ 3,000.00	$ 4,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	$ -		
Other	$ -		
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	$ 3,000.00	$ 3,060.00	$ 3,121.20
Form 990	$ 1,500.00	$ 2,000.00	$ 2,500.00
Audit	$ 4,500.00	$ 4,590.00	$ 4,681.80
Powerschool	$ 6,000.00	$ 7,000.00	$ 8,000.00
Backoffice Provider	$ 28,500.00	$ 29,070.00	$ 29,651.40
Lotterease	$ 1,500.00	$ 2,000.00	$ 2,500.00
Enrollease	$ 1,500.00	$ 1,700.00	$ 1,900.00
	$ -		
Other	$ -		
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	$ 140,777.00	$ 219,778.90	$ 309,386.60
Repairs & Maintenance	$ 12,000.00	$ 14,000.00	$ 20,000.00
Custodial Supplies	$ 12,000.00	$ 13,500.00	$ 19,000.00
Custodial Contract	$ -	$ -	
Insurance (pg19)	$ 10,000.00	$ 10,200.00	$ 10,404.00
Misc Facilities Costs			
*** Insert rows and edit text as needed. ***			

Utilities			
Electric	$ 9,000.00	$ 12,000.00	$ 17,000.00
Gas	$ -	$ -	$ -
Water/Sewer	$ 3,500.00	$ 4,500.00	$ 6,000.00
Trash	$ 3,000.00	$ 4,000.00	$ 6,000.00
Other	$ -	$ -	
*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Contract	$ 82,000.00	$ 110,000.00	$ 210,000.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	$ 4,500.00	$ 8,000.00	$ 11,000.00
Child nutrition	$ 18,000.00	$ 23,000.00	$ 28,000.00
Travel	$ 1,500.00	$ 3,000.00	$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	**$ 353,277.00**	**$ 490,398.90**	**$ 719,145.00**

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classrooom/Student Devices	$ 16,000.00	$ 16,320.00	$ 16,646.00
Printers/Copiers	$ 3,600.00	$ 3,672.00	$ 3,745.44
Teacher Computers	$ 5,250.00	$ 9,100.00	$ 13,000.00
Smart boards	$ 12,000.00	$ 8,000.00	$ 8,000.00
Instructional Software	$ 21,000.00	$ 35,000.00	$ 49,000.00
Other Software			
Other			
Instructional Contract			
Staff Development	$ 1,250.00	$ 2,300.00	$ 3,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	$ 12,000.00	$ 17,000.00	$ 22,000.00
Classroom Materials	$ 24,000.00	$ 41,000.00	$ 58,000.00
Copy Paper			
Testing Supplies	$ 1,200.00	$ 2,000.00	$ 3,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	**$ 96,300.00**	**$ 134,392.00**	**$ 176,391.44**

TOTAL OPERATIONS:	**$ 449,577.00**	**$ 624,790.90**	**$ 895,536.44**

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
$ 8,000.00	$ 9,000.00
$ 8,000.00	$ 9,000.00
$ 5,000.00	$ 6,000.00
$ -	$ -
$ 5,000.00	$ 6,000.00
$ 5,000.00	$ 6,000.00
$ 3,183.62	$ 3,247.30
$ 3,000.00	$ 3,500.00
$ 4,775.44	$ 4,870.94
$ 9,000.00	$ 10,000.00
$ 30,244.43	$ 30,849.32
$ 3,000.00	$ 3,500.00
$ 2,100.00	$ 2,300.00
$ 353,584.60	$ 397,782.70
$ 23,000.00	$ 26,000.00
$ 22,000.00	$ 25,000.00
$ 10,612.08	$ 10,824.32

$ 19,000.00	$ 21,000.00
$ -	$ -
$ 7,000.00	$ 8,000.00
$ 7,000.00	$ 8,000.00
$ 225,000.00	$ 250,000.00
$ 13,000.00	$ 15,000.00
$ 33,000.00	$ 38,000.00
$ 5,000.00	$ 6,000.00
$ 804,500.17	**$ 899,874.58**

Year 4	Year 5
$ 8,490.00	$ 8,659.00
$ 3,820.35	$ 3,896.76
$ 15,000.00	$ 17,000.00
$ 4,000.00	$ 4,000.00
$ 56,000.00	$ 63,000.00
$ 3,500.00	$ 3,900.00
$ 27,000.00	$ 32,000.00
$ 68,000.00	$ 77,000.00
$ 3,000.00	$ 3,000.00
$ 188,810.35	**$ 212,455.76**

$ 993,310.52	**$ 1,112,330.34**

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.*

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:	410-Guilford		
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**	**Approximate funding for Year 1**
State Funds	$6,722.14	120	$806,656.80
Local Funds	$3,635.00	120	$436,200.00
State EC Funds	$5,409.45	12	$64,913.40
Federal EC Funds	$1,514.35	12	$18,172.20
		Total:	$1,325,942.40

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	
		Total:	$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

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 expe please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match th table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maxi

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:	**410-Guilford**	What percentage of students from
LEA #2:		What percentage of students from
LEA #3:		What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 410	LEA #2	LEA #3	LEA #1 410	LEA #2	LEA #3	LEA #1 410
Kindergarten	40			40			40
Grade 1	40			40			40
Grade 2	0			40			40
Grade 3	0			0			40
Grade 4	0			0			0
Grade 5	0			0			0
Grade 6	40			40			40
Grade 7	0			40			40
Grade 8	0			0			40
Grade 9	0			0			0
Grade 10	0			0			0
Grade 11	0			0			0
Grade 12	0			0			0
LEA Totals:	**120**	**0**	**0**	**200**	**0**	**0**	**280**

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as s subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

ects to enroll. In addition,
ose in the enrollment summary

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	**10%**

the LEA selected above will qualify for EC funding?	

the LEA selected above will qualify for EC funding?	

Year 3			Year 4			Year 5	
LEA #2	**LEA #3**	**LEA #1**	**LEA #2**	**LEA #3**	**LEA #1**	**LEA #2**	**LEA #3**
		410			**410**		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
		0			40		
		40			40		
		40			40		
		40			40		
		0			0		
		0			0		
		0			0		
		0			0		
0	**0**	**320**	**0**	**0**	**360**	**0**	**0**

et forth and approved in the projected enrollment tables. However, in

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	$ 951,970.00	$ 1,438,515.75	$ 2,097,560.14	$ 2,374,856.54	$ 2,742,667.41
Total Operations	M	$ 449,577.00	$ 624,790.90	$ 895,536.44	$ 993,310.52	$ 1,112,330.34
Total Expenditures	N = J + M	$ 1,401,547.00	$ 2,063,306.65	$ 2,993,096.58	$ 3,368,167.06	$ 3,854,997.74
Total Revenue	Z	$ 1,407,770.20	$ 2,197,789.20	$ 3,093,865.60	$ 3,535,846.40	$ 3,977,827.20
Surplus / (Deficit)	= Z - N	$ 6,223.20	$ 134,482.55	$ 100,769.02	$ 167,679.34	$ 122,829.46

INSURANCE PEOPLE

Below are the **estimated annual premiums**: **Solace Rose Innovation Academy**

Property Premium Estimate		**$1,200**
Contents	$75,000	
Deductible	$2,500	
Form	Special	
Equipment Breakdown	Included	

General Liability Premium Estimate		**$2,100**
Rating Basis:	Students	360
	Faculty	42
Limits:		
Per Occurrence Limit	$1,000,000	
Annual Aggregate	$3,000,000	
Sexual Abuse & Molestation	$1,000,000 per occurrence	
	$3,000,000 aggregate	
Employee Benefits	$1,000,000 per occurrence	
	$3,000,000 aggregate	

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate		**$4,277**
	$1,000,000 per occurrence	
	$2,000,000 aggregate	
Additional Defense	$100,000/$50,000/$100,000	

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		**$332**
Limit	$250,000	
Auto Premium Estimate		**$300**
Hired & Non-owned Auto Liability		
Limit of Liability	$1,000,000	
Head of Class Endorsement		**$82**
Workers Compensation Premium Estimate		**$15,826**
Statutory State - NC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$2,700,000	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$26,504**
Student Accident Coverage		$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

04/22/2026

INSURANCE PEOPLE

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04/22/2026

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

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.

I. School Information	
Name of charter school	Solace Rose Innovation Academy

II. Selected Board Attorney	
❖ The selected Board Attorney 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. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☒	Name of Selected Board Attorney: Click or tap here to enter text.
	Business/Law Firm Name: Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.

	E-mail address: Click or tap here to enter text.

III. Selected Board Auditor	
❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☒	Name of Selected Board Auditor: Click or tap here to enter text.
	Business/Firm Name: Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.
	Email address: Click or tap here to enter text.

IV. Selected CMO/EMO	
❖ 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. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☐	Name of Selected Management Organization: Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.

	Email address: Click or tap here to enter text.

V. Selected Financial Management Service Provider	
❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☒	Name of Selected Financial Management Service Provider: Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.
	Email address: Click or tap here to enter text.

VI. Selected Infinite Campus Service Provider	
❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided. **No:** ☐ **Yes:** ☐ **Not yet identified:** ☒	Name of Selected PS or IC Service Provider: Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.

	Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1. Chêla S. Wallace Verified by pdfFiller 04/20/2026	2. Jessalyn N'Cole Raquel Woods Verified by pdfFiller 04/22/2026
3. Verified by pdfFiller 04/20/2026	4. Ryan Johnson Verified by pdfFiller 04/20/2026
5. Vallie Jane Pearson Verified by pdfFiller 04/20/2026	6. Quentin Washington Verified by pdfFiller 04/20/2026
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Dr. Jessalyn Woods, 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 Charter Schools Review Board as Click or tap here to enter text. Charter School is true and correct in every respect.

Signature Jessalyn N'Cole Raquel Woods Verified by pdfFiller 04/22/2026	**Date** 04/22/2026

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

Signature Page

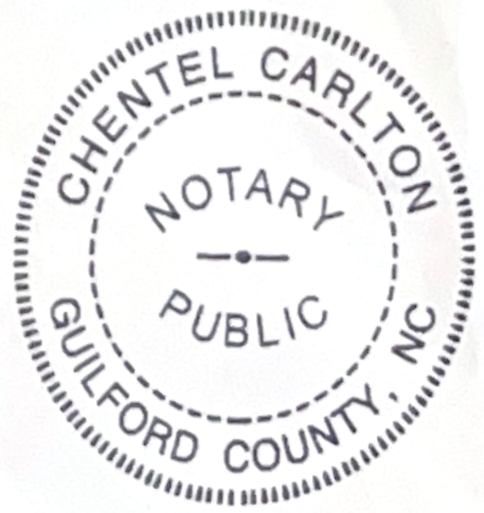
The foregoing application is submitted on behalf of [*Solace Rose Innovation Academy Board of Directors*]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents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

Print/Type Name: Chela S. Wallace
Board Position: Board Member
Signature: Chela S Wallace
Date: 04/21/26

Sworn to and subscribed before me this 21 day of April, 2026.

Notary Public: Chentel Carlton

Official Seal:



My commission expires: February 01, 2028.

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

Signature Page

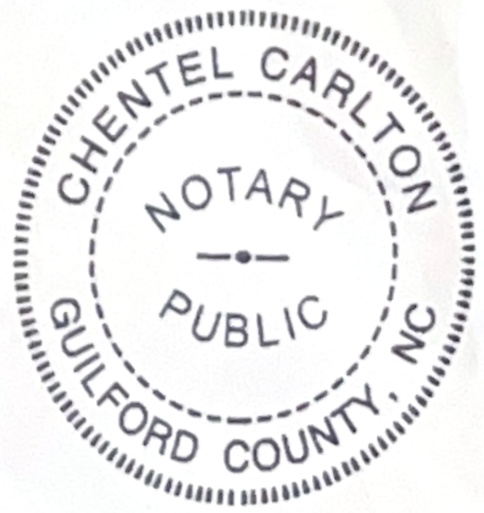
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Print/Type Name: Chela S. Wallace
Board Position: Board Member
Signature: Chela S Wallace
Date: 04/21/26

Sworn to and subscribed before me this 21 day of April, 2026.

Notary Public: Chentel Carlton

Official Seal:



My commission expires: February 01, 2028.